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## The IB Diploma Programme at Repton

The IB Diploma Programme (IBDP) is an academically rigorous, balanced and holistic programme of study that prepares students, aged 16 to 19, for success at university and life beyond. It has been designed to address the intellectual, social, emotional and physical well-being of students. The programme has gained recognition and respect from the world's leading universities.

The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through inter-cultural understanding and respect. IB programmes encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right. They incorporate key Approaches to Learning within their curriculum. These are deliberate strategies, skills and attitudes that permeate the teaching and learning environments. They are intertwined with the IB learner profile, allowing students to learn and learn 'how' to learn, at the same time as assisting them with preparation for the next stage of their life journey.

The IBDP is a course which offers academic rigour, genuine breadth and coherence, and aims to develop initiative and resourcefulness. We live in a world of global economies and communications; students who will be part of this world need the education that allows them to succeed in it.

As a fully authorised IB World School, we are delighted to offer the prestigious IB Diploma Programme at Repton School. Our results have exceeded the world average points score (29 points) in all of our cohorts. In 2015, 2016, 2018 and 2019 we achieved an average points score of 34 points; in 2017 we achieved 35 points and in 2020 our graduates reached another new high of 36 points on average. Our graduating cohort has increased from 31 students in 2015 to 76 students in the current class of 2021.

### The Diploma Programme Curriculum

The IB Diploma Programme is organised into 6 groups. Students must choose one subject from each of five groups (1 to 5), ensuring breadth of knowledge and understanding in their best language, an additional language, the social sciences, the experimental sciences and mathematics. Students may then choose either an arts subject from group 6, or a second subject from groups 3 or 4. Three subjects are studied at Higher Level, and three are studied at Standard Level.

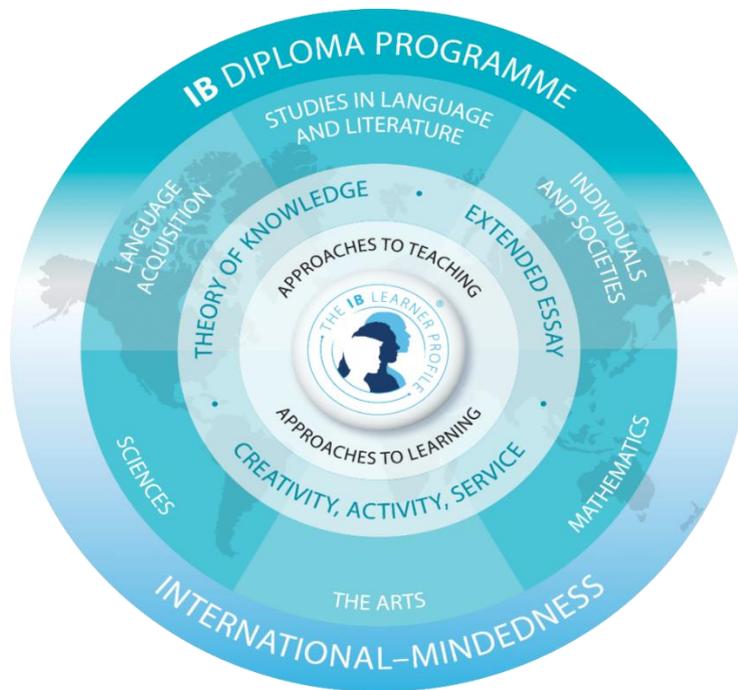
## ENTRANCE REQUIREMENTS

The IB Diploma Programme is rigorous and academically challenging. In order to qualify for admission to the Diploma Programme, Repton students will be expected to gain a minimum of

**6 IGCSEs at grade 6 or above\***

Students should also have a first-language English qualification at grade 6 or above and a good pastoral record.

**\* PLEASE NOTE THAT SOME HL SUBJECTS REQUIRE GRADE 7 OR ABOVE**



In addition to disciplinary and interdisciplinary study, the Diploma Programme features three 'core' elements that broaden students' educational experience and challenge them to apply their knowledge and skills:

## The Core

The core programme consists of a course in the *Theory of Knowledge* (TOK), an *Extended Essay* (EE) in the form of a research paper, and completion of a series of activities outside of the classroom showing *Creativity* and involving *Activity and Service* (CAS).

## Theory of Knowledge (TOK)

Essentially, TOK is the thread which weaves together all of the IB subjects. Whilst TOK is central to the philosophy of the Diploma, it ultimately teaches you to think critically about the origins of and the accumulation of knowledge. Amongst other things, it seeks to do the following:

- To help you to discover the richness of knowledge, and to realise how empowering knowledge can be.
- To examine how knowledge is built up, examined, and evaluated by individuals and societies.
- To reflect on how we learn – both inside and outside school – and to make links between the academic disciplines and our thoughts, feelings and actions.
- To reinforce the idea that we have many different ways of thinking, perspectives, and assumptions because of our cultural and individual positions obscuring the way we see the world.

More importantly, TOK encourages you to consider the role of knowledge in the global community and enables you to recognise the need to act responsibly in an increasingly multifaceted society.

## How is TOK structured?

Theory of Knowledge does not have a final examination; however, that's not to say that you're expected to sit in a darkened room and think your own thoughts for two years! There is a great deal of content to TOK, not just an obligatory list of topics you have to learn. The starting point is to think about what we mean by the term 'Theory of Knowledge' and what we define as knowledge. The questions which underpin the course itself have engaged philosophers for many centuries; *How is knowledge gained and from what sources? To what extent do personal experience and ideology influence our knowledge? What is the difference between 'I am certain' and 'it is certain'? Can we think without language? Can feelings have a rational basis?*

Next, you will move on to think about the ways we gather knowledge, and process it. In TOK, we divide these ways of knowing (WOKS) into eight umbrellas: sense perception (sight, hearing, etc.), emotion, language, reason, imagination, faith, intuition, and memory. You will examine each one individually, and try to work out how they are all interlinked. Finally you will move on to looking at the Areas of Knowledge (AOKS) and whether one area of knowledge holds greater credence.

There is an essay to write and an exhibition to prepare for. All of the TOK requirements will be made clear in the first term of the course.

## Extended Essay (EE)

The Extended Essay is an independent research paper based on a topic chosen by the student and is compulsory for all DP students. It is externally assessed in combination with the grade for Theory of Knowledge, contributing up to three points to the total score for the IB Diploma. Students select a topic from within one of the IB subject areas that is both interesting and challenging to them but specific enough for students to examine in depth.

It should take about 40 hours in total and may be experimental or library based research. A teacher of the subject of the Extended Essay will act as an academic supervisor and will offer guidance and advice. The essay is a maximum of 4000 words long.

Examples of Extended Essays are:

- The effect of location on the educational attainment on indigenous secondary students in Queensland, Australia.
- How and why have Sylvia Plath in *The Bell Jar* and Charlotte Perkins Gilman in *The Yellow Wallpaper* used inanimate objects as motifs for female madness?
- The effect of forming a producers group on gum prices and incomes of women gum collectors in the Banaskanthan/Patan region of Gujarat, India.
- What makes people recycle? An evaluation of attitudes and behaviour in the London borough of Hammersmith and Fulham.
- How did the September 11<sup>th</sup> attack on the United States affect the European economy?
- How does the resonance of different structures of bridge of the same length and constructed of the same materials vary, and how does this affect the stability of the structure?

## Creativity, Activity & Service (CAS)

Creativity, Activity & Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential core elements in every student's Diploma Programme experience. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

**Creativity:** Exploring and extending ideas leading to an original or interpretive product or performance

**Activity:** Physical exertion contributing to a healthy lifestyle

**Service:** Collaborative and reciprocal engagement with the community in response to an authentic need

As a shining beacon of our values, CAS enables students to demonstrate attributes of the IB learner profile in real and practical ways, to grow as unique individuals and to recognize their role in relation to others. Students develop skills, attitudes and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests and express their passions, personalities and perspectives. CAS complements a challenging academic programme in a holistic way, providing opportunities for **self-determination, collaboration, accomplishment and enjoyment**.

### Aims

The CAS programme aims to develop students who:

- Enjoy and find significance in a range of CAS experiences
- Purposefully reflect upon their experiences
- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

All three strands will allow you to satisfy one or more of the CAS elements. For example, if you choose to volunteer for an environmental project, this will meet both action and service requirements. If you write about your experiences, you can also be rewarded for creativity.

There are self-evaluations and school evaluations of your commitment to CAS, and the IBO monitors standards. You record your CAS experiences on the ManageBac portal where you reflect on the benefits you, and possibly other people, have gained from your experiences. This portfolio may also include photographs and any other relevant material.

Students must fulfil the CAS requirements in order to be awarded the Diploma.

## Assessment in the IB Diploma Programme

At the end of the programme students take written examinations which are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme, and to satisfactory participation in the CAS requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

## IB Courses

IB Courses is an alternative to studying the full Diploma Programme.

For non-Emirati students and those students who **do not** require equivalency, students may choose any number of subjects at either HL or SL. These are treated as individual subject qualifications. Students do not need to meet the requirements of ToK, EE and CAS.

For those students requiring equivalency, 6 subjects must be chosen, with one subject chosen from each group. Students must choose English, one science based subject and Mathematics. Students who are nationals of Arab countries must study Ministry Arabic alongside their course. Muslim students must also study Islamic Studies alongside their course.

## Careers and University Preparation

Even before moving into IB1 and IB2, careers and university preparation plays an important part of everyday life at Repton.

The Careers and University Adviser is available to meet with students and parents. He is based in the IB centre and plays a key role in helping students make the right decisions and helps to guide them through the application process.

Tutors also play a pivotal role in guiding their students, by supporting them during PSHCE sessions, monitoring individual student progress and ensuring that the students are fully informed regarding events and deadlines.

During IB1, students are encouraged to attend a range of university presentations, visit campuses and research university courses. In the summer term, IB1 students begin to write their personal statements,

research degree courses and shortlist possible universities. There is opportunity for students to participate in a range of additional events involving Oxbridge/Ivy League preparation, mock interviews and lunchtime discussions aimed at stretching our most able students.

In IB2, our students have little time to pause before university deadlines begin to loom. It is at this time that our team provide additional support to lead our students through the application process. At each step, students and parents are fully supported and every application is carefully checked to ensure that each student has completely read and understood what is required.

Our alumni are now studying throughout the world, and we fully support and guide students through a wide range of systems, whether it be UCAS, Common App or direct application universities around the world.

We are extremely proud of our Repton Dubai alumni. We have Dubai Reptonians at:

- The University of Oxford
- Stanford University
- University College London
- The University of St Andrews
- The University of Edinburgh
- London School of Economics
- Johns Hopkins University
- The University of Warwick
- King's College, London
- McGill University
- UC Berkeley
- UCLA
- NYU Abu Dhabi, to name just a few.....

Universities commonly make offers in the 26 to 39 IB point range, depending on the subject. Oxbridge offers normally range from 40 to 43 IBDP points. Research carried out by universities shows that IB students are more successful dealing with the independent learning required at degree level. Fewer IB students fail to complete their degree courses and, as a result, admissions tutors look very favourably on applicants with an IB background, a view the following quotations support:

*“There is a stark contrast between students prepared for university through the IB and A’ Levels, with the former having a significant advantage. IB students coped well whereas as many as 33% of A Level admissions had trouble”.*

**Dr G. Durantou, Admission Tutor, London School of Economics**

*“We welcome applications from IB students because of the breadth of study the qualification affords. IB students are known to perform well on our degree programmes”.*

**Brigitte Burrows, Head of Education Liaison, Queen Mary, University of London**

*“The IB is an excellent qualification that prepares applicants for higher education. The breadth of the IB allows applicants to develop a broad understanding across a range of disciplines, whilst the opportunity to take specialist courses gives a depth of knowledge that is on par to the most arduous A Level study. The IB enables students to develop and demonstrate a wide range of interpersonal, leadership and life skills that will assist their transition from school to university”.*

**Mike Nicholson, Head of Undergraduate Admissions,**

# Group 1: Studies in Language & Literature

## English Literature

### What are the aims of the course?

The aims of all subjects in studies in language and literature are to enable students to:

1. engage with a range of texts, in a variety of media and forms, from different periods, styles, and cultures
2. develop skills in listening, speaking, reading, writing, viewing, presenting and performing
3. develop skills in interpretation, analysis and evaluation
4. develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
5. develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues, and an appreciation of how they contribute to diverse responses and open up multiple meanings
6. develop an understanding of the relationships between studies in language and literature and other disciplines
7. communicate and collaborate in a confident and creative way
8. foster a lifelong interest in and enjoyment of language and literature.

### What is the difference between Higher Level and Standard Level?

Works read	SL	HL
Works in translation written by authors on the <i>Prescribed reading list</i>	Study of a minimum of three works	Study of a minimum of four works
Works originally written in the language studied, by authors on the <i>Prescribed reading list</i>	Study of a minimum of four works	Study of a minimum of five works
Free choice works	Study of two works freely chosen	Study of four works freely chosen
<b>Total works studied</b>	<b>9</b>	<b>13</b>
<b>External assessment</b>	<b>SL</b>	<b>HL</b>
Paper 1: Guided literary analysis	A guided analysis of a previously unseen literary extract or text from a choice of two	Two guided analyses of previously unseen literary extracts or texts
HL essay		An essay of 1,200–1,500 words exploring a line of inquiry in connection with a studied literary text or work

The external assessment criteria for Papers 1 and 2 and the internal assessment criteria are different. HL students are expected to show a deeper understanding of content and writers' techniques than SL students. The requirements for depth of knowledge and understanding and for demonstrating the skills of analysis, synthesis, evaluation and organisation are less demanding at SL than at HL.

### **What counts as 'a text'?**

- 1 single major work, such as a novel, autobiography or biography
- 2 or more shorter texts such as novellas
- 5–10 short stories
- 5–8 essays
- 10–15 letters
- A substantial section or the whole of a long poem (at least 600 lines) or 10–20 shorter poems

**Levels available:** Higher and Standard Level are available.

## **Language A: Language and Literature (Available in English)**

**The aims of the course are to enable students to:**

- engage with a range of texts, in a variety of different media and forms, from different periods, styles, and cultures
- develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- develop skills in interpretation, analysis and evaluation
- develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of relationships between texts and a variety of perspectives, cultural contexts, and local and global issues and an appreciation of how they contribute to diverse responses and open up multiple meanings
- develop an understanding of the relationships between studies in language and literature and other disciplines
- communicate and collaborate in a confident and creative way
- foster a lifelong interest in and enjoyment of language and literature.

## What is the difference between Higher Level and Standard Level?

Works read	SL	HL
Works in translation written by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Works originally written in the language studied, by authors on the <i>Prescribed reading list</i>	Study of a minimum of one work	Study of a minimum of two works
Free choice works	Study of two works freely chosen	Study of two works freely chosen
Total works studied	4	6
<b>External assessment</b>	<b>SL</b>	<b>HL</b>
Paper 1: Guided textual analysis	A guided analysis of a previously unseen non-literary extract or text from a choice of two	Two guided analyses of previously unseen non-literary extracts or texts
HL essay		A 1200-1500 word essay exploring a line of inquiry in connection with a studied text or work

- **Paper One:** HL – students analyse two previously unseen texts. At SL one text is analysed.
- **Paper Two:** In response to one of four questions students write an essay based on at least two of the literary texts studied during the course. The questions for SL and HL are the same; however, there are differences in the marking criteria.
- **Internal Assessment:** Individual Oral (IO) – requirements for HL and SL are similar
- **HL Essay:** HL students are required to complete a 1,200-1,500 word essay on a text (or collection of texts) studied during the course.

**Levels available:** Higher and Standard Level are available.

## Group 2: Language Acquisition

### Arabic, French, Spanish & German

Modern languages can be studied at different levels depending on the level of proficiency of the student in that language. The programmes cover advanced text-handling, oral presentations, discussions and extended writing skills. Repton School offers Arabic, French, Spanish and German.

They are studied through the four main language skills (listening, speaking, reading and writing) to ensure that the student can communicate spontaneously, appropriately and effectively with an audience of the language in both familiar and unfamiliar

circumstances. This level of competence is achieved through an understanding of three interrelated areas which form the basis of the assessment criteria: using the language accurately in terms of grammar and vocabulary, selecting language appropriate to a particular cultural and social context and understanding how ideas are organised for appropriate communication.

Language 'Ab Initio' courses will be available for those with little or no previous knowledge in French, Spanish or German. However, this is an intensive course which aims to bring pupils to a very high standard by the end of the two years and a lot of effort and dedication must be applied to such a programme.

### Assessment in Group 2

<b>Ab Initio / Standard Level / Higher Level</b>		
External assessment	75%	<p><b>Paper 1 (25%) - Productive skills</b></p> <p><u>*Ab Initio:</u> Two writing tasks of 70-150 words each from a choice of three.</p> <p><u>*Standard and Higher level:</u> One writing task of 250–400 words (Standard level) and 450–600 words (Higher level) from a choice of three.</p> <p><b>Paper 2 (50%) – Receptive skills - Comprehension exercises on three audio passages and three written texts</b></p> <p>*Listening comprehension *Reading comprehension</p>
Internal assessment	25%	<p><b>Individual oral – Productive skill</b></p> <p><u>Ab Initio / Standard level:</u> A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme.</p> <p><u>Higher level:</u> A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.</p>

### Language B: Standard Level and Higher Level

Language B students will focus mainly on language acquisition and the development of the linguistic skills of listening, speaking, reading and writing, up to a fairly sophisticated level.

#### **The course**

Language students will learn language structures and use these in a range of situations and for a range of purposes which can include work situations, social relationships and the discussion of abstract ideas. They will also explore culture using a variety of texts in the language at HL. At least one literary work will be studied in detail.

#### **Previous knowledge**

The Language B course is designed for second language learners with some previous experience of learning the language. For Modern Foreign Language this is 4 to 5 years for

Higher Level and 2 to 3 years for Standard Level. As a result a Language B student should have a good knowledge of grammar and vocabulary, and be fairly fluent in conversation. Admission to the course is dependent upon the achievement of the agreed prior level of performance.

For Arabic B at Standard or Higher level a minimum qualification of Grade 6 at IGCSE (or equivalent) is required.

**Levels available:** Higher and Standard Level are available for Language B courses.

### **Language Ab Initio**

If a student wishes to learn a new Modern Foreign Language, and does not have a second language or has little experience in French, Spanish or German, they should choose an Ab Initio course.

### **The course**

The student will acquire a good knowledge of the language so that they can engage in everyday conversations in a variety of situations and understand and write confidently. The course aims to develop a good command of the grammatical structures of the language, a variety of linguistic skills and a basic awareness of the culture associated with the language. The course also focuses on everyday situations and aspects of the culture related to these situations.

### **Previous knowledge**

For the Ab Initio course, no previous knowledge is required as this is for the beginner who has limited or no previous experience of the language.

**Levels available:** Ab Initio languages courses are only available at Standard Level.

# Group 3: Individuals and Societies

## Business Management

The course examines business decision-making processes in marketing, production, human resource management and finance and how these decisions have an impact and are affected by internal and external environments. It studies the way individuals and groups interact in an organisation and how resources are transformed within an international perspective.

### The course

The aims of this course focus on the development of critical, analytical thinking in the context of a dynamic business environment. The syllabus requires students to study five modules (Business Organisation and Environment, Human Resource Management, Finance and Accounts, Marketing and Operations Management), and complete a research project that is internally assessed and externally moderated.

Business Management is case study centred and based on real business examples. Students who do well are able to put together an argument as to why things happen and justify solutions to business scenarios.

### Assessment

Higher and Standard Level		
External assessment	75%	Two written papers:  Paper 1: based on a case study issued in advance Paper 2: structured questions on stimulus materials
Internal assessment	25%	Higher Level: Research project. The report should address an issue facing an organisation or analyse a decision to be made by an organisation (maximum 2500 words, including 500 word research proposal and action plan)  Standard Level: A written commentary based on three to five supporting documents about a real issue or problem facing an organisation (maximum 1500 words)

**Levels available:** Higher and Standard Level are available.

## Economics

Economics is a social science that is often described as ‘the study of how and for whom we allocate scarce resources in society’. However, it is perhaps more helpful to mention some of the issues that students cover in the two years of studying Economics:

What can be done about climate change?  
How can a government reduce income inequality?  
What are the most appropriate strategies for reducing poverty in developing countries?  
How and why might a country restrict international trade?  
Are multinational companies beneficial for developing countries?  
Does government intervention in markets like healthcare and education automatically improve efficiency and access for all?

No prior subject knowledge is assumed and the mathematical content of the course is undemanding. Those who find numbers straightforward will find some topics easier than those who do not, but anyone who can obtain a level 6 at IGCSE Mathematics should not be put off.

Economics is a topical course and students are expected to show an interest in the world around them by reading quality news articles/ blogs and watching relevant programmes/ lectures/ TED talks etc.

The aim of the course is to provide students with precise knowledge of the basic tools of economic reasoning, an understanding of contemporary global economic problems and also to encourage students to apply economic analysis to different contexts.

The course is designed around nine key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention.

There are four sections of the syllabus:

- Introduction to Economics: What is Economics? How do Economists approach the world?
- Microeconomics: Markets, market failure and government intervention in markets including Economics of the Environment (HL only). Supply and demand analysis and related issues of efficiency and equity.
- Macroeconomics: Government macroeconomic objectives and policies. Assessment of government policy objectives including economic growth, inflation, unemployment and inequality and poverty.
- The Global Economy: Focus on issues of trade, protectionism, exchange rates and sustainable development. Understanding why countries trade; how exchange rates are determined and the impact of a change in the exchange rate; free trade and trade protectionism such as tariffs, quotas and subsidies; issues of sustainable development,

MNCs, trade, aid, debt, the IMF and the World Bank.

## Assessment for class of 2022

Standard Level		
External assessment	30%	Two written papers: Paper 1: An extended response paper. Students answer one question from a choice of three.
	40%	Paper 2: A data response paper including some quantitative questions, Students answer one question from a choice of two.
Internal assessment	30%	Portfolio: Students produce a portfolio of three commentaries (800 words each) based on contemporary news articles linking economic theory to a real-world situation. For each commentary students will use a different key concept as a lens with which to analyse the content of their news article.
Higher Level		
External assessment	20%	Three written papers: Paper 1: An extended response paper. Students answer one question from a choice of three.
	30%	Paper 2: A data response and extended response paper including some quantitative questions. Students answer one question from a choice of two.
	30%	Paper 3: A policy paper including both quantitative and qualitative questions. Students answer two compulsory questions.
Internal assessment	20%	Portfolio: Students produce a portfolio of three commentaries (800 words each) based on contemporary news articles linking economic theory to a real-world situation. For each commentary students will use a different key concept as a lens with which to analyse the content of their news article.

**Levels available:** Higher and Standard Level are available.

## Geography

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

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

## The course

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty, sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Inherent in the syllabus is a consideration of different perspectives, economic circumstances and social and cultural diversity.

## Assessment

Higher Level		
External assessment	35%	Paper 1: Geographic Themes–Students answer <u>three</u> structured questions based on stimulus material from a choice of seven themes, listed below.
	25%	Paper 2: Based on Part 2 Core: Geographic perspectives – global change. Students answer <u>three</u> structured questions based on each unit listed below, structured questions based on infographic or visual stimulus material and one extended question.
	20%	Paper 3 – Based on Part 2 Core extension: Geographic perspectives – global interactions. Students answer one of three extended answer questions.
Internal assessment	20%	Fieldwork leading to one written report of 2,500 words. The fieldwork is hypothesis-based and related to a theme in the syllabus.

Standard Level		
External assessment	35%	Paper 1 – Geographic Themes – Students answer <u>two</u> structured questions based on stimulus material from a choice of seven themes, listed below.
	40%	Paper 2 – Based on Part 2 Core: Geographic perspectives – global change. Students answer <u>three</u> structured questions based on each unit listed below, structured questions based on infographic or visual stimulus material and one extended question.
Internal assessment	25%	Fieldwork leading to one written report of 2,500 words. The fieldwork is hypothesis-based and related to a theme in the syllabus.

## Syllabus content

### Part 1: Optional themes (SL complete two options, HL complete three options)

- Freshwater – drainage basins
- Oceans and coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

**Part 2: Geographic perspectives – global change (completed by SL and HL)**

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

**Part 2: HL Core Extension. Geographic perspectives – global interactions (HL only)**

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

**Fieldwork (SL and HL)**

Our field trip currently takes place in northern Thailand in November of IB1. This destination may be subject to change dependent upon availability

**Levels available**

Higher and Standard Level are available

## History

Who was responsible for the Cold War? Who was a more totalitarian dictator: Castro or Hitler? Which political ideas have had the greatest influence on the modern world? How have the views of historical schools of thought changed over time?

History at IB is about developing your writing and thinking skills. It involves investigation, reflection, questions and argument. Students learn to think independently so that all historical knowledge is challenged and reassessed. Thinking can be original, creative and even controversial. The main thing is to develop skills that make arguments persuasive, comprehensive and justifiable.

Not only is the subject itself enjoyable but the skills acquired are highly sought after by employers. The ability to collate, organise and synthesize information, to work out thorough responses and write convincing analysis and argument is paramount to many types of careers ranging from Business to Law or Marketing.

**The course**

The internally assessed coursework gives you the opportunity to research a topic of your own choice, to develop personal conclusions and to assess critically accepted historical ideas. The course covers a broad span in terms of time period and region; students cover the struggles of 20<sup>th</sup> century civil right movements, the nature of dictatorships around the

world, the Russian revolutions, the conflict of ideologies, and the unifications of Italy and Germany.

## Assessment

Higher Level		
External assessment	20%	Three written papers: Paper 1: a document-based paper set on prescribed subjects drawn from the 20 <sup>th</sup> century world history topics
	25%	Paper 2: an essay-based paper on the 20 <sup>th</sup> century world history topics
	35%	Paper 3: an essay paper based on the regional options; answer three out of 25 questions
Internal assessment	20%	Historical investigation

Standard Level		
External assessment	30%	Two written papers: Paper 1: a document-based paper set on prescribed subjects drawn from the 20 <sup>th</sup> century world history topics.
	45%	Paper 2: an essay-based paper on the 20 <sup>th</sup> century world history topics.
Internal assessment	25%	Historical investigation

**Levels available: Higher and Standard Level are available.**

## Psychology

Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour. All skills needed for the course are developed during the two year teaching period. A good command of English and confident mathematical skills help to tackle the challenges of the course. A keen interest in Biology is also a recommendation.

### The aims of the course

1. Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
2. Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
3. Understand diverse methods of inquiry
4. Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
5. Ensure that ethical practices are upheld in all psychological inquiry and discussion
6. Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

Syllabus Component	Level	Comments
<u>Approaches to behaviour</u> <ul style="list-style-type: none"> <li>• Biological</li> <li>• Cognitive</li> <li>• Sociocultural</li> </ul>	SL	This is the core component and is compulsory for both HL and SL This knowledge will be assessed in Paper 1 of the exam
<u>Extensions</u> to the core approaches	HL	<ul style="list-style-type: none"> <li>• Extension upon the Cognitive Approach above</li> <li>• Cognitive processing in the digital world</li> </ul>
<u>Options</u> <ul style="list-style-type: none"> <li>• Developmental Psychology</li> <li>• Health Psychology</li> </ul>	SL / HL	SL pupils study 1 option and HL pupils study 2 options This constitutes for assessment in Paper 2 SL students answer one question in essay form, while HL answer two questions in essay form
<u>Qualitative and Quantitative Research</u>	HL	The research methodology and its evaluation is taught through the lessons in both the years for both HL and SL

		Study for Paper 3 examination purpose is taught to HL only. This is a 1 hour paper externally assessed paper.
<u>Simple Study</u>	<u>Experimental</u>	SL /HL
		This internally assessed work is compulsory for both SL and HL.

## Distinction between SL and HL in Psychology

There are three main distinctions between this course at SL and at HL:

1. The extensions to the core approaches are studied at HL only (see table)

This differentiation is reflected in paper 1 section B of the external assessment.

2. SL students are required to study one option while HL students study two options. This differentiation is reflected in paper 2 of the external assessment.

3. Both SL and HL students will be expected to show their understanding of approaches to research in the internal assessment and critical thinking in paper 1 section B and paper 2 responses. Additionally, HL students will be directly assessed on their understanding of approaches to research in paper 3 of the external assessment. This will cover both qualitative and quantitative research methods.

## The IB Learner Profile and the Psychology Student

A student of Psychology is one who is interested in human behaviour and is thus inquiring into the cause of behaviour, thinks about how to predict and control it, subsequently reflecting upon the factors related to both social and unsocial behaviour.

The approach to studying human behaviour is eclectic in nature, because there are many factors influencing us, ranging from our biology, environment, genetic inheritance, thought processes, language etc. As future Psychologists within the IB paradigm, students explore and gain knowledge about psychological concepts such as perception, attention, schema and conditioning, questioning it from a local and global perspective. This leads them to open-mindedness about their own perspective as well as others.

Through looking at behaviour from different perspectives, Psychology students are inclined to become reflective in their thought processes. Such developments help students to become strong independent learners.

An IB Psychology student is encouraged to be principled, caring and a lifelong learner, because the very nature of the subject enables him/her to see the strengths and weaknesses of being human.

**Levels available:** Higher and Standard Level.

## Group 4: Experimental Sciences

The experimental sciences of Biology, Chemistry, Physics and Design Technology share a common structure: a core of material that is studied at both Higher and Standard Level plus additional material that is taken at Higher Level. The Sports, Exercise & Health Science (SEHS) course is available at Higher and Standard Level.

The assessment pattern is similar for most Group 4 subjects. Written papers at the end of the course contain a wide range of questions based on theoretical and practical work. Experimental investigations stretch throughout the course, including fieldwork in some subjects; set and assessed internally by the subject teachers, and subsequently moderated externally. As part of this internal assessment, all students studying one or more group 4 subjects must take part in a cross-disciplinary Group 4 Project.

The **Biology** course has a compulsory field trip element which is often overseas.

### Assessment for Biology, Chemistry and Physics:

Assessment		Higher Level	Standard Level	
External assessment	20%	Three written papers: Paper 1: 40 multiple choice questions (1 hour)	20%	Three written papers: Paper 1: 30 multiple choice questions (45 mins)
	36%	Paper 2: data-based, short answer and extended-response questions (2 hours 15 mins)	40%	Paper 2: data-based, short answer and extended-response questions (1 hour 15 mins)
	24%	Paper 3: short-answer questions on the core material and the option studied (1 hour 15 mins)	20%	Paper 3: short-answers on the core material and the option studied (1 hour)
Internal assessment	20%	One scientific investigation, 6-12 pages (10 hours) - marking is criterion referenced - and a compulsory Group 4 Project (10 hours). Practical activities (40 hours).	20%	A scientific investigation, 6-12 pages (10 hours) - marking is criterion referenced - and a compulsory Group 4 Project (10 hours). Practical activities (20 hours).

### Assessment for Design Technology:

<b>Higher Level</b>		
External assessment	20%	Three written papers:
	20%	Paper 1: multiple choice questions
	20%	Paper 2: data-based and extended-response questions
		Paper 3: short-answer questions in each of the two options studied
Internal assessment	40%	60 hours: design project (student choice)
<b>Standard Level</b>		
External assessment	20%	Three written papers:
	20%	Paper 1: multiple choice questions
	20%	Paper 2: data-based and extended-response questions
		Paper 3: short answer questions in each of the two options studied
Internal assessment	40%	40 hours: design project (student choice)

### Assessment for Sports, Exercise & Health Science:

<b>Higher Level</b>		
External assessment	20%	Three written papers:
	35%	Paper 1: multiple choice questions on the Core and Additional HL
	25%	Paper 2: Section A: one data-based question and several short-answer questions on the Core and Additional HL. Section B: two extended-response questions on the Core and Additional HL
		Paper 3: several short-answer and extended-response questions from the Options
Internal assessment	20%	Practical investigations and the completion of a Group 4 science project
<b>Standard Level</b>		
External assessment	20%	Three written papers:
	35%	Paper 1: multiple choice questions on the Core syllabus
	25%	Paper 2: Section A: one data-based question and several short-answer questions on the Core. Section B: one extended-response question on the Core
		Paper 3: several short-answer questions from the Options
Internal assessment	20%	Practical investigations and the completion of a Group 4 science project

## The Group 4 Project

This usually takes place in the third term of IB1. It is a compulsory requirement of the Group 4 subjects and students collaborate on a project conducting practical work and sometimes opting for a site visit. The Group 4 Project contributes 10 hours to the practical requirement. Students studying more than one Group 4 subject need only complete it once. This is not formally assessed, however, students are required to write a reflective statement highlighting strengths and areas for improvement.

The Group 4 project is a collaborative activity where students from different Group 4 subjects, within or between schools, work together. It allows for concepts and perceptions from across disciplines to be shared while appreciating the environmental, social and ethical implications of science and technology. It can be practically or theoretically based and aims to develop an understanding of the relationships between scientific disciplines and their influence on other areas. The emphasis is on interdisciplinary cooperation and the scientific processes.

## Biology

- How do large molecules such as glucose travel through cell membranes?
- Why does a mammalian heart continue to beat when removed from the body?
- How exactly is light energy used to convert CO<sub>2</sub> and H<sub>2</sub>O to sugar?
- How does DNA actually provide the 'genetic code'?

These are just some questions which IGCSE leaves unanswered. Fortunately, IB Biology will help to answer these questions and countless others that you might have asked yourself during IGCSE Biology.

The IB DP Biology course encompasses a wide range of skills which build on those learned during Key Stages 3 & 4 which include tabulating, graphing, drawing and independent research. There is a very large content to be covered and it is essential that those who elect this subject understand the need for well-practised study skills and spend time reading around the subject outside normal lessons to deepen and broaden their contextual knowledge.

Biology literally means "the study of life". Biology is such a broad field, covering the minute workings of chemical nano-machines inside our cells, to broadscale concepts such as ecosystems and global climate change. Biologists study intimate details of the cell, the composition of our genes, and the functioning of our major body systems. Biologists recently all but completed the deciphering of the human genome, the sequence of deoxyribonucleic acid (DNA) bases that may determine much of our innate capabilities and predispositions to certain forms of behaviour and illnesses.

In Biology you will study not only the science of living organisms but also develop a broad understanding of the overarching principles of the subject. These principles are found in

the four basic concepts that run through the course. The first concept concerns the fact that the structures present in living organisms are intimately integrated to their function. The second is the concept of evolution which is viewed as the major driving force behind organismal diversity. The third concept explains that a dynamic equilibrium is essential for the continuity of life at both ends of the biological scale from the smallest bacterium to the ecosystems in which we live. The last concept focuses on the idea that whilst many molecules, processes and structures are common to many organisms, these organisms are nevertheless of such a mind-blowing diversity as to make their direct comparison almost impossible to begin.

### **The course**

A variety of topics are studied at Standard and Higher Level. Units studied include: Cells, Biological Molecules, Genetics, Plant Biology, Human/animal Physiology, Ecology and Evolution, Respiration and Photosynthesis and Nucleic Acids. Options include Ecology and Conservation, Neurobiology and Behaviour, Biotechnology and Bioinformatics and Human Physiology.

### **Levels available**

Higher and Standard Level are available.

**Entry requirements:** HL - minimum of grade 7 at IGCSE; SL - minimum of grade 6 at IGCSE.

## **Chemistry**

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Earth, water, air and fire are often said to be the four classical elements. They have connections with Hinduism and Buddhism. The Greek philosopher Plato was the first to call these entities elements. The study of chemistry has changed dramatically from its origins in the early days of alchemists, who had as their quest the transmutation of common metals into gold. Although today alchemists are not regarded as being true scientists, modern chemistry has the study of alchemy as its roots. Alchemists were among the first to develop strict experimentation processes and laboratory techniques. Robert Boyle, often credited with being the father of modern chemistry, began experimenting as an alchemist. Despite the exciting and extraordinary development of ideas throughout the history of chemistry, certain things have remained unchanged. Observations remain essential at the very core of chemistry, and this sometimes requires decisions about what to look for. The scientific processes carried out by the most eminent

scientists in the past are the same ones followed by working chemists today and, crucially, are also accessible to students in schools. The body of scientific knowledge has grown in size and complexity, and the tools and skills of theoretical and experimental chemistry have become so specialised, that it is difficult (if not impossible) to be highly proficient in both areas. While students should be aware of this, they should also know that the free and rapid interplay of theoretical ideas and experimental results in the public scientific literature maintains the crucial link between these fields.

## **The Course**

The Diploma Programme Chemistry course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both Standard Level (SL) and Higher Level (HL), and therefore accommodates students who wish to study chemistry as their major subject in higher education and those who do not. The Diploma Programme Chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

The internal assessment is an individual investigation and will be assessed on the following criteria: engagement, exploration, analysis, evaluation and communication.

### **Levels available**

Higher and Standard Level are available.

**Entry requirements:** HL - minimum of grade 7 at IGCSE; SL - minimum of grade 6 at IGCSE.

## **Design Technology**

Design Technology provides opportunities to learn to adapt to new experiences and to approach problems with the appropriate skills and techniques to identify the important elements with the aim of finding the best solution. The design cycle, starting with a significant problem then researching and designing a solution, is at the core of the course and will be used by the students in both practical and theoretical work. Design Technology allows you to apply all of the theory learnt in science and maths to real life situations.

### **The course**

The course combines technological theory with a significant amount of design-based practical work. Theoretical topics include the study of materials, production processes, human factors, modelling, energy sources, the role of the designer and the impact of

technology upon the environment. Students will get to design and make products using up-to-date manufacturing processes such as laser cutting CNC routing and 3D printing.

The Higher Level course includes a wider range of theoretical topics and concentrates more on how a product would be produced in industry and sold. Students' coursework will include a "major project" where an area of particular interest to the individual can be studied in some depth. They will also be tasked with completing a series of Internal Assessments where students research and evaluate different areas and products.

### **Previous knowledge**

No previous knowledge in design or technology is necessary, however it would be of benefit if you have studied the subject at GCSE level or equivalent.

**Levels available:** Higher and Standard Level are available.

## **Physics**

Physics is a subject of enormous breadth. In Physics, students will seek explanations to the universe itself - a study that will take you from the very smallest particles to the vast distances between galaxies. It gives basic explanations of how stars evolve, how planets move, and the wave-particle dual nature of subatomic particles. Physics enables us to alter our surroundings – to build bridges, launch satellites and make delicate instruments for microsurgery. It has given us the internet and advances in sports equipment and medical imaging. It may also provide the answers to the big issues facing the world in the 21<sup>st</sup> century, such as the shortage of world energy resources and climate change.

Human history can be shown through the discoveries and development of ideas in Physics; from Aristotle, Galileo and Newton to Rutherford and Einstein. At the time some of these ideas seemed extraordinary but soon became accepted. For example, Newton's law of universal gravitation describes and predicts the motion of heavenly bodies, but was developed further by Einstein's theory of relativity.

Physics can be described as having two aspects. First, it is a body of information containing the rules that govern the universe we live in and helps us appreciate our surroundings. Secondly, Physics provides the tools for the many human activities – of engineers, astronomers, software designers and medical researchers – that allow us to alter and construct the material world to suit our needs and to pursue our wish to discover the unknown.

### **The course**

**SL:** Topics covered are: Measurements and Uncertainties; Mechanics; Thermal Physics; Waves; Electricity and Magnetism; Circular Motion and Gravitation; Atomic, Nuclear and

Particle Physics and Energy Production. **HL:** Additional units are: Wave Phenomena; Fields; Electromagnetic Induction and Quantum and Nuclear Physics.

In addition all students cover an optional topic from a choice of Relativity, Engineering, Physics Imaging and Astrophysics.

### **Previous knowledge & entry requirements**

IB Physics is a very challenging subject. Students must be prepared to study hard and need also to be competent mathematicians. To study Higher Level Physics, it is recommended that pupils achieve a minimum of a grade 7 at IGCSE Physics (triple Science) and Mathematics.

Students wishing to apply for Standard Level Physics should achieve a minimum of a grade 6 at IGCSE Physics/Science and Mathematics.

**Levels available:** Higher and Standard Level are available.

## **Sports, Exercise & Health Science**

This is an exciting and challenging course which introduces students to the many different facets of sports science, preparing students for future careers in the sporting fields of exercise physiologist, health promotion specialist, fitness instructor, sports coach and Physical Education teacher, while complimenting other careers such as medicine and physiotherapy. The traditional scientific components of Sport, Exercise and Health are studied, such as anatomy and physiology, biomechanics, psychology and nutrition. The Diploma Programme course involves studying the impact these elements make on physical performance and general well-being. Although the course does not incorporate assessing practical ability in sport, it does provide the opportunity to apply these principles through both a practical and theoretical perspective.

Students are provided with the opportunity to investigate topics of interest and consider the factors that promote sporting excellence and healthy living within the core and optional topics. For example, does the length of the femur correlate to how high a sports person can jump? If so, should all high jumpers be tall? What is the optimum height for a basketball player?

Students will cover all six core subject areas and two of the optional topics, alongside carrying out practical investigations in both the laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance with the use of video technology.

### **Recommended prior learning:**

IGCSE PE (6); IGCSE Biology (6); IGCSE Physics (6)

### **CORE (six compulsory topics)**

Anatomy, Exercise Physiology, Movement Analysis,

Energy systems, Measurement and Evaluation of Human Performance,

Study of Skill in Sport.

**OPTIONS (two from four options)**

Optimising Physiological Performance.

Psychology of Sport

Physical Activity and Health

Nutrition for Sport, Exercise and Health

**Levels available:** Higher and Standard Level are available.

## Computer Science

The aims of Computer Science is to provide students with the opportunities in applying thinking skills critically to identify and resolve complex problems. Computer Science aims to develop skills necessary to use technology to become independent learners and to understand its impact on society.

The IB Computer Science course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course, the student will develop computational solutions.

**The objectives of the course are to:**

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems • engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

## Assessment

Higher Level		
External assessment	40%	Three written papers: Paper 1 is an examination paper consisting of two compulsory sections. <ul style="list-style-type: none"> <li>Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25.</li> <li>Section B (100 minutes approximately) consists of <b>five</b> compulsory structured questions. The maximum mark for this section is 75.</li> </ul>
	20%	Paper 2 is an examination paper linked to the option studied. The paper consists of between three and seven compulsory questions. The SL/HL core questions are common and worth 45 marks, HL extension is worth 20 marks. (65 marks)
	20%	Paper 3 is an examination paper of 1 hour consisting of four compulsory questions based on a pre-seen case study. (30 marks)
Internal assessment	20%	Project: The development of a computational solution  (2000 word limit)

Standard Level		
External assessment	45%	Two written papers: Paper 1 is an examination paper consisting of two compulsory sections. <ul style="list-style-type: none"> <li>Section A (30 minutes approximately) consists of several compulsory short answer questions. The maximum mark for this section is 25.</li> <li>Section B (60 minutes approximately) consists of <b>three</b> compulsory structured questions. The maximum mark for this section is 45.</li> </ul>
	25%	Paper 2 is an examination paper linked to the option studied. The paper consists of between two and five compulsory questions
Internal assessment	30%	Project: The development of a computational solution  (2000 word limit).

**Levels available:** Higher and Standard Level are available.

## **Environmental systems and societies**

Environmental systems and societies (ESS) is an interdisciplinary course offered only at standard level (SL). This course can fulfill either the individuals and societies or the sciences requirement. Alternatively, this course enables students to satisfy the requirements of both subjects groups simultaneously while studying one course. ESS 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. As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. The interdisciplinary nature of the DP course requires a broad skill set from students, including the ability to perform research and investigations, participation in philosophical discussion and problem-solving. The course requires a systems approach to environmental understanding and promotes holistic thinking about environmental issues. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, knowledge transfer and use of primary sources. They encourage students to develop solutions at the personal, community and global levels.

### **The course**

The aims of the DP environmental systems and societies course are to enable students to:

- acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies
- value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- engage with the controversies that surround a variety of environmental issues
- create innovative solutions to environmental issues by engaging actively in local and global context.

## Assessment

Standard Level		
External assessment	3 Hours 75% of grade	
Paper 1	25%	Case study (One hour paper)
Paper 2	50%	Short answers and structured essays (Two hour paper)
Internal investigation	25%	Individual investigation Written report of a research question designed and implemented by the student of 2250 words.

### Syllabus content:

#### Part 1: Themes

- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems and societies
- Soil systems and terrestrial food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

#### Part 2: Practical scheme of work (30 hours)

Practical activities 20 hours

Individual investigation 10 hours

## Group 5: Mathematics

All DP students take Mathematics at an appropriate level.

The subjects are called Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation. Both subjects are being designed to appeal to students with varying levels of ability and motivation in mathematics, but will be developing their mathematical fluency, their ability to think mathematically, to recognise mathematics around them and to be able to use their mathematics in either abstract or contextual settings.

**Mathematics: Analysis and Approaches** is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. Mathematics: Analysis and approaches will be a development from the current Mathematics HL and SL subjects. HL includes additional calculus content compared to previous years.

**Mathematics: Applications and Interpretation** is designed for students who enjoy describing the real world and solving practical problems using mathematics; those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics. Mathematics: Applications and interpretation SL will be developed from Mathematical studies SL, and includes more content. The HL course will be new content including elements of the current HL statistics and discrete topics, and also requires a strong conceptual understanding of the mathematics being applied to be successful.

Both Mathematics: Analysis and approaches and Mathematics: Applications and interpretation will be offered at HL and SL, and within each subject the SL course will be a complete subset of the HL course.

### Assessment

All of the mathematics options include 20% internal assessment. This is a piece of work which involves exploring an area of mathematics.

There are three papers on the HL Analysis and Approaches course. Paper 1 is non-calculator. A Graphical Display Calculator (GDC) is required for paper 2 and paper 3. All three papers can include content from any of the topics. Paper 3 is a problem solving paper and is different to previous years. The only difference in the HL Applications and Interpretation papers is that a **GDC is required for all papers**.

There are two papers for the SL courses with the difference again being that Paper 1 is non-calculator for the Analysis and Approaches course and GDC required for the Application and Interpretation course.

### Entry requirements:

Students will be expected to have a grade 6 or better at IGCSE before commencing either strand at SL, or an 8 or better if planning on doing either HL option.

## Group 6: Arts and Electives

In this group you can study one of the following subjects or another subject from Groups 2, 3 or 4, subject to timetabling constraints.

### Music

The course aims to give students the opportunity to explore the diversity of music throughout the world. It will encourage students to develop perceptual skills through a breadth of musical experiences in which students learn to recognise, analyse, identify, discriminate and hypothesise in relation to music.

#### **The course**

The course will enable students to develop creatively their knowledge, abilities and understanding through performance and composition. Students will also be assisted to develop their potential as musicians, both personally and collaboratively, to the full.

#### **Assessment**

There is a new Music assessment specification which will be explained by your music teacher.

#### **Previous knowledge**

Candidates are required to have some experience in instrumental music and are required to play a musical instrument to a minimum of grade 4. Candidates are also required to have a minimum of grade 3 in music theory.

If students are unsure about what these grades stand for, they should ask for further clarification.

**Levels available:**     **Higher and Standard Level are available.**

### Theatre

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. Students will develop their acting skills through a variety of improvisational exercises designed to develop their imaginative emotional response to dramatic situations and their physical embodiment of character. Theatre is an exciting, challenging journey of self-discovery for students, enabling them to grow in self-confidence and emotional expression as well as developing an understanding of themselves, their society and their world.

#### **The course**

The course contains two main elements:

- A practical production component that consists of participation in at least two productions as well as numerous classroom games and exercises, designed to develop both acting and directing skills
- A theoretical component which consists of creative research into various forms of theatre in cultures worldwide

A portfolio is kept by pupils throughout the course. This is central in tracking a personal evaluative journey as a developing theatrical practitioner.

## Assessment

	SL	HL	The Assessment Task
External assessment	-	35%	<b>Solo Theatre Piece:</b> <ul style="list-style-type: none"> <li>• Higher level only</li> <li>• Solo performance of between 4 and 8 minutes</li> <li>• 3000 word report</li> </ul>
	35%	20%	<b>Directors Notebook:</b> <ul style="list-style-type: none"> <li>• Explore an unknown play text</li> <li>• Create a director's notebook (20 pages maximum) which includes the student's presentation of their final directorial intentions and the intended impact of these on an audience</li> </ul>
	30%	20%	<b>Research Presentation</b> <ul style="list-style-type: none"> <li>• Plan and deliver a presentation to their peers (maximum 15 minutes) based on a theatre tradition they have not previously studied</li> <li>• Submit an unedited video</li> <li>• Provide a list of all sources cited</li> </ul>

	SL	HL	The Assessment Task
Internal assessment	35%	25%	<b>Collaborative Project</b> <ul style="list-style-type: none"> <li>• Students at higher and standard level work together to create and present an original piece of theatre (13-15 minutes in length) created from a starting point of their choice</li> <li>• A process portfolio (maximum of 15 pages)</li> </ul>

## Previous knowledge

Completion of an introductory course in theatre is desirable, such as the IGCSE Drama course, though this is not mandatory. Students without previous experience should speak to the Head of Department for further information.

**Levels available:** Higher and Standard Level are available.

## Visual Arts

This course is organised in such a way that it combines the development of technical and practical skills with intellectual and conceptual understanding. It allows students the opportunity to express their ideas in a wide variety of media and explore themes and ideas that are wholly led by the students. The course has three components through which it encourages students to explore their aesthetic, imaginative and creative faculties and trains them to become artists, critics and communicators.

**The Comparative Study**, is worth 20% of the final grade and is externally assessed.

Students compare and contrast the work of at least two different artists from different cultural contexts. HL students will also include a reflection of how this relates to their own work.

Standard Level Students will produce up to 15 screens of work whilst Higher Level students will produce 10 to 15 screens and 3 to 5 screens comparing their own work.

**The Process Portfolio**, is worth 40% of the final grade and is externally assessed.

The students' journey of art-making is stressed; their engagement with different media and techniques, documentation of process, reflections on artists and artworks and the development of ideas.

Standard Level students will produce between 9 and 18 pages/screens of work whilst Higher Level students will produce 13-25 pages of work.

**The Exhibition** (with a written rationale), is worth 40% of the final grade and is internally assessed by the Teacher and moderated by the IBO.

Students reflect on their chosen body of work and provide a rationale for the decisions regarding the selection of certain pieces for exhibition. The art works must include at least three different mediums such as: painting, drawing, printmaking, graphic art, ceramics and 3D.

Standard Level students will produce between 4 and 7 artworks, exhibition text and a curatorial rationale of maximum 400 words. Higher Level students will produce 8 to 11 artworks, exhibition text & curatorial rationale of maximum 700 words.

### Previous knowledge

Students must have studied visual arts before and ideally obtained a grade 6 or above in IGCSE or an equivalent course.

**Levels available:** Higher and Standard Level are available.

# Creating the best IB Diploma for you

Please read this booklet carefully and take time to discuss it with your parents, tutor and teachers. Make your decisions on your options only when you are fully informed. The IB team will take you through a series of assemblies and meetings in order to assist you with your choices.

## Choosing your Subjects

- Choose one subject from each group. Three must be studied at Higher Level (HL) and three must be studied at Standard Level (SL)
- Arab nationals must complete the UAE Ministry Arabic requirement
- All Muslim students study Islamic Studies during IB1, in addition to their six selected subjects
- Whilst we will endeavour to ensure all selections are possible, courses may not be viable if insufficient students make that option choice. If this is the case then it may be withdrawn. We will advise students whether a course is able to run or not as soon as the timetable is constructed.
- It may be possible to take a mother-tongue language in group 1. This would be a self-taught, school supported programme and would be only available as a Standard Level, Literature course. The school will consider offering self-taught school supported languages if the following are evident:
  - A need to support the mother-tongue of a student
  - The student is motivated and able to work independently to achieve goals
  - A tutor in the mother-tongue is available and capable of guiding the student at the required level
  - The parents of the student are supportive and are willing to pay for the tuition required outside school
  - The student's previous progress and attainment is such that it supports the success of such an option being undertaken
  - Suitable literature can be sourced in the mother-tongue language.
- Candidates should note that specific requirements are laid down by each Department for access to IB Diploma courses. The general entrance requirements are at least a grade 6 at IGCSE. However, several subjects require grade 7 for the subject to be taken at Higher Level and Mathematics Higher Level requires a grade 8. If you are unsure, speak to the Head of Department.
- Higher Level Mathematics cannot be taken in conjunction with Higher Level English, owing to timetabling restrictions.

- Remember that you are creating an overall Diploma Programme of subjects which support your university and careers aspirations. Do, however, ensure that the overall programme is manageable and represents a realistic challenge.
- Make the perfect Diploma for your strengths and then base your careers and university choices on your Diploma, rather than the other way around.
- Don't make choices based on your friends' choices, which teachers you like or which subjects you think one ought to take – make the perfect Diploma for you!

# IB Diploma and IB Courses Option Choices Form 2021-2023



Name: \_\_\_\_\_

House: \_\_\_\_\_

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English A Language & Literature <b>HL/SL</b>	Arabic Ab Initio <b>SL</b>	Business Management <b>HL/SL</b>	Biology <b>HL/SL</b>	Mathematics: Analysis and approaches <b>HL/SL</b>	Music <b>HL/SL</b>
English A Literature <b>HL/SL</b>	Arabic B <b>SL/HL</b>	Geography <b>HL/SL</b>	Chemistry <b>HL/SL</b>	Mathematics: Applications and interpretation <b>SL</b>	Theatre Arts <b>HL/SL</b>
Arabic A <b>HL/SL</b>	French Ab Initio <b>SL</b>	History <b>HL/SL</b>	Design Technology <b>HL/SL</b>		Visual Arts <b>HL/SL</b>
	French B <b>SL/HL</b>	Psychology <b>HL/SL</b>	Physics <b>HL/SL</b>		Economics <b>HL/SL</b>
	German Ab Initio <b>SL</b>	Economics <b>HL/SL</b>	Sport, Exercise & Health Science <b>HL/SL</b>		Biology <b>HL/SL</b>
	German B <b>HL/SL</b>		Environmental Systems and Societies (ESS) <b>SL Only</b>		Physics <b>HL/SL</b>
	Spanish Ab Initio <b>SL</b>		Computer Science <b>HL/SL</b>		Psychology <b>HL/SL</b>
	Spanish B <b>HL/SL</b>				Geography <b>HL/SL</b>
	English B <b>SL</b>				
<i>Selection</i>	<i>Selection</i>	<i>Selection</i>	<i>Selection</i>	<i>Selection</i>	<i>Selection</i>
<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>	<i>Level</i>

Please note that HL in group 5 cannot be taken in conjunction with HL in group 1, owing to timetabling restrictions.

Nationality: \_\_\_\_\_

Religion: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Signature of Parent: \_\_\_\_\_

I will need equivalency from the Ministry of Education: YES/NO

I am opting to study: IB Diploma/IB Courses