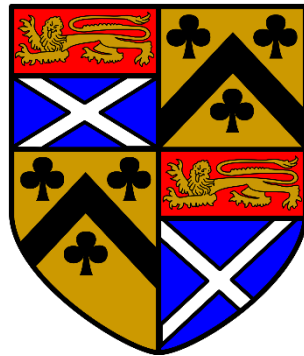




# The Rochester Grammar School

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COURSE DIRECTORY FOR COURSES COMMENCING  
SEPTEMBER 2023



The Rochester Grammar School  
30TH NOVEMBER 2022 | MADSTONE ROAD, ROCHESTER

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# Welcome to Rochester Grammar School's Sixth Form

It is my great pleasure to welcome you to our Sixth Form Open Evening. Here at The Rochester Grammar School we are incredibly proud of not just the academic destinations that our students achieve, but also the personal journeys our students embark on. The students who study with us at The Rochester Grammar School go on to do and complete wonderful things in their time with us, and are fully prepared to meet the demands of a changing world.

We are incredibly proud to be an International Baccalaureate World School, offering the IB Diploma since 2007. We know this qualification allows students to develop not just a great deal of knowledge and results that allow them to pursue their ambitions, but also a wide range of skills, abilities and dispositions which will allow them to fulfil their potential when they leave our care. The philosophy of the International Baccalaureate is to create young people who will aim to make the world a better place, something which we whole-heartedly believe in and value. Our knowledge-rich curriculum combined with the philosophy of the IB creates students that are a force to be reckoned with and who have the ability to make real change in this world.

We hope that this evening gives you a good understanding of what it means to be a Sixth Form student at The Rochester Grammar School and that you will trust us with your academic and personal development in the next two years.



Ms K Hemming BSc (Hons) MA

Assistant Principal (Key Stage 5)

You can see our full Sixth Form prospectus online by scanning the QR code.





# THE INTERNATIONAL BACCALAUREATE



The International Baccalaureate Diploma is a rigorous and well-respected qualification that The Rochester Grammar School has offered since 2007. Regularly the top performing state school offering the Diploma according to the Times, The Rochester Grammar School made the decision to solely offer the International Baccalaureate Diploma from September 2020.

The IB mission statement is as follows:

*The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

*To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.*

*These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

The Diploma encourages students to develop international-mindedness, whilst valuing a breadth of education, allowing our students to compete on a global stage. Students select six subjects to study throughout their Diploma, opting for three to study at Higher Level and three at Standard Level. All students study English, Mathematics, a language, a science and a humanity. The six subjects are complemented by a core that helps to develop the key qualities needed for life-long learners. This includes the study of critical thinking through a course called the Theory of Knowledge, completing an extended research project called the Extended Essay and completing a personal development programme based around Creativity, Activity and Service. This leads Diploma students to be not just well rounded, but also well equipped to engage with the world when they leave school.



# Subject Options

At the Rochester Grammar School we are proud of the diverse range of subject options we are able to offer our students. One of the key benefits of the International Baccalaureate Diploma is the ability to maintain a breadth of study in Key Stage 5, something which our range of subjects makes easy. Below you can see our range of subject options and the pathways some students have opted for given their intended career goals:

Group	Subject available
1 – English	English Literature
	English Language and Literature
2 – Languages	French, German, Japanese and Spanish ab initio
	French, German, Spanish
3 – Individuals and Society (Humanities)	Anthropology
	Business Management
	Economics
	Geography
	Global Politics
	History
	Philosophy
4 – Sciences	Biology
	Chemistry
	Physics
	Environmental Systems and Societies*
	Sport, Health and Exercise Science
	Computer Science
	Design and Technology
5 - Mathematics	Mathematics – Analysis and Approaches
	Mathematics – Applications and Interpretations
6 – The Arts	Visual Arts
	Theatre Studies
	Music
	Film
	Or an additional subject from groups 2-4

Students opt for one subject from each block.

Three of these subjects will be at Higher level and three at Standard level.

In Group 6, students can opt out of this block for an extra language, humanity or science.

\* Students opting to study Environmental Systems and Societies in Group 4, are able to opt for two subjects from the Arts Group, as ESS is seen as both a Science and a humanity.

<p style="text-align: center;"><b>Law</b></p> <p>English Literature HL History HL Global Politics HL Biology SL Maths Applications SL Japanese ab initio SL</p>
<p style="text-align: center;"><b>Medicine</b></p> <p>Chemistry HL Biology HL Philosophy HL English Lit &amp; Lang SL Maths Analysis SL French SL</p>
<p style="text-align: center;"><b>Psychology</b></p> <p>Psychology HL Biology HL Anthropology HL English Literature SL Maths Applications SL German ab initio SL</p>
<p style="text-align: center;"><b>Engineering</b></p> <p>Chemistry HL Physics HL Maths Analysis HL English Lang &amp; Lit SL History SL Spanish ab initio SL</p>
<p style="text-align: center;"><b>Economics</b></p> <p>Chemistry HL Economics HL Maths Applications HL English Literature SL History SL French SL</p>

## Entry Criteria

Overall entry criteria: Five GCSE passes at grade 6 or above

Group	Subject to be studied	Standard	Higher	Criteria
1	English Literature	5	6	English Literature
	English Language & Literature	5	6	English Literature or Language
2	French, German, Japanese and Spanish ab initio	No entry requirement		
	French, German, Spanish	6	7	Language to be studied
3	Anthropology	6	6	Sociology, English Literature or Language
	Business Management	6	6	English Literature or Language
	Economics	6	6	Mathematics
	Geography	5	6	Geography or a Humanity
	Global Politics	5	6	English Literature or Language or a Humanity
	History	5	6	History <i>If not studied, English Literature or Language</i>
	Philosophy	6	6	English Literature or Language or a Humanity
4	Psychology	5	6	Psychology or Biology or Combined Science
	Biology	6 or 7-6	7 or 8-7	Biology or Combined Science
	Chemistry		7 or 8-7	Chemistry or Combined Science
	Physics	6 or 7-6	7 or 8-7	Mathematics and Physics or Combined Science
	Environmental Systems and Societies	5 or 5-5		A Humanity and any separate science or Combined Science
	Sport, Health and Exercise Science	5 or 5-5	6 or 6-6	Biology or Combined Science
	Computer Science		7	Mathematics
5	Design and Technology	5	6	Any separate science or Combined Science or Design and Technology
	Mathematics – Analysis and Approaches	7	8	Mathematics
	Mathematics – Applications and Interpretations	5	8	Mathematics
6	Visual Arts	6	6	Art, Design Technology or Portfolio work
	Theatre Studies	5	6	Drama <i>If not studied, English Literature or Language and involvement in Drama</i>
	Music	6	6	Music
	Film	5	5	English Literature or Language or Film AS

# English Language and Literature

Available at: SL ✓ Group: 1  
 HL ✓ Curriculum Leader: Miss Cumming

*"There are no facts, only interpretations."*  
 Fredrick Neichze

## Why study English Language and Literature?

The Language and Literature course asks students to examine, interpret and analyse a wide range of both literary and non-literary texts. Non-literary texts may include but are not exclusive to: biography, essays, screenplays, manifestos, adverts and articles. The course has the dual aspect benefits of learning how to formulate a critical and well-constructed argument, and of exploring how to examine, analyse and evaluate texts from a range of styles. The course design includes a wide variety of texts from across time, space, culture, genre and form; giving students the opportunity to immerse themselves in literature, language and interpretation.

Skills developed and obtained in analysis; criticism; the reading of challenging materials, both literary and non-literary, and the construction of a written argument, will be transferable to a wide range of professions including journalism, law, politics, marketing and education.

Standard Level	Higher Level
<p><b>Paper 1: Guided literary analysis</b>  <b>35%</b>  <b>1 hours and 15 minutes</b>            Two unseen text of two different non-literary texts types.            Candidates select <b>one</b> text, with a guiding question, to analyse.</p> <p><b>Paper 2: Comparative essay</b>  <b>35%</b>  <b>1 hour 45 minutes</b>            Choice of four general comparative questions.            Candidates answer one question using two texts from the course</p>	<p><b>Paper 1: Guided textual analysis</b>  <b>35%</b>  <b>2 hours and 15 minutes</b>            Two non-literary passages, from two different texts types, each accompanied by a question.            Candidates write an analysis of each of the passages.</p> <p><b>Paper 2: Comparative essay</b>  <b>25%</b>  <b>1 hour 45 minutes</b>            Choice of four general comparative questions.            Candidates answer one question using two literary works from the course.</p>
<p><b>External Assessment</b>            N/A</p>	<p><b>Higher Level essay:</b>  <b>20%</b>  <b>1200-1500 words</b>            Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course.</p>
<p><b>Internal assessment: Individual oral</b>  <b>30%</b>  <b>15 minutes</b>            A 10 minute presentation comparing two extracts from two texts, one non-literary and one literary, on the question: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied followed by 5 minutes questions from teacher.</p>	<p><b>Internal assessment: Individual oral</b>  <b>20%</b>  <b>15 minutes</b>            A 10 minute presentation comparing two extracts, , one literary and one non-literary. Followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.</p>

## Work Experience Opportunities

Volunteering in a primary school, hospice or care home  
 Mentoring or tutoring students in English  
 Volunteering at a library  
 Setting up a Book Club  
 Work experience at a newspaper or magazine

## Things to read / watch / listen

Read! Read widely across time, space, culture, genre and form.  
 Listen to dramas, readings and podcasts on the BBC Sounds app  
 Join JSTOR and read 6 free articles a month  
 Read newspapers and current affairs magazines.

# English Literature

Available at:	SL	✓	Group:	1
	HL	✓	Curriculum Leader:	Miss Cumming

*“Literature is humanity talking to itself.”*  
Norman Rush

## Why study English Literature?

English Literature has the dual aspect benefits of learning how to formulate a critical and well-constructed argument, and of exploring how to examine, analyse and evaluate literary texts. The course design includes a wide variety of texts from across time, space, culture and genre; giving students the opportunity to immerse themselves in world literature.

Skills developed and obtained in analysis, criticism, the reading of challenging materials and the construction of a written argument, will be transferable to a wide range of professions including journalism, law, politics, marketing and education.

Standard Level	Higher Level
<p><b>Paper 1: Guided literary analysis</b> <b>35%</b> <b>1 hours and 15 minutes</b> Two unseen texts from four possible forms (prose, poetry, drama and non-fiction). Candidates select <b>one</b> text, with a guiding question, to analyse.</p> <p><b>Paper 2: Comparative essay</b> <b>35%</b> <b>1 hour 45 minutes</b> Choice of four general comparative questions. Candidates answer one question using two texts from the course</p>	<p><b>Paper 1: Guided literary analysis</b> <b>35%</b> <b>2 hours and 15 minutes</b> Two unseen texts from four possible forms (prose, poetry, drama and non-fiction). Candidates answer a guiding question on both unseen texts.</p> <p><b>Paper 2: Comparative essay</b> <b>25%</b> <b>1 hour 45 minutes</b> Choice of four general comparative questions. Candidates answer one question using two texts from the course.</p>
<p><b>External Assessment</b> N/A</p>	<p><b>Higher Level essay:</b> <b>20%</b> <b>1200-1500 words</b>  One literary essay on a text studied during the course.</p>
<p><b>Internal assessment: Individual oral</b> <b>30%</b> <b>15 minutes</b> A 10 minute presentation comparing two extracts from two texts (one in translation) on the question: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied 5 minutes questions from teacher.</p>	<p><b>Internal assessment: Individual oral</b> <b>20%</b> <b>15 minutes</b> A 10 minute presentation comparing two extracts from two texts (one in translation) on the question: Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied 5 minutes questions from teacher.</p>

## Work Experience Opportunities

Volunteering in a primary school, hospice or care home  
Mentoring or tutoring students in English  
Volunteering at a library  
Setting up a Book Club  
Work experience at a newspaper or magazine

## Things to read / watch / listen

Read! Read widely across time, space, culture, genre and form.  
Listen to dramas, readings and podcasts on the BBC Sounds app  
Join JSTOR and read 6 free articles a month



## French ab initio (for beginners)

Available at:	SL	✓	Group	2
	HL	✗	Curriculum Leader	Mrs Syed

*“If you talk to a man in a **language** he understands, that goes to his head. If you talk to him in his own **language**, that goes to his heart.”*

*Nelson Mandela*

### Why study French?

Study French if you enjoy learning about the French-speaking world cultures including literature, cinema or gastronomy; as well as customs. You will have opportunities to compare your own culture to the French-speaking world, transforming you into a global citizen.

French is considered as a “facilitating subject” when applying to any of the prestigious Russell group of universities and therefore is highly valued by higher education institutions. Oxford university offers opportunities to extend on one’s language skills, thanks to an impressive range of materials for 140 languages and 9 languages can be studied in combination to another degree subject.

### Standard Level

#### ab Initio

#### External examinations

##### Paper 1 – 2 hour 45 minutes exam - 25% (30 marks)

- 30 marks awarded for two writing tasks (15 marks each)
- You will need to write 70-150 words for each of the two writing tasks
- Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.

##### Paper 2 – 1 hour 45 minutes exam - 25% (65 marks)

#### There are separate sections for the listening comprehension and the reading comprehension

- The Listening comprehension (45 minutes) (25 marks)
- The Reading comprehension (1 hour) (40 marks)

These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.

#### Internal Assessment:

##### The individual oral – 25 % (30 marks)

Evaluated and conducted in school & moderated by an IB examiner. The Individual Oral is conducted at the end of the course.

A conversation with the teacher based on a visual stimulus and at least another one of the topic areas of the course

### Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers

### Things to read / watch / listen

Listen to radio programs on <https://savoirs.rfi.fr/fr>; short *audio files by topics* on <https://www.audio-lingua.eu/>; videos with multiple choice tasks on [www.flevideo.com](http://www.flevideo.com)  
Add the magazine ‘Sciences et vie’ to your Instagram account.  
Download newspaper apps such as Libération or Le Monde

## German Ab Initio (for beginners)

Available at:	SL	✓	Group	2
	HL	✗	Curriculum Leader	Mrs Peake

*"Having another language is having another soul".*

### Why study German?

With German being the most sought after language by UK employers since 2019, having a proficiency in German will stand you in good stead with any employer with global business connections, by knowing the native language of your German business partners. In addition to this, German is the second most commonly used scientific language, with Germany being the third largest contributor to research and development worldwide. German links to a variety of different professions and career pathways. German (combined with another subject) can also be beneficial to a range of other fields, including, but not limited to Business, Engineering, Science, Tourism, Journalism and Teaching.

Studying German within the International Baccalaureate will give you an insight into German culture, politics, history and science and allow you debate important global issues. The *Ab Initio* course begins with teaching the basics and progresses into topics such as *Human Ingenuity*, *Social Organisation* and *Global Issues*. Studying German will allow you to widen your understanding of the German-speaking world and help you to have an open mind about cultural differences and beliefs, as well as giving you a better understanding of your own culture and language on the world stage.

### Ab Initio

#### External examinations

##### Paper 1 – 1 hour exam - 25% (30 marks)

- 30 marks awarded for two writing tasks (15 marks each)
- You will need to write 70-150 words for each of the two writing tasks
- Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.

##### Paper 2 – 1 hour 45 minutes exam - 50%

#### There are separate sections for the listening comprehension and the reading comprehension (65 marks in total)

- The Listening comprehension (45 minutes) (25 marks)
- The Reading comprehension (1 hour) (40 marks)

These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.

#### Internal evaluation:

##### The individual oral – 25 % (30 marks)

Evaluated and conducted in school & moderated by an IB examiner. The Individual Oral is conducted at the end of the course.

It contains a conversation with the teacher based on a visual stimulus and at least another one of the topic areas of the course

### Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers

### Things to read / watch / listen

*Listen to German Music/ 'This is Voyage' (German covers of well known songs on Youtube)*  
*Read German newspaper articles from: 'Nachrichtenleicht'*  
*'Der Spiegel'*  
*Revise vocabulary with [www.quizlet.com](http://www.quizlet.com)*  
*Read 'Der Besuch der alten Dame' by F. Duerrenmatt at HL*

## Japanese ab initio (for beginners)

Available at:	SL	✓	Group	2
	HL	✗	Curriculum Leader	Mrs Huckstepp

*"A new language is a new life"*

### Why study Japanese?

Studying Japanese gives students an opportunity to discover customs and traditions of Japan. Studying topics such as Festivals will allow them to widen their understanding of Japan and will encourage them to have an open mind about cultural differences and beliefs. Students will be able to compare their own culture to Japan.

1. **Japan has the 3<sup>rd</sup> largest economy in the world.**
2. **Knowing Japanese will set you apart from the crowd and will bring business opportunities.**
3. **Japanese is a gateway to other Asian languages & cultures.**
4. **Japanese-speakers are the Internet's 3rd largest language group.**
5. **Japanese cultural exports are exploding.**

Japanese links to a variety of different professions and career pathways. Japanese (combined with another subject) also can be beneficial to a range of other fields, including, but not limited to: Tourism, Business, Journalism, Law, Education, Marketing and Animation.

### ab initio

#### External examinations

##### Paper 1 – 1 hour exam - 25% (30 marks)

- 30 marks awarded for two writing tasks (15 marks each)
- You will need to write 150-300 characters for each of the two writing tasks
- Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.

##### Paper 2 – 1 hour 45 minutes exam - 50%

##### There are separate sections for the listening comprehension and the reading comprehension (65 marks in total)

- The Listening comprehension (45 minutes) (25 marks) – 25%
- The Reading comprehension (1 hour) (40 marks) – 25%

These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.

#### Internal evaluation:

##### The individual oral –15min preparation + 10 min exam – 25 % (30 marks)

Evaluated and conducted in school & moderated by an IB examiner. The Individual Oral is conducted at the end of the course.

A conversation with the teacher based on a visual stimulus and its topic and at least another one of the topic areas of the course

### Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers  
Volunteering at a local primary school

### Things to read / watch / listen

[Learn Japanese Online - JapanesePod101](http://anime-manga.jp/index_english.html)  
[http://anime-manga.jp/index\\_english.html](http://anime-manga.jp/index_english.html)  
[NEWS WEB EASY \(nhk.or.jp\)](http://nhk.or.jp)  
Watch Anime (Studio Ghibli)  
Listen to Japanese music JPOP  
Read Japanese Manga, Japanese literature in English  
(Banana Yoshimoto, Murakami)

## Spanish ab initio (for beginners)

Available at:	SL	✓	Group	2
	HL	✗	Curriculum Leader	Mrs Martinez

*"Having another language is having another soul".*

### Why study Spanish?

Studying Spanish gives students insight into the Spanish-speaking countries' customs and traditions. Studying topics such as Festivals will allow them to widen their understanding of the Spanish-speaking world and will encourage them to have an open mind about cultural differences and beliefs. Students will be able to compare their own culture to other cultures within the Spanish-speaking world.

Spanish links to a variety of different professions and career pathways. Spanish (combined with another subject) also can be beneficial to a range of other fields, including, but not limited to; Journalism, Law, Education and Marketing.

### ab initio

#### External examinations

##### Paper 1 – 2 hour 45 minutes exam - 25% (30 marks)

- 30 marks awarded for two writing tasks (15 marks each)
- You will need to write 70-150 words for each of the two writing tasks
- Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.

##### Paper 2 – 1 hour 45 minutes exam - 25%

##### There are separate sections for the listening comprehension and the reading comprehension (65 marks in total)

- The Listening comprehension (45 minutes) (25 marks)
- The Reading comprehension (1 hour) (40 marks)

These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.

#### Internal evaluation:

##### The individual oral – 25 % (30 marks)

Evaluated and conducted in school & moderated by an IB examiner. The Individual Oral is conducted at the end of the course.

A conversation with the teacher based on a visual stimulus and at least another one of the topic areas of the course

#### Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers

#### Things to read / watch / listen

Listen to podcasts such as *Coffee Break Spanish*  
or *Notes in Spanish*  
Read 'El País'

# French

Available at:	SL	✓	Group	2
	HL	✓	Curriculum Leader	Mrs Syed

*“If you talk to a man in a **language** he understands, that goes to his head. If you talk to him in his own **language**, that goes to his heart.”*  
- Nelson Mandela

## Why study French?

Study French if you enjoy learning about the French speaking world cultures including literature, cinema or gastronomy; as well as customs. You will have opportunities to compare your own culture to the French-speaking world, transforming you into a global citizen.

The professional premium for French is over £4000, according to the website [www.completeuniversityguide.com](http://www.completeuniversityguide.com). It is one of the official languages of several international organisations such as the UN, NATO, the International Olympic Committee to name a few. French language skills are valued by numerous companies such as in consulting (CapGemini); Finance (Société Générale, BNP Parisbas) and other wider industrial fields (EDF, Airbus or Alstom).

Standard Level	Higher Level
<p><b>Standard level:</b></p> <p><b>Paper 1: 1 hour 15 minutes -25% (30 marks)</b></p> <ul style="list-style-type: none"> <li>You will need to write 250-400 words</li> </ul> <p>Choice of an appropriate text type</p> <ul style="list-style-type: none"> <li>Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.</li> </ul> <p><b>Paper 2: 1 hour 45 minutes – 50% (65 marks)</b></p> <ul style="list-style-type: none"> <li>Listening comprehension (45 minutes) (25 marks)</li> <li>Reading comprehension (1 hour) (40 marks)</li> </ul> <p>These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.</p>	<p><b>Paper 1- 1 hour 30 minutes -25% (30 marks)</b></p> <ul style="list-style-type: none"> <li>You have to write 450-600 words</li> <li>The task includes the choice of an appropriate text type and you will gain marks for adhering to the relevant conventions.</li> </ul> <p><b>Paper 2: 2 hours – 50%</b></p> <p><b>There are separate sections for the listening comprehension and the reading comprehension (65 marks in total)</b></p> <ul style="list-style-type: none"> <li>The Listening comprehension (45 minutes) (25 marks)</li> <li>The Reading comprehension (1 hour) (40 marks)</li> </ul> <p>These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.</p>
<p><b>Internal evaluation:</b></p> <p><b>The individual oral – 25 % (30 marks)</b></p> <p>Evaluated and conducted in school &amp; moderated by an IB examiner. The Individual Oral is conducted at the end of the course.</p> <p>A conversation with the teacher based on a visual stimulus and at least another one of the topic areas of the course</p>	<p><b>Internal Assessment (coursework) – 20%</b></p> <p><b>The individual oral – 25 % (30 marks)</b></p> <p>Evaluated and conducted in school &amp; moderated by an IB examiner. The Individual Oral is conducted at the end of the course.</p> <p>A conversation with the teacher based on a visual stimulus followed by questions on one or more than one topic area of the course.</p>

## Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers

## Things to read / watch / listen

Listen to radio programs on <https://savoirs.rfi.fr/fr/>; short audio files by topics on <https://www.audio-lingua.eu/>; videos with multiple choice tasks on [www.fle-video.com](http://www.fle-video.com)  
Add the magazine ‘Sciences et vie’ to your Instagram account. Download newspaper apps such as Libération or Le Monde

# German

Available at:	SL	✓	Group	2
	HL	✓	Curriculum Leader	Mrs Peake

*“Having another language is having another soul” -Charlemagne*

## Why study German?

With German being the most sought after language by UK employers since 2019, having a proficiency in German will stand you in good stead with any employer with global business connections by knowing the native language of your German business partners. In addition to this, German is the second most commonly used scientific language, with Germany being the third largest contributor to research and development worldwide. German links to a variety of different professions and career pathways. German (combined with another subject) can also be beneficial to a range of other fields, including, but not limited to Business, Engineering, Science, Tourism, Journalism and Teaching.

Studying German within the International Baccalaureate at both Standard and Higher Level will give you an insight into German culture, politics, history and science and allow you debate important global issues. In addition to this, students at Higher Level will have the opportunity to study famous German literature. Studying German at any of these levels will allow you to widen your understanding of the German-speaking world and help you to have an open mind about cultural differences and beliefs, as well as giving you a better understanding of your own culture and language on the world stage.

Standard Level	Higher Level
<p><b>Standard level:</b></p> <p><b>Paper 1: 1 hour 15 minutes -25% (30 marks)</b></p> <ul style="list-style-type: none"> <li>• You will need to write 250-400 words</li> </ul> <p>Choice of an appropriate text type</p> <ul style="list-style-type: none"> <li>• Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.</li> </ul> <p><b>Paper 2: 1 hour 45 minutes – 50% (65 marks)</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension (45 minutes) (25 marks)</li> <li>• Reading comprehension (1 hour) (40 marks)</li> </ul> <p>These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.</p>	<p><b>Paper 1- 1 hour 30 minutes -25% (30 marks)</b></p> <ul style="list-style-type: none"> <li>• You have to write 450-600 words</li> <li>• The task include the choice of an appropriate text type and you will gain marks for adhering to the relevant conventions.</li> </ul> <p><b>Paper 2: 2 hours – 50%</b></p> <p><b>There are separate sections for the listening comprehension and the reading comprehension (65 marks in total)</b></p> <ul style="list-style-type: none"> <li>• The Listening comprehension (1 hour) (25 marks)</li> <li>• The Reading comprehension (1 hour) (40 marks)</li> </ul> <p>These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.</p>
<p><b>Internal Assessment:</b></p> <p><b>The individual oral – 25 % (30 marks)</b></p> <p>Evaluated and conducted in school &amp; moderated by an IB examiner. The Individual Oral is conducted at the end of the course.</p> <p>A conversation with the teacher based on a visual stimulus and at least another one of the topic areas of the course</p>	<p><b>Internal Assessment:</b></p> <p><b>The individual oral – 25 % (30 marks)</b></p> <p>Evaluated and conducted in school &amp; moderated by an IB examiner. The Individual Oral is conducted at the end of the course.</p> <p>A conversation based on an extract from the literature studied, followed by questions on one or more than one topic area of the course.</p>

## Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers

## Things to read / watch / listen

*Listen to German Music/ 'This is Voyce' (German covers of well known songs on Youtube)*  
*Read German newspaper articles from: 'Nachrichtenleicht' or 'Der Spiegel'*  
*Use [www.quizlet.com](http://www.quizlet.com) to revise vocabulary*  
*Read "Der Besuch der alten Dame" by F. Duerrenmatt at HL*

# Spanish

Available at:	SL	✓	Group	2
	HL	✓	Curriculum Leader	Mrs Martinez

*“Having another language is having another soul”.*

## Why study Spanish?

Studying Spanish gives students insight into the Spanish-speaking countries’ customs and traditions. Studying topics such as Festivals will allow them to widen their understanding of the Spanish-speaking world and will encourage them to have an open mind about cultural differences and beliefs. Students will be able to compare their own culture to other cultures within the Spanish-speaking world.

Spanish links to a variety of different professions and career pathways. Spanish (combined with another subject) also can be beneficial to a range of other fields, including, but not limited to; Journalism, Law, Education and Marketing.

Standard Level	Higher Level
<p><b>Paper 1: 1 hour 15 minutes -25% (30 marks)</b></p> <ul style="list-style-type: none"> <li>You will need to write 250-400 words</li> </ul> <p>Choice of an appropriate text type</p> <ul style="list-style-type: none"> <li>Part of the task includes choosing amongst three text types. You will gain marks for choosing the most appropriate one for the task and adhering to the relevant conventions.</li> </ul> <p><b>Paper 2: 1 hour 45 minutes – 50% (65 marks)</b></p> <ul style="list-style-type: none"> <li>Listening comprehension (45 minutes) (25 marks)</li> <li>Reading comprehension (1 hour) (40 marks)</li> </ul> <p>These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.</p>	<p><b>Paper 1- 1 hour 30 minutes -25% (30 marks)</b></p> <ul style="list-style-type: none"> <li>You have to write 450-600 words</li> <li>The task include the choice of an appropriate text type and you will gain marks for adhering to the relevant conventions.</li> </ul> <p><b>Paper 2: 2 hours – 50%</b></p> <p><b>There are separate sections for the listening comprehension and the reading comprehension (65 marks in total)</b></p> <ul style="list-style-type: none"> <li>The Listening comprehension (45 minutes) (25 marks)</li> <li>The Reading comprehension (1 hour) (40 marks)</li> </ul> <p>These are based on three audio texts (Listening) and three written texts (Reading) and relate to the 5 topic areas.</p>
<p><b>Internal evaluation:</b></p> <p><b>The individual oral – 25 % (30 marks)</b></p> <p>Evaluated and conducted in school &amp; moderated by an IB examiner. The Individual Oral is conducted at the end of the course.</p> <p>A conversation with the teacher based on a visual stimulus and at least another one of the topic areas of the course</p>	<p><b>Internal Assessment (coursework) – 20%</b></p> <p><b>The individual oral – 25 % (30 marks)</b></p> <p>Evaluated and conducted in school &amp; moderated by an IB examiner. The Individual Oral is conducted at the end of the course.</p> <p>A presentation based on a passage from a literary text followed by questions on one or more than one topic area of the course.</p>

## Work Experience Opportunities

Mentoring younger students  
Shadowing language teachers

## Things to read / watch / listen

Listen to podcasts such as *Coffee Break Spanish* or *Notes in Spanish*  
Read ‘El País’

# Social and Cultural Anthropology

Available at:	SL	✓	Group	3
	HL	✓	Curriculum Leader	Mr Huntington

*“The world is which you were born is just one model of reality. Other cultures are not failed attempts at being you; they are unique manifestations of the human spirit.” – Wade Davis*

## Why study Anthropology?

Studying Anthropology is a fascinating journey through human cultures in a quest to understand what we are as a truly exceptional species. Centred on two pre-industrial and two post-industrial societies, the course considers features that are shared by all human societies, as well as those features that divide us. Students will leave able to articulate a significantly broadened understanding of power, conflict, ethnicity, gender, identity, belief, materialism and inequality. The IA in Anthropology gives students great freedom to investigate a social or cultural topic of their choice and encourages the development of academic rigor, independence and critically reflective personal development.

Anthropology is a great asset in professions and career pathways that operate in multicultural environments, such as Law Enforcement, Social Work and the Civil Service. It is also advantageous for those who intend to work internationally in Businesses, Charities and Trade Organisations. Anthropology is an excellent background to a range of subjects in Higher Education, particularly Psychology, Law, History, Politics, Education, Marketing and of course Anthropology.

Standard Level	Higher Level
<b>Course Content</b> Unit 1; The Language of Anthropology Unit 2; Doing Anthropology Unit 3; Anthropological Thinking Ethnography 1; In Search of Respect Ethnography 2; The Yanomamo Ethnography 3; The Trobriand Islanders	<b>Course Content</b> Unit 1; The Language of Anthropology Unit 2; Doing Anthropology Unit 3; Anthropological Thinking Unit 4; Anthropological Ethics and Higher Level Theory Ethnography 1; In Search of Respect Ethnography 2; The Yanomamo Ethnography 3; The Trobriand Islanders Ethnography 4; Pretty Modern
<b>External Assessment (Exams)</b> <b>Paper 1 – 40%</b> <b>Three</b> compulsory questions based on an unseen text. <b>One</b> compulsory ‘Big Anthropological Question’.  <b>Paper 2 – 40%</b> <b>Section A:</b> <b>one</b> compulsory question. Making meaningful connections between an Ethnography, key concept and real-world issue. <b>Section B:</b> a choice of two questions from a selection of 10 relating to the Ethnographies studied.	<b>External Assessment (Exams)</b> <b>Paper 1 - 30%</b> <b>Three</b> compulsory questions based on an unseen text. <b>One</b> compulsory ‘Big Anthropological Question’. <b>One</b> compulsory question based on ethics.  <b>Paper 2 - 45%</b> <b>Section A:</b> <b>one</b> compulsory question. Making meaningful connections between an Ethnography, key concept and real-world issue. <b>Section B:</b> a choice of three questions from a selection of 10 relating to the Ethnographies studied.
<b>Internal assessment – 20%</b> Four compulsory activities; <ol style="list-style-type: none"> <li>i. Observation report</li> <li>ii. Methodological and conceptual extension of initial fieldwork</li> <li>iii. Second fieldwork data collection and analysis</li> <li>iv. Critical reflection</li> </ol>	<b>Internal assessment (2,400 words) 25%</b> Three compulsory activities based on engaging in anthropological practice. <ol style="list-style-type: none"> <li>i. Fieldwork proposal form</li> <li>ii. Critical reflection</li> <li>iii. Research report and reflection</li> </ol>

## Work Experience Opportunities

Volunteering in a local Charity  
 Shadowing a local Councillor  
 Mentoring a young person with English as a second language  
 Volunteering at a museum or important religious or cultural tourist site  
 Shadowing an Anthropologist

## Things to read / watch / listen

Read the Royal Anthropological Association Website  
 Subscribe to the IB Anthropology Facebook group  
 Listen to the University of Oxford’s Anthropology Podcasts  
 Read ‘Small places large issues’, Thomas Hylland Eriksen  
 Read ‘Tribal Peoples for tomorrow’s world’, Stephen Corry



# Business Management

Available at:	SL	✓	Group		3
	HL	✓	Curriculum Leader:		Mrs Harvey

“A business has to be involving, it has to be fun, and it has to exercise your creative instincts.” – **Richard Branson**

## ***Why study business management?***

Studying business management will encourage students to have a holistic view of the world of business, whilst empowering them to think critically and strategically about individual and organisational behaviour. Studying topics such as marketing, operations management and finance will give student a greater understanding of how different businesses are managed. Having a deeper knowledge of businesses will equip students with the life skills required for entering the world of employment.

Business management links to a number of different professions including; banking, finance, marketing, human resource management and operations management

Standard Level	Higher Level
Unit 1: Business organisation and environment Unit 2: Human resource management Unit 3: Finance and accounts Unit 4: Marketing Unit 5: Operations management	Unit 1: Business organisation and environment Unit 2: Human resource management Unit 3: Finance and accounts Unit 4: Marketing Unit 5: Operations management Extension topics covered in Units 2-5 for HL – for example; price elasticity of demand, investment appraisal, lean production
<b>External assessment (3 hours)</b> <b>Paper 1 (1 hour and 30 mins) 35% Syllabus content: Units 1-5</b> Based on a pre-released statement that specifies the context and background of the examination case study. Additional unseen material will be provided in the examination. <b>Section A</b> Students answer all structured questions in this section based on the case study (20 marks). <b>Section B</b> Students answer <u>one</u> out of two extended response questions based on the case study (10 marks).  <b>Paper 2 SL (1 hour and 30 minutes) 35% Syllabus content: Units 1-5</b> <b>Section A</b> Students answer all structured questions in this section based on unseen stimulus material (20 marks). All 5 units of the syllabus can be assessed (excluding HL extension topics, of course). <b>Section B</b> Students answer <u>one</u> out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material. (20 marks)	<b>External assessment (4 hours and 30 minutes)</b> <b>Paper 1 (1 hour and 30 mins) 25% Syllabus content:</b> Based on a pre-released statement that specifies the context and background of the examination case study. Additional unseen material will be provided in the examination. <b>Section A</b> Students answer all structured questions in this section based on the case study (20 marks). <b>Section B</b> Students answer <u>one</u> out of two extended response questions based on the case study (10 marks).  <b>Paper 2 HL (1 hour and 45 minutes) 30% Syllabus content: Units 1-5 including HL extension topics</b> <b>Section A</b> Students answer all structured questions in this section based on the unseen stimulus material (30 marks). <b>Section B</b> Students answer <u>one</u> out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)  <b>Paper 3 HL Only (1 hour 15 minutes) 25%</b> Paper 3 is based on unseen stimulus material about a social enterprise.
<b>Internal assessment 20%</b> Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)	

## **Work Experience Opportunities**

Morgan Stanley  
 PWC  
 E&Y  
 Volunteering and work shadowing in businesses, for example BAE systems and Lloyds Bank

## **Things to read / watch / listen**

The Business Review  
 The Economist  
 News programmes  
 Broadsheet newspapers  
 Ted Talks on business topics

# Economics

Available at:	SL	✓	Group	3
	HL	✓	Curriculum Leader	Mrs Saburova

*“The lack of agreement need not affect the subject-matter as ... economics is an approach rather than a subject”  
-Gary Becker (1976)*

## Why study Economics?

Economics is the study of how to allocate scarce resources in the most effective way. By answering the three questions: what to produce, how to produce, and for whom to produce so that unlimited wants are met given limited resources, Economics helps to address the sustainability issues and to ensure the improvement of living standards. By simplifying and modelling the economic reality, Economics attempts to explain what happens in the real world and predict the outcomes of the decisions of the government and the market players. The IB course focuses on the key nine concepts including scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention. The recently added modules on environment, inequality and poverty reflect the society focus on these pertinent issues and link well with Geography, Environmental Science, History, Politics and Sociology. To read Economics at university, you would need mathematical skills.

Economics study fits with a number of professions from law, business, banking, finance, insurance and treasury, including the public sector to vocational jobs in tax, accounting and audit. In addition, the IB Economics course equips students with the understanding of the government policies on tax and retirement, provision of health, education and other merit goods, and thus equips them with the life-skills.

Standard Level	Higher Level
The IB course focuses on the key nine concepts including scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention.	
<p><b>External Assessment</b></p> <p><b>Paper 1</b> (30% of the grade) assesses the whole course and consists of an extended response paper where students are expected to demonstrate a holistic and critical understanding of how economics helps us understand real world issues with the help of theories, models, examples and inquiries from the course of study (1 hour 15 min; 10 and 15 mark essays)</p> <p><b>Paper 2</b> (40% of the grade) offers students the opportunity to work with new qualitative and quantitative data, by presenting students with real-world scenarios or case studies, where they are able to apply understanding from across all the syllabus areas in a more integrated way using the theories, models, ideas and tools of economics. (1 hour and 45 min)</p>	<p><b>External Assessment</b></p> <p><b>Paper 1</b> (20% of the grade), answer one question (made of a 10 and a 15 marks essay) from the choice of three.</p> <p><b>Paper 2</b> (30% of the grade), choice of one question from the choice of two, including a 15 marks essay related to the case study.</p> <p>In addition to Paper 1 and Paper 2, HL students will also sit</p> <p><b>Paper 3</b> (30% of the grade), where they will work with new quantitative and qualitative data, demonstrating a deeper understanding of a real-world issue scenario, using the theories, models, ideas and tools of economics and culminating in policy advice. (1 hour and 45 min, including two 10 marks policy recommendation essays, no choice)</p>
<p><b>Internal Assessment</b> (20% of the grade)</p> <p>Three 800 words commentaries portfolio offers students the opportunity to demonstrate their understanding and application of three different key concepts by using them as a lens through which to analyse their commentaries thereby emphasizing a demonstration of conceptual understanding.</p>	

## Work Experience Opportunities

Institute of Economic Affairs  
Morgan Stanley  
PWC  
E&Y  
Lloyds Bank  
Volunteering, including international programmes  
Work shadowing, including Lloyds of London (insurance)

**Reading list:** FT, The Economist, books by T.Harford and his pod-cast “More of Less” on BBC radio 4; plus recent (2019) publications, including:

**Trade:** “Open” by K.Clausing; “Schism” by P. Blustein

**Development:** “Extreme Economies” by R.Davies

**Inequality:** “99%” by M.Thomas; “The Triumph of Injustice”, by E.Saez & G.Zucman; “Winners Take All” by A.Giridharadas; “Unbound” by H. Boushey; “The Code of Capital” by K. Pistor

**Economic theory:** “Capitalism, Alone” by B.Milanovic; “The Great Reversal” by T.Philippon

**Politics:** “The Narrow Corridor” by D.Acemoglu & J. Robinson

**Environment:** “A Better Planet”, edited by D.Esty; “Carbon Conundrum” by P.Booth, C.Stagnaro

# Geography

Available at:	SL	✓	Group	3
	HL	✓	Curriculum Leader	Mr Egan

*“Geography is the only subject that looks at the whole story”*

## Why Study Geography?

*Geography will stimulate your curiosity about the ‘physical’ and ‘natural world’ around them, understanding the ‘wider meaning’ and to inspire the future generation of Geographical Investigators. Geography underpins a life-long ‘conversation’ about the Earth as the home of humankind.*

The skills developed through geographical studies, make you of potential interest to a wide range of employers, for example: working with development or aid agencies; environmental work; journalism; using Geographical Information Systems; working for the census office and in tourism and recreation. Statistics show that compared with other subjects, geographers are among the most employable

Standard Level	Higher Level
<p><b>Paper 1: Geographic Themes: (35% 1 ½ hours)</b>  <u>Two optional</u> themes will be studied</p> <ul style="list-style-type: none"> <li>- <u>Freshwater - Issues and Conflicts</u>: Water is a scarce resource and thus its management is complex.</li> <li>- <u>Hazards and Disasters</u>: The risk assessment and response to hazards.</li> </ul> <p><b>Paper 2: Geographic perspectives—global change (40% 1 ¼ hours)</b></p> <p>Overview of the key global issues of our times. Considers the likely causes and impacts of global climate change and the necessity for sustainability.</p> <ul style="list-style-type: none"> <li>- Population distribution - changing population</li> <li>- Global climate - vulnerability and resilience</li> <li>- Global resource consumption and security</li> </ul>	<p><b>Paper 1: Geographic Themes: (35% 2 ¼ hours)</b>  <u>Three optional</u> themes will be studied</p> <ul style="list-style-type: none"> <li>- <u>Freshwater - Issues and Conflicts</u>: Water is a scarce resource and thus its management is complex.</li> <li>- <u>Hazards and Disasters</u>: The risk assessment and response to hazards.</li> <li>- <u>The Geography of Food and Health</u>: Good health needs wealth to provide good food.</li> </ul> <p><b>Paper 2: Geographic perspectives—global change (25% 1 ¼ hours)</b></p> <p>Overview of the key global issues of our times. Considers the likely causes and impacts of global climate change and the necessity for sustainability.</p> <ul style="list-style-type: none"> <li>- Population distribution - changing population</li> <li>- Global climate - vulnerability and resilience</li> <li>- Global resource consumption and security</li> </ul> <p><b>Paper 3: HL Extension – Global Interactions: (20% 1 hour)</b></p> <p>This focuses on the global interactions, flows and exchanges arising from the disparities that exist between places.</p> <ul style="list-style-type: none"> <li>- Power, places and networks</li> <li>- Human development and diversity</li> <li>- Global risks and resilience</li> </ul>
<p><b>Internal assessment (SL 25% HL 20%)</b></p> <p>A written report (maximum 2,500 words) base on fieldwork. This is a compulsory field trip and will cost approximately £60 (based on 2018 prices).</p>	

## Work Experience Opportunities

Urban Planning  
 Ecology and conservation  
 Resource management  
 Environmental consultancy

## Things to read / watch / listen

Videos from VOX, Hanns Rosling  
 Authors such as Tim Marshall  
 Subscribe to Geography news updates on your phone

# Global Politics

Available at:	SL	✓	Group	3
	HL	✓	Curriculum Leader	Mr Edmunds

*“Politicians and diapers have to be changed often, and for the same reason”.*  
- Mark Twain

## Why study Global Politics?

Global Politics is the study of the interaction of “global actors”- that is states, politicians, NGOs and IGOs. It gives you an understanding of the global pressures that affect all of us- such as the globalised nature of the economy and the increased interconnectivity that all citizens of the planet have to cope with (for better or worse). It gives you a genuine global perspective on issues, encouraging a student to approach problems from multiple viewpoints rather than merely a western liberal perspective.

Global Politics links to a variety of professions that value the analytical skills that it demands of its students and the more open, global perspective it encourages. Examples of these include law, the civil service and work with IGOs and NGOs. The skills developed would also link strongly to courses at university including, most obviously, Politics and International Relations courses.

Standard Level	Higher Level
<p>At standard level, students study four key units. These are then assessed in the two examinations listed below.</p> <ul style="list-style-type: none"> <li>• Power and International Relations               <ul style="list-style-type: none"> <li>○ Examining the nature of power, the state and other global actors</li> </ul> </li> <li>• Human rights               <ul style="list-style-type: none"> <li>○ The nature of human rights, its enforcement and the debate between universalism and communitarianism</li> </ul> </li> <li>• Development               <ul style="list-style-type: none"> <li>○ Different interpretations of development, different routes to development and the different ways it is measured</li> </ul> </li> <li>• Peace and conflict               <ul style="list-style-type: none"> <li>○ Different levels of conflict and the causes thereof. Whether peacemaking is possible or even desirable.</li> </ul> </li> </ul>	<p>In addition to the standard level content, there are 6 smaller units at higher level. These only apply to the HL Internal Assessment and not to the exams (which are focused entirely on the SL content). The six units are</p> <ul style="list-style-type: none"> <li>• Environment</li> <li>• Poverty</li> <li>• Health</li> <li>• Identity</li> <li>• Borders</li> <li>• Security</li> </ul>
<p><b>External Assessment</b>  <b>Paper 1- 1 hour 15 minutes.</b> A source based paper with four questions ranging from inference to a mini-essay. <b>Worth 35%</b>  <b>Paper 2- 1 hour 45 minutes.</b> An essay paper where you write 2 essays from a choice of 8. <b>Worth 45%</b></p>	<p><b>External Assessment</b>  <b>Paper 1</b> is identical to SL. It is worth <b>20% at higher.</b>  <b>Paper 2</b> is the same paper as SL, but students write 3 essays from the choice of 8 in <b>2 hours 45 minutes.</b> It is worth <b>40% at HL.</b></p>
<p><b>Internal Assessment</b>            This is an “<b>engagement activity</b>” where you have to participate in politics in some way- such as working with an NGO- and then make links with a global issue. This is then written up as a 2000 word report. <b>Worth 25%</b></p>	<p><b>Internal Assessment</b>            Students complete the <b>engagement activity</b> as at SL- <b>worth 20% at HL.</b>            They also deliver <b>two presentations</b> based on any two of the six units above. This is <b>worth 20%</b></p>

## Work Experience Opportunities.

Volunteering with an NGO.  
 Attending local council meetings.  
 Work shadowing a civil servant or MP.

## Things to read / watch / listen

Internationally focused magazines such as The Week and The Economist  
 Podcasts on news events from different news organisations such as the BBC and Al-Jazeera

# History

Available at:	SL	✓	Group	3
	HL	✓	Curriculum Leader	Mr Edmunds

*“History cannot give us a programme for the future, but it can give us a fuller understanding of ourselves and of our common humanity so that we can better face the future.”*

- Robert Penn Warren

## Why study History?

History is the study of past societies: their mistakes and successes, their heroes and villains. Partly, as the above quote suggests, it is important to study History to learn from these successes and to not repeat the mistakes- something that we, as a species, have proven to be ineffective at. However, History is also important because it is the story of people and therefore the story of all of us. It thus focuses on events that highlight what it is that makes us human- in both a positive and negative light.

The skills developed through the study of History, such as analysis, evaluation and critical research are valued in a wide variety of professions such as law, the civil service and journalism. At university, in addition to a History degree, the subject links strongly with Politics, International Relations, Law and other liberal arts degrees.

Standard Level	Higher Level
<p><b>External Assessment</b>  <b>Paper 1 (1 hour) worth 30%</b>                      A source based paper with 5 short questions.                      Students study:</p> <ul style="list-style-type: none"> <li>• Civil Rights in the USA 1954-65                             <ul style="list-style-type: none"> <li>○ The role of Martin Luther King, Malcolm X and Lyndon Johnson</li> <li>○ Events such as the Little Rock Nine and the Montgomery Bus Boycott</li> </ul> </li> <li>• Apartheid in South Africa 1948-64                             <ul style="list-style-type: none"> <li>○ The role of the ANC and Mandela</li> <li>○ Events such as the bus boycott and Sharpeville Massacre</li> </ul> </li> </ul> <p><b>Paper 2 (1 hour 30 minutes) worth 45%</b>                      Students write two essays, one on each of the following topics:</p> <ul style="list-style-type: none"> <li>• Single party states                             <ul style="list-style-type: none"> <li>○ The rise of Castro in Cuba</li> <li>○ The rise of Hitler in Germany</li> <li>○ Hitler in power in Germany</li> <li>○ Mao in power in China</li> </ul> </li> <li>• The Cold War                             <ul style="list-style-type: none"> <li>○ The breakdown of the alliances of WWII and the outbreak of the Cold War</li> <li>○ Relations between the USA, USSR and China during the Cold War</li> <li>○ The end of the Cold War and its causes</li> </ul> </li> </ul>	<p><b>External Assessment</b>  <b>Paper 1 (1 hour) worth 20%</b>                      Content is identical to SL  <b>Paper 2 (1 hour 30 minutes) worth 25%</b>                      Content is identical to SL  <b>Paper 3 (2 hours 30 minutes) worth 35%</b>                      Students write 3 essays.                      They study two units that follow each other chronologically</p> <ul style="list-style-type: none"> <li>• Russia and the creation of the USSR 1855-1924                             <ul style="list-style-type: none"> <li>○ The last 3 Tsars of Russia- Alexander II, Alexander III and Nicholas II</li> <li>○ The Revolutions of 1905 and February and October of 1917</li> <li>○ The creation of a communist state under Lenin</li> </ul> </li> <li>• The USSR and post Soviet Russia 1924-2000                             <ul style="list-style-type: none"> <li>○ Stalin’s rule of the USSR- the creation of a state based on terror and obedience</li> <li>○ Khrushchev and Brezhnev’s rule of the USSR- reform and then stagnation</li> <li>○ The collapse of the USSR under Gorbachev and the new Russian state under Yeltsin</li> </ul> </li> </ul>
<p><b>Internal Assessment</b>                      Students complete a historical investigation on a topic of their choosing. The final piece is 2000 words in length. <b>Worth 25%</b></p>	<p><b>Internal Assessment</b>                      Students complete a historical investigation on a topic of their choosing. The final piece is 2000 words in length. <b>Worth 20%</b></p>

## Work Experience and Opportunities

Volunteering in a museum or archive  
 Taking part in essay or debate competitions  
 Visiting historical sites

## Things to read / watch / listen

History books- ask your History teacher for examples  
 Magazines such as History Today or BBC History  
 Podcast such as History Hit

# Philosophy

Available at:	SL	✓	Group	3
	HL	✓	Curriculum Leader	Mr Regnier

*“Philosophy taught me to think critically and was the perfect subject when applying for law, giving me an excellent start to law school and my career.”*

## Why study Philosophy?

The most important reason to study Philosophy is that it is a fascinating subject. All of us have to face questions about right and wrong; life and death; about what we can believe, and what we should be sceptical about. Philosophy will help you ask these questions well. Philosophy is also a practical subject, and you will develop life skills prized by universities and employers. You will learn how to think and write clearly, how to spot a bad argument, and how to make a good one. These skills are invaluable in careers such as law, medicine, journalism, and science.

Philosophy will give you a deeper perspective on your other IB subjects. For example, in English, your study of ethics might help you analyse the qualities that make a character in a novel heroic or villainous. Similarly, students who study Philosophy tell us that they have a much deeper understanding of the issues raised in the core TOK course.

Standard Level	Higher Level
<p><b>Paper 1 – 1 hour 45 minutes exam – 50%</b> Being Human (core theme): <i>This provides an opportunity to explore the question of what it means to be a being, focusing on whether humans are defined by our reason and logic; by emotions and instincts; or whether humans are a ‘blank slate’ shaped entirely by the world around them.</i></p> <p>Optional Theme 1: Ethics <i>The study of key issues in Ethics, such as ‘What does it mean to give a good life?’ and ‘How should we treat other people?’ We also study key problems in medical and environmental ethics.</i></p> <p><b>Paper 2 – 1 hour exam – 25%</b> Study of Descartes’ <i>Meditations</i> <i>How do you know that you are awake now, rather than dreaming of being awake? Your study of Descartes will help you answer fascinating questions about reality, God, and the soul.</i></p>	<p><b>Paper 1 – 2 hours 30 minutes exam – 40%</b> Being Human (core theme): <i>As for Standard Level</i></p> <p>Optional Theme 1: Ethics <i>As for Standard Level</i></p> <p>Optional Theme 2: Philosophy of Religion <i>This paper asks questions about God and the supernatural, such as “Does God exist”; and “Are miracles real?” as well as investigating contrasting perspectives of atheism and humanism. We also consider how mediums, such as technology, have changed religion.</i></p> <p><b>Paper 2 – 1 hour exam – 20%</b> Study of Descartes’ <i>Meditations</i> <i>As for Standard Level</i></p> <p><b>Paper 3 – 1 hour exam – 20%</b> Exploring Philosophical Activity <i>In this exam, students reflect on the nature, methods, and purpose of philosophy.</i></p>
<p><b>Internal Assessment (Coursework) – 25%</b> Students choose a piece of culture, such as a poem, film, or painting, and analyse it philosophically. Students’ choices have included everything from Munch’s <i>The Scream</i> to <i>Star Wars</i>!</p>	<p><b>Internal Assessment (Coursework) – 20%</b> Students choose a piece of culture, such as a poem, film, or painting, and analyse it philosophically. Students’ choices have included everything from Munch’s <i>The Scream</i> to <i>Star Wars</i>!</p>

## Work Experience Opportunities

Any work experience will make you a better philosopher! Even working in McDonalds will give you an insight into Kant’s categorical imperative (trust us).

## Things to read / watch / listen

Read: *Sophie’s World*; *The Outsider*; *The Name of the Rose*  
Watch: *The Matrix*; *Eye in The Sky*; *Memento*; *The Adjustment Bureau*;  
Listen: *Philosophy Bites*; *In Our Time*; *The Philosophy Guy*



# Psychology

Available at: SL ✓ Group: 3  
 HL ✓ Curriculum Leader: Mrs French

*“The only person who is educated is the one who has learned how to learn and change.”  
 – Carl Rogers*

## Why study Psychology?

Studying Psychology gives students insight into the processes at work in their everyday behaviour and can help them to understand the behaviour of those around them. Studying topics such as memory and forgetting allows students to have better command of their own ability to learn. Students tackle topics of significant importance in our modern society, such as disorders like Depression and Human Relationships.

Psychology links to a variety of different professions and career pathways, including the study of Psychology itself, where the completion of a research project is a real strength of the IB course. Psychology also can be beneficial to a range of other fields, including, but not limited to; Anthropology, Law, Education, Marketing and health professions.

Standard Level	Higher Level
<p><b>Paper 1 – Approaches – 2 hour exam - 50%</b>            Exam: 3 x 9 mark short answer questions and 1 x 22 mark essay on the following topics:</p> <ul style="list-style-type: none"> <li>• Socio-cultural Approach – <i>includes the study of how we gain our cultural values, how and why we form stereotypes and how these can affect us.</i></li> <li>• Cognitive Approach – <i>includes the study of memory and problem solving, including why our memories can be wrong and how emotion affects our thoughts.</i></li> <li>• Biological Approach – <i>includes the way that hormones, neurochemicals and genetics affects our behaviour, as well as the way our brain works.</i></li> </ul> <p><b>Paper 2 – Options – 1 hour exam - 25%</b>            Exam: 1 x 22 mark essay on the following topic:</p> <ul style="list-style-type: none"> <li>• Abnormality – <i>includes the study of how diagnosis is made and the explanations and treatments of depression.</i></li> </ul>	<p><b>Paper 1 – Approaches – 2 hour exam - 40%</b>            Exam: 3 x 9 mark short answer questions and 1 x 22 mark essay on the following topics:</p> <ul style="list-style-type: none"> <li>• Socio-cultural Approach – <i>includes the study of how we gain our cultural values, how and why we form stereotypes and how these can affect us and the role of globalisation on behaviour.</i></li> <li>• Cognitive Approach – <i>includes the study of memory and problem solving, including why our memories can be wrong and how emotion affects our thoughts and the effect of digital technology on us</i></li> <li>• Biological Approach – <i>includes the way that hormones, neurochemicals and genetics affects our behaviour, as well as the way our brain works and the use of animals in research</i></li> </ul> <p><b>Paper 2 – Options – 2 hour exam - 20%</b>            Exam: 2 x 22 mark essay on the following topic:</p> <ul style="list-style-type: none"> <li>• Relationships – <i>includes the study of how relationships are formed, maintained and ended and why we will or won't help other people.</i></li> <li>• Abnormality – <i>includes the study of how diagnosis is made and the explanations and treatments of depression.</i></li> </ul> <p><b>Paper 3 – Research Methods – 1 hour exam - 20%</b>            3 x 3 mark, 1 x 6 mark and 1 x 9 mark questions from a set list on a write up of a piece of research  <i>Includes the study of experimental and non-experimental methods, ethics and biases in research</i></p>
<p><b>Internal Assessment (Coursework) – 25%</b>            1600 word research project based on a group experiment</p>	<p><b>Internal Assessment (coursework) – 20%</b>            1600 word research project based on a group experiment</p>

## Work Experience Opportunities

Volunteering at a local primary school  
 Volunteering at a local care home / hospice  
 Mentoring younger students  
 Shadowing psychologists

## Things to read / watch / listen

Subscribe to the BPS Research Blog  
 Listen to podcasts such as 'More or Less', 'Speaking of Psychology' or 'Hidden Brain'  
 Read 'The Psychologist'

# Biology

Available at: SL ✓ Group 4  
HL ✓ Curriculum Leader Dr Osmotherly

*“Biology is the most powerful technology ever created. DNA is software, protein are hardware, cells are factories.”  
- Arvind Gupta*

## Why study Biology?

Biology is the study of life and living organisms. You will consider how to explain the mechanisms for the functions of life, giving insight into ourselves and our place within the world. You will discuss the ethics of Biological technologies to consider the impact of harnessing our Biological understanding. You will analyse and evaluate the evidence surrounding Biological theories and dogmas, learning that human knowledge is constantly evolving. You will develop understanding and evaluation skills for practical methodologies, equipping you to add to this pool of knowledge through research.

Apart from being a subject worthy of study in its own right, Biology is essential for many other courses in higher education, such as Medicine, Dentistry, Pharmacology, Psychology and Environmental Science and serves as useful preparation for employment both within these areas and where emphasis is placed on organising and evaluating information.

## Topics

Please note that higher level students will study core topics in greater depth, as well as those topics marked “AHL”

Theme	Levels of organisation			
	1. Molecules	2. Cells	3. Organisms	4. Ecosystems
<b>A Unity and Diversity</b>	<ul style="list-style-type: none"> <li>Water</li> <li>Nucleic acids</li> </ul>	<ul style="list-style-type: none"> <li>Cell structure</li> <li>Origins of cells (AHL)</li> <li>Viruses (AHL)</li> </ul>	<ul style="list-style-type: none"> <li>Diversity of organisms</li> <li>Evolution and speciation</li> <li>Classification and cladistics (AHL)</li> </ul>	<ul style="list-style-type: none"> <li>Conservation of biodiversity</li> </ul>
<b>B Form and Function</b>	<ul style="list-style-type: none"> <li>Carbohydrates and lipids</li> <li>Proteins</li> </ul>	<ul style="list-style-type: none"> <li>Membranes and membrane transport</li> <li>Organelles and compartmentalisation</li> </ul>	<ul style="list-style-type: none"> <li>Gas exchange</li> <li>Transport</li> <li>Muscles and motility (AHL)</li> </ul>	<ul style="list-style-type: none"> <li>Adaptation to the environment</li> <li>Ecological niches</li> </ul>
<b>C Interaction and Interdependence</b>	<ul style="list-style-type: none"> <li>Enzymes and metabolism</li> <li>Cell respiration</li> <li>Photosynthesis</li> </ul>	<ul style="list-style-type: none"> <li>Neural signalling</li> <li>Defence against disease</li> </ul>	<ul style="list-style-type: none"> <li>Chemical signalling (AHL)</li> <li>Integration of body systems</li> </ul>	<ul style="list-style-type: none"> <li>Populations and communities</li> <li>Transfer of energy and matter</li> </ul>
<b>D Continuity and Change</b>	<ul style="list-style-type: none"> <li>DNA replication</li> <li>Protein synthesis</li> <li>Mutations and gene editing</li> </ul>	<ul style="list-style-type: none"> <li>Cell and nuclear division</li> <li>Gene expression (AHL)</li> <li>Water potential</li> </ul>	<ul style="list-style-type: none"> <li>Reproduction</li> <li>Inheritance</li> <li>Homeostasis</li> </ul>	<ul style="list-style-type: none"> <li>Natural selection</li> <li>Sustainability and change</li> <li>Climate change</li> </ul>

### Standard level external assessment

- Paper 1: 1.5 hours – 36%**
  - Multiple-choice questions
  - Synoptic data-based questions
- Paper 2: 1.5 hours – 44%**
  - Data-based questions from unfamiliar contexts
  - Short-answer questions
  - Extended response questions

### Higher level external assessment

- Paper 1: 2 hours – 36%**
  - Multiple-choice questions
  - Synoptic data-based questions
- Paper 2: 2.5 hours – 44%**
  - Data-based questions from unfamiliar contexts
  - Short-answer questions
  - Extended response questions

### Internal Assessment – 20%

The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question.

There is opportunity for students to collaborate and support each other within small groups. Where appropriate, students will be able to share similar methodologies, provided that the independent or dependent variable differ, and the data collected is unique to each student.

The outcome of the scientific investigation will be assessed through the form of a written report, with emphasis on higher-order thinking skills of conclusion and evaluation. The maximum overall word count for the report is 3,000 words.

### Work Experience Opportunities

- Hospitals, care homes, GP surgeries, Dentists practices
- Vet practices, farms, zoos
- Charities: RSPB, Greenpeace

### Things to read / watch / listen

- the-scientist.com magazine
- The Immortal Life of Henrietta Lacks – by R. Skoot
- The Demon in the Freezer – by R. Presto



# Chemistry

Available at:	SL	✓	Group	4
	HL	✓	Curriculum Leader	Dr Vickery

*“without chemicals there is no universe, let alone human beings” –Bill Bryson*

## Why study Chemistry?

As the quote above states, Chemistry is the study of all materials and their interaction with other materials. The subject can be split into four main groups, inorganic chemistry the study of metals and subsequent compounds, organic chemistry the study of the chemistry of carbon compounds including biochemical processes, physical chemistry where the physics side of chemistry is studied considering quantitative aspects and chemical analysis. The course considers a wide range of the above topics looking at theory as well as the application of that theory.

Chemistry is a must for those wishing to embark on a medical degree whether this is medicine, veterinary science or dentistry. It can also lead into many engineering pathways such as Chemical Engineering or Biochemical Engineering. Chemistry can also lead to chemical and medicine research, environmental science as well as the study of biological chemistry in disciplines such as Biochemistry

<u>Topics Covered</u>	
<b>Structure 1. Models of the particulate nature of matter</b> Structure 1.1—Introduction to the particulate nature of matter Structure 1.2—The nuclear atom Structure 1.3—Electron configurations Structure 1.4—Counting particles by mass: The mole Structure 1.5—Ideal gases <b>Structure 2. Models of bonding and structure</b> Structure 2.1—The ionic model Structure 2.2—The covalent model Structure 2.3—The metallic model Structure 2.4—From models to materials <b>Structure 3. Classification of matter</b> Structure 3.1—The periodic table: Classification of elements Structure 3.2—Functional groups: Classification of organic compounds	<b>Reactivity 1. What drives chemical reactions?</b> Reactivity 1.1—Measuring enthalpy change Reactivity 1.2—Energy cycles in reactions Reactivity 1.3—Energy from fuels Reactivity 1.4—Entropy and spontaneity (Additional higher level) <b>Reactivity 2. How much, how fast and how far?</b> Reactivity 2.1—How much? The amount of chemical change Reactivity 2.2—How fast? The rate of chemical change Reactivity 2.3—How far? The extent of chemical change <b>Reactivity 3. What are the mechanisms of chemical change?</b> Reactivity 3.1—Proton transfer reactions Reactivity 3.2—Electron transfer reactions Reactivity 3.3—Electron sharing reactions Reactivity 3.4—Electron-pair sharing reactions
<u>Standard Level</u>	<u>Higher Level</u>
<b>Paper 1</b> – Part A – MCQ. Part B – Data-based questions and questions on experimental work 90 mins - <b>36%</b>  <b>Paper 2</b> – Short answer and longer answer questions on all topics taught 90 mins - <b>44%</b>	<b>Paper 1</b> – Part A – MCQ. Part B – Data-based questions and questions on experimental work 120 mins - <b>36%</b>  <b>Paper 2</b> – Short answer and longer answer questions on all topics taught 150 mins - <b>44%</b>
<b>Internal Assessment</b> This is carried out in Year 12 in the summer – <b>20%</b>	<b>Internal Assessment</b> This is carried out in Year 12 in the summer – <b>20%</b>

## Work Experience Opportunities:

Work in the chemical and pharmaceutical industries  
 Volunteering in hospitals, veterinary centres  
 Mentoring younger GCSE students  
 Working alongside chemical engineers.  
 Volunteering and working for the environment agency

## Things to read / watch / listen

The chemistry of almost everything – Bill Bryson  
 Horizon - BBC programming  
 Podcasts including In our time and BBC Inside Science  
 Read the Royal Society of Chemistry Blog

# Computer Science

Available at:	SL	✓	Group	4
	HL	✓	Curriculum Leader	Mr Inkpen

“The computer was born to solve problems that did not exist before.”  
— Bill Gates

## Why study Computer Science?

Studying Computer Science gives students an opportunity to develop their computational thinking skills. They will learn how to approach a variety of problems that they could be faced with in everyday life and how to decompose them to solve them effectively. Studying topics such as computer organisation, networks and programming gives students the variety of skills they need in order to continue developing their knowledge of the subject to a higher level.

This course would allow you to go on to the obvious further studies of computer programming, computer animation, website development and much more. It is an intensely creative subject that combines invention and excitement, and can look at the natural world through a digital prism. Learners will develop an ability to analyse, critically evaluate and make decisions. The project approach is a vital component of ‘post-school’ life and is of particular relevance to Further Education, Higher Education and the workplace. Each learner is able to tailor their project to fit their individual needs, choices and aspirations.

## Higher Level

### Paper 1 – 2 hours 10 min exam – 40%

- Section A consists of several compulsory short answer questions.
- Section B consists of five compulsory structured questions.

### Paper 2 – 1 hour 20 min exam – 20%

An examination paper of between three and seven compulsory question; linked to the option studied.

### Paper 3 – 1 hour exam – 20%

An examination paper consisting of four compulsory questions based on a pre-seen case study.

### Internal Assessment (written commentary) – 20%

A report of The development of a computational solution. Students must produce:

- a cover page that follows the prescribed format
- a product
- supporting documentation (word limit 2,000 words).

## Work Experience Opportunities

Mentoring students from younger years  
Volunteering in a local business/organisation

## Things to read / watch / listen

Web: <http://carlcheo.com/compsci> (concepts)  
[https://en.wikibooks.org/wiki/Computers\\_for\\_Beginners](https://en.wikibooks.org/wiki/Computers_for_Beginners)  
<https://medium.com/readers-writers-digest/beginners-guide-to-computer-science-engineering-361ae1682f5c>  
Magazines: Computer World, Code  
Books: Computer Science Distilled ~ Ferreira Filho, OCR AS and A Level Computer Science ~ P Heathcote

# Design Technology

Available at: SL ✓ Group **4**  
 HL ✓ Curriculum Leader Mrs Pearson

“Design is intelligence made visible”, Marc van Leenwan, 2015

“Good design is good business”, Thomas Watson Jr.

## Why study Design Technology?

Diploma Programme Design Technology aims to develop internationally-minded people whose enhanced understanding of design and the technological world can facilitate our shared guardianship of the planet and create a better world.

The course focuses on analysis, design development, synthesis and evaluation. The creative tension between theory and practice is what characterizes design technology within the DP sciences subject group.

Diploma Programme Design Technology draws together a wide breadth of knowledge and builds comprehensive skills, linking to many different professional practices, allowing the application and development of theory learnt to be turned into reality and practice. This enables a much more effective learning process all round, for as Prue Leith once said: ‘Tell me and I forget, show me and I may remember, let me do it and I learn.’

Standard Level	Higher Level
<p><b>External Assessment</b>  <b>Paper 1 – 1 Hour – 30%</b>                      Multiple-choice questions on core and HL extension material.</p> <p><b>Paper 2 – 1.5 Hours – 30%</b>                      Data based, short-answer, and extended-response questions on core material.</p>	<p><b>External Assessment</b>  <b>Paper 1 – 1 Hour – 20%</b>                      Multiple-choice questions on core and HL extension material.</p> <p><b>Paper 2 – 1.5 Hours – 20%</b>                      Data based, short-answer, and extended-response questions on core material.</p> <p><b>Paper 3 – 1.5 Hours – 20%</b>                      Structured questions on HL extension material.</p>
<p><b>Internal Assessment</b>  <b>Individual Design Project – 60 Hours – 40%</b>                      All standard and higher level students complete a design project as an internal assessment task. This design project allows them to demonstrate their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirrors the design processes used across the various industries that integrate design practice. Internal assessment accounts for 40% of the final assessment.</p> <p>At SL, the design project requires students to identify a problem and develop a solution. It is assessed against four common criteria:</p> <ul style="list-style-type: none"> <li>• Analysis of a design opportunity</li> <li>• Conceptual design</li> <li>• Development of a detailed design</li> <li>• Testing and evaluation</li> </ul>	<p><b>Internal Assessment</b>  <b>Individual Design Project – 60 Hours – 40%</b>                      All standard and higher level students complete a design project as an internal assessment task. This design project allows them to demonstrate their investigative, analytical, design thinking, design development, prototyping, testing and evaluation skills and mirrors the design processes used across the various industries that integrate design practice. Internal assessment accounts for 40% of the final assessment.</p> <p>At HL, the design project is extended to include aspects of innovation. The design project is assessed against two additional criteria:</p> <ul style="list-style-type: none"> <li>• Detailed development of a commercial product</li> <li>• Making choices for commercial production</li> </ul>

## Work Experience Opportunities

New figures, published by the Department of Culture, Media and Sport, show that creative industries have been on a rapid growth in recent years, generating nearly £9,6 Million per hour for the UK economy. The UK’s creative industries are now worth a record £84.1 billion to the UK economy, making it an exciting and profitable sector to become part of.

## Things to read / watch / listen

Buy an A4 sketch book and SKETCH  
 Subscribe to the following youtube channel:  
<https://www.youtube.com/user/producttank>  
 Download OnShape  
<https://www.onshape.com/en/education/>  
<https://www.dezeen.com/>  
<http://www.core77.com/>

# Environmental Systems and Societies

Available at:	SL	✓	Group	3 & 4
	HL	✗	Curriculum Leader	Mr Tuffin

*"The Earth is what we all have in common."*  
– Wendell Berry

## Why study ESS?

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Students should be encouraged to develop solutions from a personal to a community and to a global scale.

Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

### Standard Level Only

**Paper 1** – Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study.

Questions (35 marks) will be based on the analysis and evaluation of the data in the case study, which can be from any topics from the course.

All of the questions are compulsory

**25%**

**Paper 2 - Section A** (25 marks) is made up of short-answer and data-based questions.

Section B (40 marks) requires students to answer two structured essay questions from a choice of four. Each question is worth 20 marks and will be marked using markbands (0-9)

**50%**

### Internal Assessment (Coursework) – 25%

A written report (maximum 2,500 words) based on fieldwork. There will be a cost for this compulsory fieldtrip.

## Work Experience Opportunities

Recycling plants

Beach litter clear up

Environment agency

## Things to read / watch / listen:

*'Silent spring'* by Rachel Carson

*'Gaia – a new look at life on Earth'* by James Lovelock

Film – 'An inconvenient truth' by Al Gore

<https://www.youtube.com/watch?v=LVEfQ43wmo>

*'Greenpeace captain'* by Peter Willcox

<http://www.thegreenmedium.com/blog/2015/9/2/a-brief-history-on-environmentalism>

<https://www.hindawi.com/journals/aess/2012/850739/>

# Sport, Exercise and Health Science

Available at:

SL ✓  
HL ✓

Group:

4

Curriculum Leader:

Mrs Bell

*"Victory is having done your best. If you have done your best, you have won."*

*-Serena Williams*

## Why study Sport, Exercise and Health Science?

The IB DP course in Sport, Exercise and Health Science is offered at both standard and higher level. The course involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Students cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimensions and ethics by considering sport, exercise and health relative to the individual in a global context.

Sport, Exercise and Health Science links to a variety of different professions and career pathways, including the study of Sports Science itself, where the completion of a research project is a real strength of the IB course. Sport, Exercise and Health Science can also be beneficial to a range of other fields, including, but not limited to; Education, Medicine, Psychology, Prosthetics, Elite Sports Services such as physiological and psychological analysis, physiotherapy.

Standard Level	Higher Level
<p>The students will be taught the following aspects:</p> <ol style="list-style-type: none"> <li>1. Anatomy – The skeletal system and the muscular system</li> <li>2. Exercise Physiology – Structure and function of the ventilator system and the structure and function of the cardiovascular system.</li> <li>3. Energy Systems – Nutrition, Carbohydrate and fat metabolism and nutrition and energy systems.</li> <li>4. Movement Analysis – Neuromuscular function, joint and movement types and the fundamentals of biomechanics.</li> <li>5. Skills in Sport – The characteristics and classification of skill, information processing and the principles of skill learning.</li> <li>6. Measurement and evaluation of human performance – Statistical analysis, study design, components of fitness and the principles of training programme design.</li> </ol> <p><b>External Assessment:</b>  <b>Paper 1: 45 minutes 20%</b>  <ul style="list-style-type: none"> <li>• 30 multiple choice questions.</li> </ul> <b>Paper 2: 1.15 hours 35%</b>  <ul style="list-style-type: none"> <li>• One data-based question and several short answers.</li> <li>• One of three extended response questions.</li> </ul> <b>Paper 3: 1 hour 25%</b>  <ul style="list-style-type: none"> <li>• Several short-answer questions in each of the two options studied.</li> </ul> </p>	<p>Higher Level students cover all the content for Standard level in addition to the following:</p> <ol style="list-style-type: none"> <li>7. Further anatomy</li> <li>8. The endocrine system</li> <li>9. Fatigue</li> <li>10. Friction and drag</li> <li>11. Skill acquisition and analysis</li> <li>12. Genetics and athlete performance</li> <li>13. Exercise and immunity</li> </ol> <p><b>External Assessment</b>  <b>Paper 1: 1 hour 20%</b>            40 multiple-choice questions of SL and HL  <b>Paper 2: 2.15 hours 35%</b>  <ul style="list-style-type: none"> <li>• Section A: one data-based question and several short-answer questions on the core and AHL topics.</li> <li>• Section B: two extended-response questions on the core and AHL (from a choice of four)</li> </ul> <b>Paper 3: 1.15 hours 25%</b>  <ul style="list-style-type: none"> <li>• Several short-answer and extended-response questions in each of the two options studied.</li> </ul> </p>
<p><b>Internal Assessment</b>            Students choice of investigation <b>20%</b></p>	<p><b>Internal Assessment</b>            Students choice of investigation <b>20%</b></p>

## Work Experience Opportunities:

- Shadow physiotherapist
- Shadow sports physiotherapist
- Teaching
- Scientific Research Centres i.e. EIS
- Medicine
- Prosthetics

## Things to read / watch / listen:

- A general interesting in watching and understanding sport is necessary.
- Essentials of Strength Training and Conditioning – Haff & Triplett
- Peak: The New Science of Athletic Performance That Is Revolutionising Sport – Bubbs
- The Sports Gene: Talent, Practice and the Truth About Success - Epstein

# Physics

Available at:	SL	✓	Group	4
	HL	✓	Curriculum Leader:	Mrs Memmott

*“Look up at the stars and not down at your feet. Try to make sense of what you see, and wonder about what makes the universe exist. Be curious.”*  
- Stephen Hawkin

## Why study Physics?

Physics is the science of matter and its motion, as well as space and time – it deals with concepts such as force, energy, mass and charge and helps us understand how the world around us behaves. Many physicists work in ‘pure’ research, trying to find answers to interesting problems. The answers they come up with often lead to unexpected technological applications. For example, all of the technology we take for granted today, including games consoles, mobile phones, mp3 players, and DVDs, is based on a theoretical understanding of electrons that was developed around the turn of the 20th century.

Standard Level	Higher Level
<ul style="list-style-type: none"> <li>• Space, time and motion</li> <li>• The particulate nature of matter</li> <li>• Wave behaviour</li> <li>• Fields</li> <li>• Nuclear and quantum Physics</li> </ul>	<ul style="list-style-type: none"> <li>• Space, time and motion</li> <li>• The particulate nature of matter</li> <li>• Wave behaviour</li> <li>• Fields</li> <li>• Nuclear and quantum Physics</li> </ul> <p style="margin-top: 10px;"><i>Please note that higher level students will study these topics in greater depth, as well as the following additional topics:</i></p> <ul style="list-style-type: none"> <li>- rigid body mechanics</li> <li>- Galilean and special relativity</li> <li>- thermodynamics</li> <li>- electromagnetic induction</li> </ul>
<p><b>External Assessment</b> Paper 1: 1A Multiple choice 1B data based 36% Paper 2: Short answer 44%</p>	<p><b>External Assessment</b> Paper 1: 1A Multiple choice 1B data based 36% Paper 2: Short answer 44%</p>
<p><b>Internal Assessment</b> Scientific investigation 20%</p>	<p><b>Internal Assessment</b> Scientific investigation 20%</p>

## Work Experience Opportunities:

- Medical Physics departments in hospitals.
- Engineering at BAE systems.
- Nuffield Science Bursary placements.

Within school you will have the opportunity to:

- Help with our STEAM Club for younger students
- Become involved in local engineering projects
- Mentor younger students that are finding Physics difficult, a rewarding experience for both the mentored and mentees!

## Things to read / watch / listen

- ☆ Anything by Richard Feynman - (1918–1988) - widely recognized as the most creative physicist of the post–World War II period.
- ☆ A Short History of Nearly Everything by- Bill Bryson
- ☆ A Briefer History of Time - Professor Stephen Hawking.
- ☆ Documentaries/lectures by Professor Brian Cox.

## Mathematics – Analysis and Approaches

Available at:

SL  
HL

✓  
✓

Group  
Curriculum Leader

5

Miss Cloutour

“Mathematicians do not study mathematics because it is useful, but because they delight on it, and they are delighted because it is beautiful.”

– Henri Poincaré

### ***Why study Mathematics Analysis and Approaches?***

For some, it is the sheer joy of solving problems. For others it provides a means of achieving greater understanding and insight into the world around them. Mathematics is the language of the Universe – Much of modern theoretical Physics is Mathematics. Quantum Theory and Relativity are mathematical theories that attempt to explain the laws of the universe. Of course Relativity can be summarised in the one mathematical formula that almost everyone knows  $E = mc^2$ . Mathematics and numbers in particular, may be the one thing that we are likely to have in common with any life out in the universe. Modern biological theories depend heavily on statistical and other mathematical techniques.

This course is ideal for students who enjoy algebra and abstract Mathematics. They will have mastered GCSE algebra and problem-solving skills and be keen to develop these further. It is a challenging course with a large emphasis on proof and analysis of a range of more complex mathematical concepts.

Standard Level	Higher Level
<p><b>Paper 1 – Non Calculator – 1.5 hours – 40%</b> Section A comprises of short 6 mark questions and Section B comprises of longer questions ranging from 10 – 20 marks per question.</p> <p><b>Paper 2 – Calculator – 1.5 hours – 40%</b> Section A comprises of short 6 mark questions and Section B comprises of longer questions ranging from 10 – 20 marks per question. The use of a Graphical Display Calculator is compulsory.</p>	<p><b>Paper 1 – Non Calculator – 2 hours – 30%</b> Section A comprises of short 6 mark questions and Section B comprises of longer questions ranging from 10 – 20 marks per question.</p> <p><b>Paper 2 – Calculator – 2 hours – 30%</b> Section A comprises of short 6 mark questions and Section B comprises of longer questions ranging from 10 – 20 marks per question. The use of a Graphical Display Calculator is compulsory.</p> <p><b>Paper 3 – Calculator – 1 hour – 20%</b> Paper 3 focusses on extended problem solving and proof.</p>
<p><b>Internal Assessment - 20%</b> An exploration where pupils will use mathematical techniques learnt previously and apply them to their own context to explore a topic of their interest.</p>	<p><b>Internal Assessment – 20%</b> An exploration where pupils will use mathematical techniques learnt previously and apply them to their own context to explore a topic of their interest.</p>

### **Work Experience Opportunities**

Volunteering at a local primary or secondary school  
Mentoring younger students  
Shadowing anyone in the financial industry eg actuaries, insurance brokers, statisticians etc.

### **Things to read / watch / listen**

Read 'Plus' magazine  
Watch lectures by Hannah Fry on TED talks  
Practice extended problem solving on Nrich

## Mathematics – Applications and Interpretation

Available at:

SL  
HL

✓  
✓

Group  
Curriculum Leader

5  
Miss Cloutour

“I don’t want to convince you that mathematics is useful. It is, but utility is not the only criterion for value to humanity. Above all, I want to convince you that mathematics is beautiful, surprising, enjoyable, and interesting. In fact, mathematics is the closest that we humans get to true magic. How else to describe the patterns in our heads that — by some mysterious agency — capture patterns of the universe around us? Mathematics connects ideas that otherwise seem totally unrelated, revealing deep similarities that subsequently show up in nature.”

– Ian Stewart

### ***Why study Mathematics Applications and Interpretation?***

Mathematics makes you desirable - It is difficult to think of any course or career where Maths would not be welcomed in combination with other subjects. If you want to go on to study at University, then KS5 Mathematics will open more doors. A shortage of highly numerate candidates in the jobs market means employers pay a premium for the problem solving and number crunching skills of mathematicians.

Mathematics is a skill that is used almost everywhere. In virtually all areas of science, industry and commerce, Mathematics plays a key role – in hospitals, city councils, construction, design, aviation, manufacturing, banking, accounting and finance.

This course focuses on wide variety of topics already covered at GCSE level, with a strong emphasis on Statistics and Probability, and extends on the techniques learnt and applied at GCSE with relevant topics in basic algebra, calculus, geometry and modelling. This course is ideal for gaining skills and knowledge relevant to other branches of sciences and social sciences including Sociology, Psychology, Biological and Environmental Sciences. Mathematical problem solving is a common theme throughout this course. At HL, this challenging course is ideal for students who enjoy learning Mathematics when it is applied to real life contexts. They will have mastered the GCSE algebra and problem-solving skills and be keen to develop these further in a practical context.

Standard Level	Higher Level
<p><b>Paper 1 – Calculator – 1.5 hours – 40%</b> Paper 1 comprises of short 6 mark questions. The use of a Graphical Display Calculator is compulsory.</p> <p><b>Paper 2 – Calculator – 1.5 hours – 40%</b> Paper 2 comprises of longer questions ranging from 10 – 20 marks per question. The use of a Graphical Display Calculator is compulsory.</p>	<p><b>Paper 1 – Calculator – 2 hours – 30%</b> Paper 1 comprises of short 6 mark questions. The use of a Graphical Display Calculator is compulsory</p> <p><b>Paper 2 – Calculator – 2 hours – 30%</b> Paper 2 comprises of longer questions ranging from 10 – 20 marks per question. The use of a Graphical Display Calculator is compulsory.</p> <p><b>Paper 3 – Calculator – 1 hour – 20%</b> Paper 3 focusses on extended problem solving and proof.</p>
<p><b>Internal Assessment - 20%</b> An exploration where pupils will use mathematical techniques learnt previously and apply them to their own context to explore a topic of their interest</p>	<p><b>Internal Assessment - 20%</b> An exploration where pupils will use mathematical techniques learnt previously and apply them to their own context to explore a topic of their interest.</p>

### **Work Experience Opportunities**

Volunteering at a local primary or secondary school  
Mentoring younger students  
Shadowing anyone in the field of computer science, economics or engineering eg mechanical engineers, computer scientists etc.

### **Things to read / watch / listen**

Read ‘Plus’ magazine  
Watch lectures by Hannah Fry on TED talks  
Practice extended problem solving on Nrich



## Film

Available at:	SL	✓	Group	6
	HL	✓	Curriculum Leader	Mr Walker

*“Film-making is a chance to live many life times”*  
- Robert Altman

### Why study Film?

IB Film has been designed to ignite a passion for movie-making and encourage broader cultural and historical perspectives in this academic area. This course of study encourages learners to watch, engage critically with and explore a wide range of film; develop and sustain confident, personal responses to film via textual analysis; and to enjoy a variety of critically acclaimed films across the major genres. These include films from different cultural perspectives, films from the Silent Era to the present day, and different forms of film, including documentary, shorts and experimental. IB Film Studies reinforces the relationship between academic theory and practice through synoptic creative productions and evaluation where learners are offered the opportunity to engage in practical work such as the production of their own short films. Film Studies should inspire learners to continue learning beyond the confines of the classroom as well as developing personal and interpersonal skills that will serve them well both in Higher Education and in the workplace. Film Studies links to a variety of different professions and career pathways: creative industries such as the Film industry itself, broadcast work in TV or Radio, Journalism, and news organisations. The critical side of Film also links to Literature and more academic courses such as Film arts and Film History.

Standard Level	Higher Level
<p><b>External Assessment</b> <u>Textual analysis 30%</u> Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the <b>cultural context</b> of the film and a variety of <b>film elements</b>.</p> <p><u>Comparative study 30%</u> Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.</p>	<p><b>External Assessment</b> <u>Textual analysis 20%</u> Students at SL and HL demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film. Students consider the <b>cultural context</b> of the film and a variety of <b>film elements</b>.</p> <p><u>Comparative study 20%</u> Students at SL and HL carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study.</p>
<p><b>Internal Assessment</b> <u>Film portfolio 40%</u> Students at SL and HL undertake a variety of film-making exercises in three <b>film production roles</b>, led by clearly defined <b>filmmaker intentions</b>. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p>	<p><b>Internal Assessment</b> <u>Film portfolio 25%</u> Students at SL and HL undertake a variety of film-making exercises in three <b>film production roles</b>, led by clearly defined <b>filmmaker intentions</b>. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film.</p> <p><u>Collaborative film project (HL only) 35%</u> Bringing together all they have encountered during the film course, students at HL work collaboratively in a <b>core production team</b> to plan and create an original completed</p>

### Work Experience Opportunities

Volunteering with film-making organisations or universities  
Filming and editing your own work in and outside of school  
Helping Film lower down the school  
Working in television and radio e.g. BBC, Channel 4, Sky

### Things to read / watch / listen

Read: Sight & Sound magazine, Empire or Film Review  
Watch: BBC1’s weekly ‘The Film Show’ and lots of films!  
Listen to: The Film-makers Podcast – weekly; or Truth & Movies – The Little White Lies Podcast - weekly

# Music

Available at:	SL	✓	Group	6
	HL	✓	Curriculum Leader	Mr Munro

*'Music can name the unnameable and communicate the unknowable.'* - Leonard Bernstein.

## Why study Music?

The DP music course, as with all IB courses, aims to develop students who are holistic and well-rounded learners who actively strive to develop their knowledge, understanding and skills, and consider a broad range of perspectives in the subject area. In this sense, this document is not to be understood as a list of knowledge to be accumulated or a set of skills applied on one specific instrument, but rather as a list of prompts that indicate the level of expectation in terms of knowledge, understanding and skills, as well as potential teaching and learning tasks that may facilitate learning in different contexts.

There is a large variety of work associated with music with the UK music industry currently valued at 5.2 billion pounds and growing. As well as many different music courses in higher education (ranging from Music Performance, Music History and Analysis, Composition and Music Technology etc.) there are many jobs that it would be beneficial to have studied music. These range from Recording Artist, Broadcaster, Composer, Engineer, Journalist, Manager, Publisher, Teacher and many more.

**There are NO examinations in the Music course, it is entirely assessed through written and practical assessments.**

Standard Level	Higher Level
<p><b>External Assessment</b></p> <p><u>Exploring Music in Context 30%</u> Create a portfolio which starts to explore a diverse range of music which will include;</p> <ul style="list-style-type: none"> <li>- Research projects comparing a diverse range of music (Max 2400 words)</li> <li>- Practical creating exercise (1 minute or 32 bars)</li> <li>- Performance adaptation exercise (2 mins)</li> </ul> <p><u>Presenting Music 40%</u> Building on your portfolio from Exploring Music in Context present a variety of music as a performer and as a composer. This will include</p> <ul style="list-style-type: none"> <li>- Composition or improvisation (Max 6 mins)</li> <li>- Performance (12 mins plus 2 mins of excerpts)</li> <li>- Programme notes (Max 600 words)</li> </ul>	<p><b>External Assessment</b></p> <p><u>Exploring Music in Context 20%</u> Create a portfolio which starts to explore a diverse range of music which will include;</p> <ul style="list-style-type: none"> <li>- Research projects comparing a diverse range of music (Max 2400 words)</li> <li>- Practical creating exercise (1 minute or 32 bars)</li> <li>- Performance adaptation exercise (2 mins)</li> </ul> <p><u>Presenting Music 30%</u> Building on your portfolio from Exploring Music in Context present a variety of music as a performer and as a composer. This will include</p> <ul style="list-style-type: none"> <li>- Composition or improvisation (Max 6 mins)</li> <li>- Performance (12 mins plus 2 mins of excerpts)</li> <li>- Programme notes (Max 600 words)</li> </ul>
<p><b>Internal Assessment</b></p> <p><u>Experimenting with Music 30%</u> Submit a report that outlines how you have experimented with music including;</p> <ul style="list-style-type: none"> <li>- 3 composition experts (max 5 mins)</li> <li>- 3 performance experts (max 5 mins)</li> <li>- A written report (max 1500 words)</li> </ul>	<p><b>Internal Assessment</b></p> <p><u>Experimenting with Music 20%</u> Submit a report that outlines how you have experimented with music including;</p> <ul style="list-style-type: none"> <li>- 3 composition experts (max 5 mins)</li> <li>- 3 performance experts (max 5 mins)</li> <li>- A written report (max 1500 words)</li> </ul> <p><u>The Contemporary Music-Maker 30%</u> Submit a continuous multimedia presentation documenting a real life project (maximum 15 mins). Include:</p> <ul style="list-style-type: none"> <li>- Proposal</li> <li>- Process</li> <li>- Evaluation</li> <li>- The realised project (or curated selections)</li> </ul>

## Work Experience Opportunities

Shadow a musician  
Volunteer at a music studio  
Volunteer at a music publishers  
Shadow a music therapist plus many more

## Things to read / watch / listen

Listen to wide variety of music including lots of world music  
Allmusic blog  
FACT Magazine  
BBC Sounds  
All songs considered podcast



# Visual Arts

Available at:	SL	✓ Group	6
	HL	✓ Curriculum Leader	Mrs Gregory

Quote about the subject "Learn the rules like a professional, so that you can break them like an artist" Pablo Picasso

## Why study Visual Arts?

The visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students engage in, experiment and critically reflect upon a wide range of traditional and contemporary practices and media. This course is designed for students who want to go on to study visual arts in higher education and for lifelong enrichment.

Visual Art links to a variety of different professions and career pathways, including: Animation, Architecture, Fashion Design, Fine Art, Graphic Design, Interior Design, Photography, Product Design, Sculpture, Textile Design and Website Design. Visual Arts can also be beneficial to a range of other fields, including, but not limited to; Dentistry, Pharmacy, Education and Marketing professions.

Standard Level	Higher Level
<p>Each Visual Arts Course (Standard or Higher Level) consists of the following linked compulsory parts and is a two-year programme of study:</p> <p><b>Part 1 Comparative study 20% (Theoretical practice):</b> Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <p><b>Part 2 Process portfolio 40% (Art-making process):</b> Students submit carefully selected work, which evidence their experimentation, manipulation and refinement of a variety of visual arts activities during the two year course.</p> <p><b>Part 3 Exhibition 40% (Curatorial practice)</b> Students submit for assessment a selection of resolved artworks for their exhibition. The selected pieces show evidence of their technical accomplishments during the visual arts course and an understanding of the use of materials, ideas and practices appropriate in visual communication.</p> <p><i>Additional assessment target requirements that allow for breadth and greater depth</i></p>	
<p><b>External Assessment</b></p> <p><b>Part 1 20% At SL:</b> Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 screens.</p> <p><b>Part 2 40% At SL:</b> 9-18 screens. The submitted work should be in at least two different art-making forms.</p>	<p><b>External Assessment</b></p> <p><b>Part 1 20% At HL:</b> Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 screens plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 screens)</p> <p><b>Part 2 40% At HL:</b> 9-18 screens. The submitted work should be in at least three different art-making forms.</p>
<p><b>Internal Assessment</b></p> <p><b>Part 3 40% At SL:</b> 4-7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).</p>	<p><b>Internal Assessment</b></p> <p><b>Part 3 40% At HL:</b> 8-11 pieces with exhibition text for each. A curatorial rationale (700 words maximum).</p>

## Work Experience Opportunities

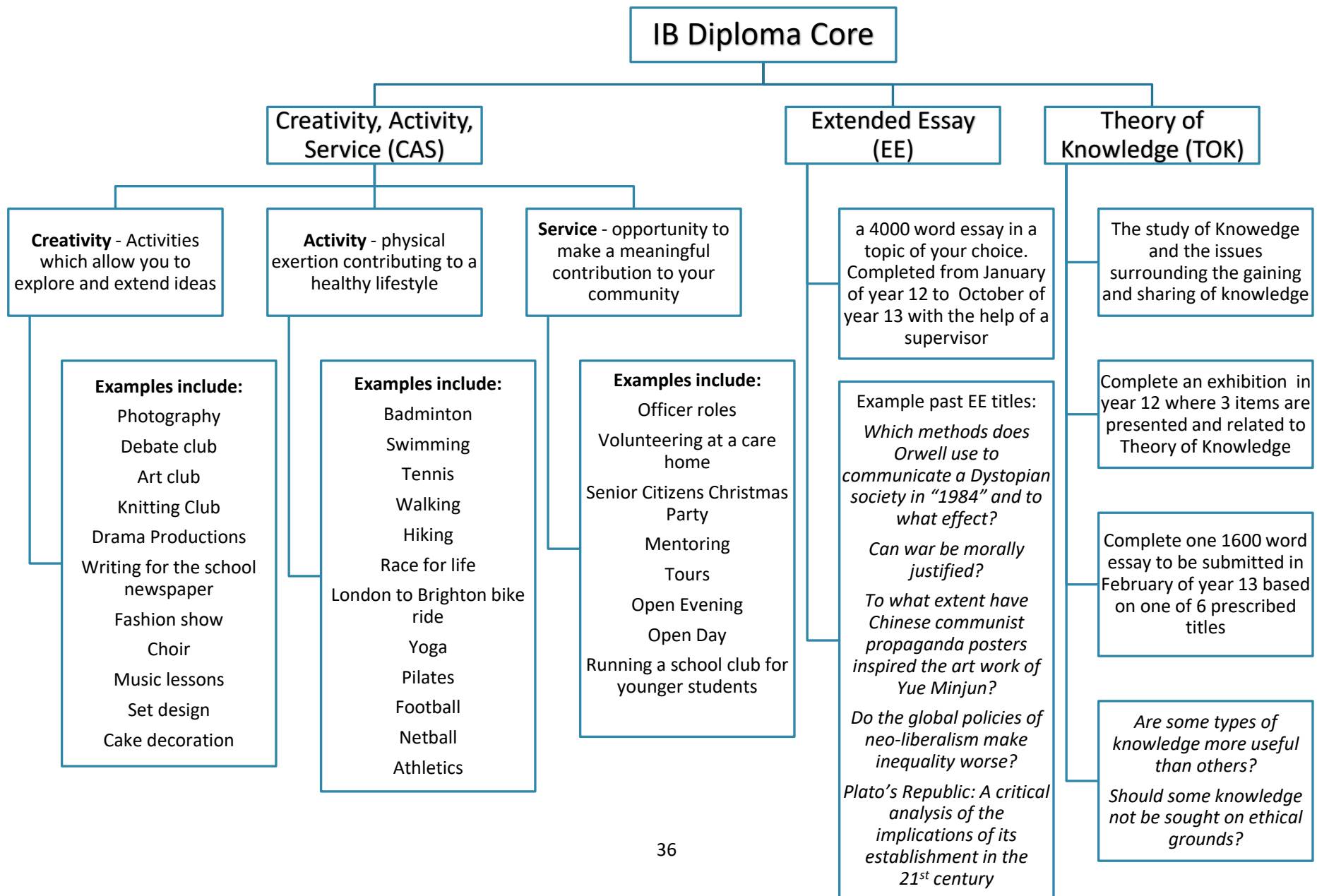
Volunteering at a local gallery  
 Shadowing artists, craftspeople or designers  
 Shadowing curators, architects,  
 Volunteering at a local primary school  
 Mentoring younger students  
 Leading art workshops and clubs

## Things to read / watch / listen

Visit exhibitions and museums: Hayward, National Gallery, National Portrait, Royal Academy, Saatchi, Tate Britain, Tate Modern galleries, V&A, the Design and the British Museum  
 Watch/listen to Sky Arts Portrait of the Year, art documentaries, ted talks and multiple podcasts  
 Read 'The Story of Art' E.Gombrich, 'The Art Book: Big Ideas Simple Explained' W.Gompertz and '...isms Understanding Art' S.Little

# The Diploma Core

At the heart of the International Baccalaureate Diploma is the core, which encourages students to be more than just a repository of knowledge. The core comprises of three key elements as outlined below:



Notes: