

General Points on the International Baccalaureate

General Points on the IB

King William's College offers the highly regarded International Baccalaureate Diploma course in the Sixth Form.

What is the IB?

The International Baccalaureate Diploma is a rigorous and highly regarded pre-university course of studies leading to examinations that meet the needs of secondary school pupils between the ages of 16–19 years. It provides excellent and coherent education which prepares very effectively for university and beyond. Pupils are exposed to the two great traditions of learning: the humanities and the sciences. As an educational package it uniquely blends breadth and depth of knowledge, thus allowing a pupil to pursue areas of personal interest whilst meeting special requirements for university entrance (two sciences for example for entry into Medical Schools).

How does it work?

This educational 'package' is both rigorous and broad but not reserved for an academic elite, although it is widely recognised as the best preparation for entrance into top universities world-wide.

Pupils choose 6 subjects, normally 3 at higher level and 3 at standard level, which must include their first language, a second language, a science, a social science and mathematics. In addition, pupils write an Extended Essay (a research piece of 4,000 words), follow a course in the Theory of Knowledge (practical philosophy) and spend the equivalent of one half day a week on some form of creative, aesthetic activity or active community service.

Because there are 9 components, IB pupils are taught and learn how to organise themselves, think independently and cogently and, crucially, how to keep on learning.

The international outlook

A sense of internationalism must be a key factor in educating our children today. The world is for all intents and purposes becoming smaller – most pupils leaving schools such as King William's College can expect at some stage either to study or work abroad. The International Baccalaureate

offers an international outlook missing in other educational programmes.

Equipped with the knowledge of foreign languages, the ability and willingness to learn, familiarity with different cultures, scientific and mathematical training, experience of group work, awareness of the world outside academic institutions, creativity and drive, an IB student is very well prepared indeed for the future and likely to play an active, successful and creative role in it.

Do universities like it?

The International Baccalaureate is a *highly successful preparation for and method of admission to all universities*, including Oxford, Cambridge, The Sorbonne, Heidelberg, Yale, LSE and the medical schools, to name but a few. It is a unique passport to over 800 of the top universities world-wide: they know IB pupils fulfill better than most their potential and are keen to attract them into their institution.

International Baccalaureate pupils are special

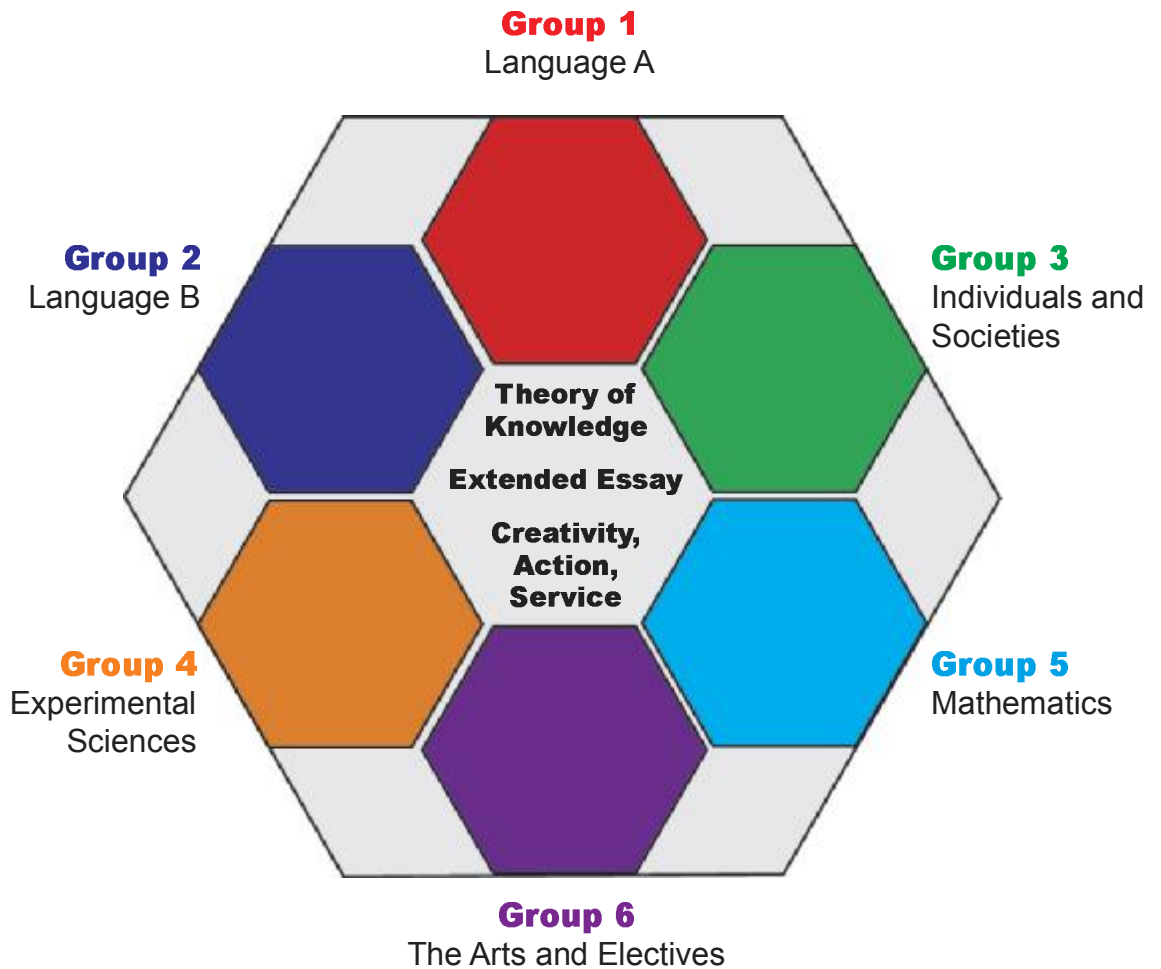
Only schools authorised by the International Baccalaureate Organisation are eligible to teach the curriculum and to register candidates for examination. IB Diploma candidates must be pupils in good standing at an authorised member school. To be an IB school and one of its IB pupils is an exciting challenge, a privilege and a unique highway to success.



Available Combination of Subjects

The Diploma programme is represented in the shape of a hexagon with 6 academic areas surrounding the core. Subjects are studied concurrently and pupils are exposed to the two great traditions of learning: the humanities and the sciences.

General Points on the IB



General Points on the International Baccalaureate

The balance of Higher and Standard level subjects meets the needs of both specialist university systems and the needs of a broad, general and effective education.

There are several other distinctive features in the IB pattern. Every diploma student must:

- Write an **Extended Essay** – a piece of personal research work of some four thousand words.
- Follow a course in the **Theory of Knowledge (TOK)** ('practical philosophy').
- Spend the equivalent of one half day a week on some form of **creative, aesthetic activity or active community service (CAS)**.

The IB Diploma curriculum consists of six subject groups. **Pupils must opt for at least one subject in each of the groups 1 to 6 with normally 3 subjects at higher level and 3 at standard level.**

Subjects available at King William's College:

Group 1

Language A (first language): including the study of selections from world literature: English A1 (HL and SL).

Group 2

Language B (second language): French (HL and SL), Spanish (HL and SL), Spanish Ab initio (SL), and German A2 (HL) (for bilinguals), German Ab initio (SL).

Group 3

Individuals and Societies: Economics (HL and SL), Geography (HL and SL), History (HL and SL), Business & Management (HL and SL).

Group 4

Experimental Sciences: Biology (HL and SL), Chemistry (HL and SL), Design Technology (HL and SL), Physics (HL and SL), Environmental Systems and Societies (SL).

Group 5

Mathematics: Mathematics (HL), Mathematics (SL), Mathematical Studies (SL).

Group 6

One of the following Options:

Either

(a) Music, Theatre or Visual Arts (all HL and SL).

Or

(b) French
or Economics
or Chemistry

Most combinations are possible but always check with the Academic Deputy, Mr Joss Buchanan, before opting for your 'IB Menu'.



The Nature of the Subject

The Theory of Knowledge course is a compulsory element of the Diploma programme. It fosters a coherent approach to learning that transcends and unifies all the academic areas and it encourages both the appreciation of other cultural perspectives and critical thinking about knowledge; it enables pupils to step back from their acquisition of knowledge in order to consider such questions as what they know, how they justify their knowledge and how reliable the source of their knowledge is. Through constructive discussion of each other's views, pupils are able to understand different perspectives and to compare a variety of approaches to knowledge, a number of which are derived from theoretical positions and differing cultural values.

The Aims

- Develop a fascination with the richness of knowledge and an understanding of the empowerment that follows from reflecting on it
- Develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by individuals and communities
- Encourage pupils to reflect on their experiences as learners in everyday life and in the Diploma programme, making connections between different academic disciplines and between thoughts, feelings and actions
- Encourage interest in the diversity of ways of thinking and of living together with an awareness of personal and ideological assumptions
- Encourage consideration of the responsibilities originating from the relationship between knowledge, the individual and communities

Performance Criteria

- The critical analysis of knowledge claims and their underlying assumptions and implications
- The generation of questions, explanations, conjectures, hypotheses and ideas about knowledge issues
- The understanding of different perspectives depending on such elements as age, gender, culture, religious beliefs, philosophical traditions
- The identification of comparisons and links between different approaches to knowledge issues
- The development of personal self-aware responses to knowledge issues
- The formulation and communication of ideas

Programme Outline

In two lessons a week throughout the Sixth Form, pupils explore different areas of knowledge, examining knowledge issues encountered in a large range of academic subjects and in everyday life. Different ways of knowing are investigated and key concepts involved in the discussion of knowledge issues are mastered. Pupils give presentations to their classes and write about knowledge claims and issues, culminating in the formal presentation and essay that assesses their performance in the course.

Assessment

Pupils submit an essay which is externally marked. This essay, between 1200 and 1600 words, is in response to one of ten titles set by the IB. Pupils choose their own title from the prescribed list; the titles are discussed before writing commences. 40 marks are available for the essay.

Pupils, either individually or in groups, give a presentation to the class in which they explore a knowledge issue associated with a real-life situation that interests them. The choice of issue and situation is not prescribed and therefore pupils are able to pursue their own interests. Presentations are internally marked and if a pupil gives more than one presentation, the best mark is the one that is submitted. 20 marks are available for the presentation.

Theory of Knowledge is graded on a scale from A to E, based on the marks achieved out of the total of 60.



Extended Essay (EE)

The Extended Essay is a compulsory 4000 word research project based on a focused topic normally chosen from one of the pupils' six chosen subjects for the IB Diploma. The purpose of the Extended Essay is to provide the student with an opportunity to engage in the type of high-level research project that is typically encountered at university. As such, it fosters independent research, writing skills, creativity and intellectual discovery.

Some features of the Extended Essay:

The essay may be experimental or library research based. It is written under the guidance of a supervisor (a teacher at the school) chosen by the pupil. The pupil is advised to spend approximately 40 hours on the essay.

Examples of Extended Essay Topics:

Biology:	The distribution and growth of lichens on urban pavements
Economics:	Pricing at the local supermarket
English:	Death in Emily Bronte's and Emily Dickinson's poetry
History:	Changing views of the 1962 Cuban missile crisis

Awarding of Points

Standard Level and Higher Level subjects are marked on a scale 0 - 7, with 7 indicating excellence. A maximum of 3 'bonus' points can be awarded according to a candidate's combined performance in Theory of Knowledge and the Extended Essay, according to the matrix below. The Diploma is therefore marked out of 45 points.

		THEORY OF KNOWLEDGE					Not Submitted
		Excellent	Good	Satisfactory	Mediocre	Elementary	
EXTENDED ESSAY	Excellent	+3	+3	+2	+2	+1	N
	Good	+3	+2	+1	+1	0	N
	Satisfactory	+2	+1	+1	0	0	N
	Mediocre	+2	+1	0	0	0	N
	Elementary	+1	0	0	0	Failing condition	N
	Not Submitted	N	N	N	N	N	N

e.g.

A candidate who writes a **good** Extended Essay and whose performance in Theory of Knowledge is **satisfactory** will be awarded 1 point.

A pupil who writes a **mediocre** Extended Essay with an **excellent** performance in Theory of Knowledge will be awarded 2 points

A pupil who **fails to submit** an Extended essay will be awarded **N** for the Extended essay and **will not be awarded** a Diploma.

Elementary performance in the Extended Essay and Theory of Knowledge is a **failing condition** for the award of the Diploma.



Creativity, Action, Service (CAS)

The goal of the Diploma is to educate the whole person and help the IB pupil to become a responsible and compassionate citizen. The CAS requirement is that pupils share their energy and talents with others, beyond academic work. This is interpreted widely but the key criteria are that an IB pupil should develop greater self-awareness and concern for others, and the ability to cooperate with others.

CAS activities should challenge and extend pupils. They may not include things that they already do (playing a musical instrument in a group, sports, art and drama). The idea is to give something back to the community, to learn something new, to stretch the pupils and take them out of their comfort zone.

Creativity might include doing dance, theatre, art or music, preferably in a group. Action could be participation in team or individual sports, expeditions or camping activities.

Service, often the most transforming aspect of CAS, might take place at the College or be at local community, national or international level. It means doing something for others and with others.

There are self-evaluations and school evaluations of the pupils' CAS commitment and the IB monitors standards.

Fulfilment of CAS requirements is a condition of award of a Diploma just as much as is the gaining of sufficient points in the academic subjects.

CAS programme:

CAS activities will be carried through a variety of some or all of the following:

- **project based activities**, which may encompass all three elements of creativity, action and service. This will include an annual overseas project to help a disadvantaged community
- **regular 'school' initiated commitments** which by their nature, need to be outside normal school hours
- **active participation in school activities** such as the House Drama and House Music Festivals, school productions and concerts, representing the school in team games as long as new skills are being learnt.
- **the Duke of Edinburgh Award scheme**
- **individual or group initiatives by pupils**
- **one project needs to display a long term commitment**



Creativity, Action, Service (CAS) (continued)

Each pupil's personal record folder will contain a CAS booklet and instructions as how to log on to the Manage Bac CAS website.

Examples of CAS activities:

(The following is not an exhaustive list, but gives an indication of what can be offered)

Project based activities:

Activity	C	A	S	Notes
Annual international community project which involves planning, fund raising, visiting and giving practical help to a disadvantaged community in another country	✓	✓	✓	For example, working alongside Romanians to create community facilities.
Senior Citizen's Christmas party for approx. 50 guests	✓		✓	This involves organising and sending invitations, planning the event, helping with the travel and transport and entertaining the guests (including a short concert and community carol singing)
One day joint community project	✓	✓	✓	This varies but has in the past included a one day outing and shopping trip for a group of disabled people and giving a face lift to the grounds and gardens of a disabled centre.
Annual Christmas shopping for disabled people			✓	Participating in the Christmas shopping evening helping elderly and disabled people.

Regular school time commitments:

Activity	C	A	S	Comments
Helping in local Primary Schools	✓	✓	✓	This includes helping with art, games, school band, reading etc.
Helping in Elderly Persons Nursing Home Visiting and helping individuals in the local community :		✓	✓	Includes dog walking for a blind person, gardening, shopping etc.
Golf		✓		
Duke of Edinburgh (D of E) award activities	✓	✓	✓	See notes on D of E Awards
Photography		✓		
Helping in the 'Over Sixties' Club		✓		Making and serving the tea at the weekly Tea Dance
Conservation work for Manx Trust		✓		Clearing footpaths, helping at information centre etc.
Scuba diving		✓		
Young Enterprise	✓			
Training younger pupils in skills for adventure activities, orienteering etc.			✓	
Working on a specific CAS project	✓	✓	✓	This might include any or all of the three components
Coaching in junior games sessions at KWC		✓	✓	



Group 1 : English

Language A : English

The aims of the Language A1 programme at both Higher and Standard Levels are to:

- encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- develop the pupils' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- introduce pupils to a range of literary works of different periods, genres, styles and contexts
- broaden the pupils' perspective through the study of works from other cultures and languages
- introduce pupils to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- develop the ability to engage in close, detailed analysis of written text
- promote in pupils an enjoyment of, and lifelong interest in, literature.

Syllabus	SL (11 literary works)	HL (15 literary works)
Part 1 <i>World Literature (WL)</i>	Three WL works studied as a group	Three WL works studied as a group
Part 2 <i>Detailed study</i>	Two Language A1 works studied in detail	Four Language A1 works studied in detail
Part 3 <i>Groups of works</i>	Two Language A1 works and one WL work studied as a group	Three Language A1 works and one WL work studied as a group
Part 4 <i>School's free choice</i>	Two Language A1 works and one WL work or three A1 works studied as a group	Three Language A1 works and one WL work studied as a group

STANDARD LEVEL : An example of what you might study over the 5 term course

Part 1: WL	Part 2: Detailed study	Part 3: Genre study	Part 4: Free Choice
<i>Antigone</i> <i>Mother Courage</i> <i>Uncle Vanya</i>	<i>Othello</i> <i>The Lady in the Van</i>	<i>The Assault</i> <i>The Remains of the Day</i> <i>Color Purple</i>	Carol Ann Duffy Pablo Neruda John Donne

HIGHER LEVEL : An example of what you might study over the 5 term course

Part 1: WL	Part 2: Detailed study	Part 3: Genre study	Part 4: Free Choice
<i>Antigone</i> <i>Mother Courage</i> <i>Uncle Vanya</i>	Heaney & Frost poetry <i>Othello</i> <i>The Great Gatsby</i> <i>The Lady in the Van</i>	<i>The Assault</i> <i>The Remains of the Day</i> <i>Color Purple</i> <i>The Power and the Glory</i>	Carol Ann Duffy Pablo Neruda John Donne W.B. Yeats



Group 1 : English (continued)

Language A : English

External Assessment		SL (70%)	HL (70%)
Paper 1 <i>Commentary</i>	1½ hours & worth 25% Write a commentary based on one of two unseen texts; guiding questions	2 hours & worth 25% Write a commentary based on one of two unseen texts; guiding questions	
Paper 2 <i>Essay</i>	1½ hours & worth 25% Answer either a genre or general question on at least 2 Part III texts	2 hours & worth 25% Answer either a genre or general question on at least 2 Part III texts	
World Literature <i>Literary coursework</i>	One assignment written during the course and externally assessed, 1000-1500 words Comparative study of at least two Part 1 works	Two assignments written during the course and externally assessed, each 1000-1500 words Folder is worth 20%	
Internal Assessment		SL (30%)	HL (30%)
Oral commentary	15 min commentary on an extract, chosen by the teacher, from one of the Part 2 works studied. Extract accompanied by guiding questions Worth 15%	15 min commentary on an extract, chosen by the teacher, from one of the Part 2 works studied. Extract accompanied by guiding questions Worth 15%	
Oral presentation	10-15 min presentation of a topic, chosen by the candidate, based on Part 4 work(s) Worth 15%	10-15 min presentation of a topic, chosen by the candidate, based on Part 4 work(s) Worth 15%	



Group 2 : French/German/Spanish

Language B : French/German/Spanish

Group 2: Language B

The aim is to promote an understanding of another culture through the study of a second language.

The main emphasis of the modern language courses is on language acquisition and use in a range of contexts and for different purposes. Three options are available to accommodate pupils with different backgrounds.

Language *ab initio* courses are for beginners, for example pupils who have no previous experience of learning the language they have chosen. These courses are only available at standard level. Spanish and German *ab initio* are taught in Group 2.

Language B courses are intended for pupils who have had some previous experience of learning the language. They may be studied at either higher level or standard level. French is taught in Group 2 and 6; Spanish is taught in Group 2 only.

Language A2 courses are designed for pupils who have a high level of competence in the language they have chosen. They include the study of both language and literature. The A2 course is aimed at for near-native or native speakers. German A2 is taught in Group 2 at higher level.

Language *ab initio* Objectives:

The overall objective of this course is for pupils to achieve communicative competence in a variety of everyday situations.

At the end of the language *ab initio* course candidates will be expected to demonstrate an ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

Assessment Outline

External Assessment: *Written Component* **70%**

Paper 1: Text Handling 1½ hours 40%

Reading and short written tasks in response to text

Paper 2: Written Production 1½ hours 30%

Section A: Short writing task

One writing task from a choice of two

Section B: Extended writing task

One writing task from a choice of three

Internal Assessment: *Oral Component* **30%**

One individual oral and three interactive oral activities to be internally assessed by the teacher and externally moderated by the IBO.

Language B Objectives at Higher and Standard Level

(The bold text denotes the differences between higher level and standard level.)

At the end of the language B course **higher/standard** candidates are expected to demonstrate an ability to:



Group 2 : French/German/Spanish (continued)

Language B : French/German/Spanish

- communicate clearly and effectively in a **wide range** of situations
- understand and use accurately oral and written forms of the language that are **essential for**
- **effective communication** in a range of **styles** and situations
- understand and use a **wide range** of vocabulary
- select a register **and style** that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and **analyse moderately complex** written and spoken material
- assess subtleties of the language in a **wide** range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied.

Assessment Outline

External Assessment:	<i>Written Component</i>	70%
Paper 1: Text Handling	1½ hours	40%
Reading and short written tasks in response to text		
Paper 2: Written Production	1½ hours	30%
Candidates answer one essay question		

Internal Assessment: *Oral Component* **30%**
One individual oral and three interactive oral activities to be internally assessed by the teacher and externally moderated by the IBO.

Language A2 Objectives

At the end of the language A2 course higher level candidates are expected to:

- communicate clearly, fluently and effectively in a wide range of situations
- understand and use accurately the oral and written forms of the language, in a range of styles and situations
- understand and use an extensive range of vocabulary and idiom
- select a register and style that are consistently appropriate to the situation
- express ideas with clarity and fluency
- structure arguments in a focused, coherent and persuasive way, and support them with relevant examples
- assimilate and make use of complex written and spoken texts
- engage in detailed, critical examination of a wide range of texts in different forms, styles and registers
- appreciate the subtleties of technique and style employed by writers and speakers of the language
- show sensitivity to the culture(s) related to the language studied.

Assessment Outline

External Assessment:	<i>Written Component</i>	70%
Written Paper Component		
Two written papers are externally set and externally assessed.		
Paper 1: Comparative commentary	2 hours	25%
The paper consists of two pairs of unseen texts, each linked by theme.		
Paper 2: Essay	2 hours	25%
Candidates answer one essay question		
Written Tasks:		20%
Candidates complete two written tasks. The tasks are externally assessed.		

Internal Assessment: *Oral Component* **30%**
One individual oral and three interactive oral activities to be internally assessed by the teacher and externally moderated by the IBO.



Group 3 : Economics

Individuals and Societies : Economics

The central problem of Economics, the allocation of scarce resources, is relevant to both the developed and the underdeveloped world. In the IB much emphasis is placed on the issue of development in the belief that the study of Economics is part of the solution to this problem.

Among the challenges common to all societies is the search for acceptable levels of economic well-being. Individuals, firms and governments must constantly make choices about the allocation of scarce resources. How are such choices made and on what basis are their consequences to be analysed? The questions of 'What?', 'How', and 'For whom?' are central to the field of economics. The first two questions are closely linked to the problems of sustainable development, the environment and the impact of technology; the third, to the issue of income distribution at all levels.

The Aims

The aims of the economics programme are to develop in the candidate:

- Disciplined skills of economic reasoning.
- An ability to apply the tools of economic analysis to past and contemporary situations and data, and to explain the finding clearly.
- An understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic objectives
- An ability to evaluate economic theories, concepts situations and data in a way which rational and unbiased.
- International perspectives which feature a respect for and understanding of the interdependence and diversity of economic realities in which individuals, organisations and societies function.

It provides pupils with the precise knowledge of the basic tools of economic reasoning, offering an understanding of contemporary economic problems while encouraging pupils to employ economic analysis in different contexts. It is sometimes necessary to examine in detail certain relatively complicated theories.

External Assessment

80%

Written papers

4 hours

Paper 1

1 hour

20%

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

Paper 2

1 hour

20%

A short-answer question paper based on all five sections of the syllabus.

Paper 3

2 hours

40%

A data response paper based on all five sections of the syllabus.

The paper consists of five structured questions based on all five sections of the syllabus.

Internal Assessment

20%

Candidates produce a portfolio of four commentaries.



Group 3 : Business and Management

Business and Management has a core curriculum for both Higher Level (HL) and Standard Level (SL) pupils consisting of five topics with common content and learning outcomes.

HL and SL core

- Topic 1:** Business organization and environment
- Topic 2:** Human resources
- Topic 3:** Accounts and finance
- Topic 4:** Marketing
- Topic 5:** Operations management

In addition to the core, HL pupils are expected to complete extension areas of study, in all five topics, adding both depth and breadth to the course. HL pupils also study one extension topic listed below as topic 6, Business strategy.

HL only

- Topic 6:** Business strategy

Assessment

The course is externally assessed in two written papers worth 75% which cover all six topics and internally assessed in a research project and report worth 25%



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.

Within group 3 subjects Geography is distinctive in that it occupies the middle ground between social sciences and natural sciences. The course integrates both physical and human geography, and ensures that pupils acquire elements of both scientific and socio-economic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines. This helps pupils develop an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

Assessment objectives

Having followed the course at SL or HL, pupils will be expected to do the following:

- 1 Demonstrate knowledge and understanding of specified content**
 - Demonstrate knowledge and understanding of the core theme - patterns and change
 - Demonstrate knowledge and understanding of two optional themes at SL and three optional themes at HL
 - At HL only, demonstrate knowledge and understanding of the HL extension - global interactions
 - In internal assessment, demonstrate knowledge and understanding of a specific geographic research topic
- 2 Demonstrate application and analysis of knowledge and understanding**
 - Apply and analyse geographic concepts and theories
 - Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
 - Demonstrate the extent to which theories and concepts are recognized and understood in particular contexts
- 3 Demonstrate synthesis and evaluation**
 - Examine and evaluate geographic concepts, theories and perceptions
 - Use geographic concepts and examples to formulate and present an argument
 - Evaluate materials using methodology appropriate for geographic fieldwork
 - At HL only, demonstrate synthesis and evaluation of the HL extension - global interactions
- 4 Select, use and apply a variety of appropriate skills and techniques**
 - Select, use and apply the prescribed geographic skills in appropriate contexts
 - Produce well structured written material, using appropriate terminology
 - Select, use and apply techniques and skills appropriate to a geographic research question



Group 3 : Geography (continued)

Assessment Model

Higher Level	Paper 1	Paper 2	Paper 3	Internal Assessment
Syllabus content	Core Theme	Optional Themes	Extension Paper	Fieldwork
Method	Short answer questions plus extended response questions	Structured questions based on stimulus material	Essay questions (25 marks)	On any topic from the syllabus. Written based fieldwork of no more than 2500 words. (30 marks)
Exam length	1hr 30mins	2hrs	1hr	
Assessment Weighting	25%	35%	20%	20%

Standard Level	Paper 1	Paper 2	Internal Assessment
Syllabus content	Core Theme	Optional Themes	Fieldwork
Method	Short answer questions plus extended response questions	Structured questions based on stimulus material	On any topic from the syllabus. Written based fieldwork of no more than 2500 words. (30 marks)
Exam length	1hr 30mins	1hr 20mins	
Assessment Weighting	40%	35%	25%



Group 3 : History

Content:

The IB History course is both very modern and very international in its scope. Moreover, the main emphasis of the course is thematic and much of our work is centred around the two key 20th century topics of 'The causes, practices and effects of war' and 'The rise of the single-party states'. Against this backdrop we will be studying in depth the emergence and development of Nazi Germany from 1933 to 1945, whilst also looking at a number of other case studies in rather less depth including the two World Wars, the Vietnam War, European dictators in the 1920s and 1930s, and post Second World War dictatorships such as Mao's China, Peron's Argentina and Nasser's Egypt.

In addition, those pupils opting for History at Higher Level also follow a course in modern American History, which concentrates above all on the History of the United States from the time of the Civil War in the 1860s to the 1970s.

In studying these events pupils will not only gain a knowledge of the recent past, but will also learn how to use primary sources, how to judge different interpretations of the past, how to identify patterns of change and how to weigh up the evidence and reach their own conclusions. Moreover, an important aspect of the study of History is the communication of ideas, and through answering questions and writing essays pupils will learn how to write a balanced and supported argument.

These are all skills which build upon the work pupils have done as part of the GCSE course, and they will also be of considerable help in other arts and social science subjects in the Diploma. They are also skills which are much sought after by employers, and History is a highly regarded qualification particularly in such fields as law, journalism, broadcasting, publishing, administration and government.

Assessment:

The course is examined through three written papers together with the Historical Investigation. The first exam is an hour-long, document-based paper on the Prescribed Subject: The Collapse of Communism 1976 - 89. This is followed by a 1½ hour paper on the 20th Century World Topics and, for those doing Higher Level, there is a third paper of 2½ hours on the Regional Option: the Americas. Both of these two papers are answered through essays. The Historical Investigation is a research project of 1500-2000 words and it gives candidates the opportunity to demonstrate their historical skills by writing about a topic of their own choosing.

Finally, the History Department has a proud tradition of organising trips abroad, and in recent years we have visited France, Belgium, Germany, Russia, the United States of America, China, Vietnam and Cambodia. It is hoped that at some stage during their studies all Sixth Form History pupils will have the opportunity to participate in such a trip, both to support what they learn in lessons and to help develop their interest in the subject.



Group 4 : Biology

The Nature of the Subject:

Biology is the study of life and consequently living organisms as well as the chemical reactions required for life are studied. Pupils will develop an appreciation about how Biology impacts upon our lives, learn new skills and techniques used by biologists, acquire detailed knowledge about several important key areas of Biology and learn how to apply the knowledge to allow them to interpret data.

Programme of Study:

All pupils follow a common core and Higher Level pupils then study additional material. At both levels this is supplemented by the study of two options chosen by the teacher.

Part of the course is spent on internally assessed coursework related to all aspects of the course and includes 10 hours on an interdisciplinary project.

Core

- Statistics
- Cells
- The Chemistry of Life
- Genetics
- Ecology and Evolution
- Human Health and Physiology

Additional Higher Level

- Nucleic Acids and Proteins
- Cell Respiration and Photosynthesis
- Plant Science
- Genetics
- Human Health and Physiology

Options

Standard Level

- Human Nutrition and Health
- Physiology of Exercise
- Cells and Energy
- Evolution
- Neurobiology and Behaviour
- Microbes and Biotechnology
- Ecology and Conservation

Higher Level

- Evolution
- Neurobiology and Behaviour
- Microbes and Biotechnology
- Ecology and Conservation
- Further Human Physiology



Group 4 : Biology (continued)

Assessment:

The pupils are assessed at the end of two years of study by written examinations as well as the internally assessed coursework.

Written examinations:

The written examinations are in the form of three papers at both **Standard** and **Higher Level**:

Paper 1 Multiple choice questions

Paper 2 Data-based questions as well as short answer and extended response questions

Paper 3 Several short answer questions on each of the two options studied and at Higher Level, an extra extended response question on each of the options studied.

At Standard Level, the written papers total 3 hours and at Higher Level, the written papers total 4 hours 30 minutes. Papers vary from 45 minutes to 2 hours 15 minutes depending on the level studied.

Internal Assessment:

Standard Level pupils have to complete 40 hours of coursework and Higher Level pupils have to complete 60 hours of coursework.

This includes designing experiments, carrying out experiments, analysing results and coming to conclusions supported by the data.

The Group 4 project is also part of the coursework and is a ten hour team investigation linked with the other sciences relating to a given theme.



Group 4 : Chemistry

The Subject

Chemistry is the study of substances, what they are made of, how they interact and what role they play in living things. In fact it is the study of all materials and is vital to all aspects of our lives. Chemistry is also a pre-requisite for many other courses in higher education, such as medicine, biological and environmental sciences.

Aims

The IB Chemistry course is designed to increase pupils' knowledge and understanding of the subject, their ability to solve problems and their practical and investigative abilities; to deal with abstract and theoretical material; increase their knowledge and understanding of the social and economic importance of Chemistry; foster independent study, practical work and research as well as prepare pupils for further study and employment.

Qualifications necessary

It is assumed that everyone coming into the sixth form to study IB Chemistry will have a GCSE in the subject or a Dual Award in Combined Science or an equivalent level of achievement. Pupils who have only achieved a 'C' grade may find some aspects of the course difficult. A certain amount of mathematical knowledge is required but this is not excessive and pupils will be taught to the required standard.

The IB Chemistry Course

The IB Chemistry course is offered at both Higher Level and Standard Level. The course itself is split into four basic sections: the subject specific core, the additional Higher Level material, the optional units and the Group 4 project. The core material provides a solid foundation on which the remainder of the course is built. The additional Higher Level work explores some of the work already covered in the core topics but in a much greater depth. There are a variety of optional units available and those offered will be specific to the expertise of the staff.

Syllabus outline

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

Assessment

The written examination is worth 76% of the total mark and each paper is worth 20%, 36% and 20% respectively. The remaining 24% is made up from the internal assessment of practical skills and the Group 4 project. This should take up approximately 60 hours of the pupils' time at Higher Level, and 40 at Standard Level.



Group 4 : Chemistry (continued)

Standard Level Assessment Specifications

Component	Overall weighting (%)	Duration (hours)	Format and syllabus coverage
Paper 1	20	$\frac{3}{4}$	Multiple-choice questions
Paper 2	32	1 $\frac{1}{4}$	<i>Section A</i> : one data-based question and several short-answer questions <i>Section B</i> : one extended-response question
Paper 3	24	1	Several short-answer questions in each of the two options studied

Higher Level Assessment Specifications

Component	Overall weighting (%)	Duration (hours)	Format and syllabus coverage
Paper 1	20	1	Multiple-choice questions
Paper 2	36	2 $\frac{1}{4}$	<i>Section A</i> : one data-based question and several short-answer questions <i>Section B</i> : two extended-response questions
Paper 3	20	1 $\frac{1}{4}$	Several short-answer questions and one extended-response question in each of the two options studied



Group 4 : Design Technology

The Design Technology course aims to enable pupils to develop critical thinking and problem solving skills, as well as encouraging the selective application of knowledge, in order to produce effective design solutions to specific needs.

Design Technology is taught as an experimental science as it involves enquiry and pupils will study scientific principles in order to understand advances made in society as a result of improved design or technological progress and to be able to speculate what might be achieved in the future.

Pupils will be expected to reflect on the impacts of design and technology on society and the environment by exploring concepts, ideas and issues creatively to identify and resolve complex social and technological problems through reasoned ethical decision making.

The course focuses on developing personal skills as well as the acquisition of knowledge. Pupils must be willing to adapt to new experiences and to approach problems with open minds.

The **Lower 6th year** is spent learning the theoretical aspects of good design and carrying out a number of practical investigations to support this.

Standard Level candidates will study the **7 Core Topics**

Higher Level pupils will study these **7 Core Topics plus 5 Additional Higher Level Topics**

Core Topics:

- 1 The Design Process
- 2 Product Innovation
- 3 Green Design
- 4 Materials
- 5 Product Development
- 6 Product Design
- 7 Evaluation

Additional Higher Level Topics:

- 8 Energy
- 9 Structures
- 10 Mechanical
- 11 Advanced Manufacturing Techniques
- 12 Sustainable Development

In the **Upper 6th year** pupils are required to **select an option course** to study for examination in Paper 3.

Option courses:

Our candidates may select from:

- Textiles**
or **CAD/CAM** (Computer aided design/computer aided manufacture)



Group 4 : Design Technology (continued)

Design Project:

Upper 6 pupils also undertake a **personal Design Project** which unifies all aspects of the design technology course studied the previous year. This is a compulsory element of the course and must be supported by a project summary report which identifies the key stages of the project development. Pupils have a free choice to design and make a product from any material but they are required to identify a real need in the market for this product.

Assessment:

All candidates sit three examination papers at the end of the course.

	<i>Standard Level</i>	<i>Higher Level</i>	<i>% Mark</i>
Paper 1	Multiple choice questions	Multiple choice questions	20%
Paper 2	A data based question & both short & extended response questions	A data based question & both short & extended response questions	24%
Paper 3	Both short & extended response questions	Both short & extended response questions	20%
Practical Investigation Work (including Group 4 Project)			18%
Personal Design Project (student choice)			18%



Group 4 : Physics

What is Physics?

Physics is the study of systems from the very small, like electrons or quarks, to the very large, the Universe itself!

In order to understand these systems it is often necessary to develop “models”. These may be mechanical, schematic, computational or mathematical.

What do I need to study Physics?

There is no getting away from the fact that Physics is a mathematical subject. Anyone contemplating studying the subject to this level will need to be a competent mathematician. You should have a good GCSE grade in maths (preferably an A grade). You will need to be able to re-arrange equations, solve linear and quadratic and simultaneous equations, resolve vectors using simple trigonometry and be able to deal with the simple trigonometric functions. You will also need to be able to plot graphs and interpret them. You will also need practical skills. You will have to design experiments to test hypotheses, carry out investigations and learn to be critical of your own work and discuss its reliability.

However, above all a physicist needs imagination. To put yourself inside an atomic nucleus or imagine what a galaxy looks like, to suspend your belief and consider the implications of high speed travel or the uncertainties of the behaviour of small particles and photons requires considerable vision.

Physicists are good at solving problems because they can reduce them to their bare essentials and so you need an analytical and critical mind and be able to approach problems in a logical way.

You will develop these skills over the five terms of the course. It will be challenging but rewarding and, hopefully, stimulating and good fun!

Syllabus Outline

For the **Higher Level** candidates must study:

- Measurement and Uncertainties
- Mechanics
- Thermal Physics
- Wave Phenomena
- Electro-Magnetism
- Quantum Physics and Nuclear Physics.
- Energy, power and climate change
- Digital technology (HL only)

Standard level candidates study the same topics but in less depth. Their option topics are in the core of the Higher level syllabus.

This means that the majority of lessons in the Lower Sixth can be taught in one class and that pupils do not have to make a final decision about Higher or Lower Physics until the end of the first year.



Group 4 : Physics (continued)

In addition there are some options.

- Sight and wave phenomena (SL)
- Quantum Physics and Nuclear physics (SL)
- Astro-Physics (HL)
- Electro-magnetic waves(HL)

Assessment

The Assessment is carried out as follows:

Written exam	4½ hours	76%
Paper 1	1 hour	20%
Multiple choice paper on the core topics		
Paper 2	2¼ hours	36%
<i>Section A:</i> One data based question and several short answer questions on the core topics.		
<i>Section B:</i> Two extended response questions on the core from a choice of four.		
Paper 3	1¼ hours	20%
Several short questions and several structured questions on each of the two options studied.		
Internal Assessment		24%

Project and investigation work.

This will include a portfolio of experimental work and an interdisciplinary investigation.



Group 4 : Environmental Systems & Societies

The Subject

We all live on one planet, Earth, yet use much more of the Earth's resources than is sustainable. Environmental issues are both local and global in their extent and each one of us has our own opinion on what is happening to the environment and what is causing it.

Environmental Systems and Society is a transdisciplinary subject and combines the techniques and knowledge associated with group 4 (experimental sciences) and those associated with group 3 (humanities). It is the study of the relationship between the environment and societies and considers how environmental issues may be controversial as they cross geographical and cultural boundaries.

This course would be particularly suitable for those who are not strong in the natural sciences. It is a good grounding for pupils wishing to study courses in higher education, such as Geography, Earth and Environmental Sciences.

Aims

The IB Environmental Systems and Societies course is designed to increase pupils' knowledge and understanding of the social and economic importance of the environmental issues and processes, on both a local and global scale, that are relevant in today's world. It will promote critical awareness of the diversity of cultural perspectives; pupils will appreciate that environmental issues may be controversial, the extent to which technology plays a role in both causing and solving environmental issues and understand that human society is both directly and indirectly linked to the environment.

The course will also enable pupils to apply the knowledge, methodologies and skills gained to analyse environmental issues, foster independent study, practical work and research as well as prepare pupils for further study and employment.

Qualifications necessary

It is assumed that everyone coming into the Sixth Form to study IB Environmental Systems and Societies will have a GCSE in either Geography, the Separate Sciences, Additional Science or an equivalent level of achievement. Pupils who have only achieved a 'C' grade may find some aspects of the course difficult. A certain amount of mathematical knowledge is required but this is not excessive and pupils will be taught to the required standard.

The IB Environmental Systems and Societies Course

The IB Environmental Systems and Societies course is only offered at Standard Level. The course itself is split into two sections: the subject specific core and practical work. The core material is split into 7 topics:

Topic 1	systems and models
Topic 2	the ecosystem
Topic 3	human population and resources
Topic 4	conservation and biodiversity
Topic 5	pollution management
Topic 6	the issue of global warming
Topic 7	environmental value systems

The practical work consists of a variety of investigations and fieldwork which take up about 30 hours of the course.



Assessment

The written examination is divided into two papers:

Paper 1 1 hour
Short answer and data based questions.

Paper 2 2 hours

Section A

A case study.

Section B

Two structured essay questions (from a choice of four).

The written examination is worth 80% of the total mark and each paper is worth 30% and 50% respectively. The remaining 20% is made up from the internal assessment of practical skills. This should take up approximately 30 hours of the pupils' time.



Group 5 : Mathematics : Higher Level

General

Mathematical knowledge provides the key to understanding the world in which we live. Mathematics is studied for a number of important reasons; it is a part of our everyday lives, it develops logical and reasoned thinking, it is a powerful and precise language, it is the tool and language of science and technology, it is challenging, mentally rewarding, interesting and fun.

Mathematics is a compulsory subject and there are three options on offer, one Higher Level course and two Standard Level courses, which are tailored to suit the needs of individuals. In making the selection pupils should take account of the following.

- (i) Their own abilities in mathematics.
- (ii) Their own mathematical interests.
- (iii) Their other choices of subjects within the IB.
- (iv) Their future academic plans.
- (v) Their possible career choices.

Mathematics : Higher Level

This programme is designed for pupils with a high level of mathematical competence and a good background in mathematics. It is essential for further studies in mathematics or related subjects such as Physics, Engineering and Technology. Only pupils with GCSE A* & A grades (or equivalent) will be able to study this course.

Syllabus Outline

Part I : Compulsory Core

Number and Algebra, Functions and Equations, Trigonometry and Circular Functions, Vectors, Matrices, Calculus, Statistics and Probability.

Part II : Options (A choice of one of the following:)

Further Statistics and Probability, Discrete Mathematics, Sets, Relations and Groups, Series and Differential Equations.

Portfolio

Two assignments, based on different areas of the syllabus.

Assessment Outline

External Assessment

80%

Paper 1	2 hours	Core - without calculator	30%
Paper 2	2 hours	Core - with calculator	30%
Paper 3	1 hour	Option topic	20%

Internal Assessment

20%

Based wholly on the pupils' Portfolio.



Group 5 : Mathematics : Standard Level

This programme is designed for pupils with a good mathematical background and ability. It is designed to develop mathematical concepts and understanding, generating an appreciation of mathematics in pupils who anticipate a need for mathematics in their future studies. It is a demanding standard level IB course and only those with at least a GCSE A grade (or equivalent) will be able to follow this course.*

Syllabus Outline

All topics listed are compulsory.

Number and Algebra, Functions and Equations, Trigonometry and Circular Functions, Vectors, Calculus, Statistics, Probability and Matrices.

Portfolio

Two assignments, based on different areas of the syllabus.

Assessment Outline

External Assessment **80%**

Paper 1	1½ hours	Without calculator	40%
Paper 2	1½ hours	With calculator	40%

Internal Assessment **20%**

Based wholly on the pupils' Portfolio.

**German pupils who wish to attend a German university must take Mathematics Higher Level or Standard Level. Mathematical Studies is not recognised by the German Ministry of Education.*



Group 5 : Mathematical Studies

This programme is designed for pupils with varied mathematical backgrounds and abilities. It is designed to build mathematical competence and encourage an appreciation of mathematics in pupils who do not anticipate a need for mathematics in their future studies. It is the most accessible IB mathematics course and those who gain GCSE grades B & C (or equivalent) should be able to follow this course.*

Syllabus Outline

All topics listed are compulsory.

Number and Algebra, Sets and Logic, Geometry and Trigonometry, Functions, Financial Mathematics, Statistics and Probability, and Calculus.

Project

A piece of individual work involving data collection, the analysis and evaluation of that data.

Assessment Outline

External Assessment

80%

Paper 1	1½ hours	Fifteen short response questions.	40%
Paper 2	1½ hours	Eight extended response questions	40%

Internal Assessment

20%

Based wholly on the pupils' Project.

**German pupils who wish to attend a German university must take either Mathematics Higher Level or Standard Level. Mathematical Studies is not recognised by the German Ministry of Education.*



Group 6 : Music

The music programme is designed to be tailor made to each individual candidate. Pupils study a broad variety of music and can choose options to suit their particular strengths. Candidates choose their own performance repertoire, composition briefs and media script title. This course can suit pupils for whom music is just a hobby, or it can also provide a stepping-stone for pupils seriously considering furthering their music studies at undergraduate level. Lessons in advanced harmony and analysis are provided in preparation for a degree in music.

Coursework

Solo performance – The recitals can be on any instrument and in any style. The minimum standard is approximately Grade 5, but emphasis is on giving a stylish and convincing performance regardless of the degree of difficulty. The performances are recorded over time and variety of repertoire is essential.

Group performance - This option caters for instrumentalists or vocalists who are members of an ensemble either inside or outside school. Any instrument or style is permitted and the performances are recorded over time.

Composition – These can be for any instrument or group of instruments, and in any style. Compositions should be notated and recorded, and a written statement should include the composition brief and an analysis.

Media Script – This essay can be on any area of music and should be chosen with the candidate's particular interests in mind. For example, pupils could analyse features of chosen music or compare and contrast 2 distinct musical genres. Emphasis is placed on the pupil's own thoughts and ideas.

Set work – Pupils study the technical and contextual aspects of this work in detail. Analysis of structure, harmony, orchestration, period and style demand a level of musical rigour.

General listening – Pupils are expected to have a broad knowledge of music. They should be familiar with the history of Western classical music, world music traditions and popular music styles including jazz. Candidates should be prepared to analyse any piece of music and discuss its musical features, context, period of history and composer.



Group 6 : Music (continued)

Standard Level - Assessment Outline

ASSESSMENT COMPONENT	WEIGHTING
External assessment <i>Listening paper (2 hours 15 minutes)</i>	30%
Musical links investigation A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Pupils choose one of the following options. Creating Two pieces of coursework, with recordings and written work Solo performing A recording selected from pieces presented during one or more public performance(s), 15 minutes Group performing A recording selected from pieces presented during two or more public performances, 20-30 minutes	50%

Higher Level - Assessment Outline

ASSESSMENT COMPONENT	WEIGHTING
External assessment <i>Listening paper (3 hours)</i>	30%
Musical links investigation A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures	20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Pupils choose one of the following options. Creating Two pieces of coursework, with recordings and written work Solo performing A recording selected from pieces presented during one or more public performance(s), 20 minutes	50%



Group 6 : Theatre

The Arts and Electives : Theatre

This is offered at Standard Level and Higher Level.

This course demands practical, creative and communication skills in almost equal measure. It may be used as a stepping stone to further study in Drama, Theatre Studies and Performing Arts in Higher Education at Degree level. It is useful in building confidence and improving communication and presentation skills, which are needed for a wide range of careers. Such skills are sought after in many aspects of the business world, and a drama qualification at this level is seen as highly desirable by many employers.

Who is able to take this course?

There are no formal qualifications necessary other than those needed to enter the Sixth Form. It is important that you have a keen interest either in acting or in the visual and technical side of theatre and wish to develop your skills in some or all of these areas. It is very likely that you will have already participated in either the House Drama Festival or in a school production, either on stage or with stage management, lighting, etc. You must also be interested in going to the theatre to see plays performed, including those in the United Kingdom. Visits and workshops will be organised and attendance will be expected.

What will I learn on this course?

You will extend your ability to create drama and theatre, in either a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve working together as a group in order to take part in drama productions, as well as studying plays and playwrights. You will gain a knowledge of the major developments and techniques in the theatrical history of more than one culture and will have the opportunity to learn some of the practical design skills of costume, make-up, props, set, lighting and sound effects.

How is the course assessed?

The syllabus consists of four compulsory parts:

Syllabus

Part 1 : Theatre in the Making

SL - One stimulus and one action plan for performance

HL - Two stimuli and two action plans for performance

Part 2 : Theatre in Performance

SL - Participate in at least two performances in two different roles/capacities (HL = three)

Both HL and SL must experience a range of live productions

Part 3 : World Theatre

SL and HL - study through practical exploration of at least two contrasting practices from more than one culture/ historical period, one of which must be a non-text based tradition

Part 4 : Independent Project

SL - Either create and present an original work (any source, any origin) or pursue a specialized interest

HL - Either a) Devising Practice, or b) Exploring Practice

Assessment

Practical Performance Proposal (externally assessed - 25%)

SL - 250 word pitch with visuals

HL - 250 word pitch with visuals and 1000-1250 word rationale

Theatre in Performance and Production Presentation (internally assessed - 25%)

SL - 20 min oral presentation with 5 - 7 images

HL - 30 min oral presentation with 7 - 10 images

Research Investigation (externally assessed - 25%)

SL - 1500 - 1750 words, with supporting visuals

HL - 2000 - 2500 words, with supporting visuals

Portfolio (internally assessed - 25%)

SL - 2000 words from core syllabus

HL - 3000 word from core syllabus and option A or B



Group 6 : Visual Arts

The Nature of the Subject

Artistic expression is common to all cultures. From earliest times, human beings have displayed a basic need to make statements in a variety of graphic terms and to create objects which are aesthetically pleasing.

This urge to create has produced a vast tradition of learning. Part of the process of formulating a visual statement is the obligation to discover and to master techniques appropriate for the expression of that statement.

Art is not merely for pleasure or entertainment. Pupils may observe and personally experience how the arts can illustrate and comment on the human condition and on nature. Furthermore, the inspiration engendered by creative activity often becomes a driving-force in other studies and throughout life.

Stimulated by a knowledge of the rich artistic heritage of many cultures, pupils are aware that in this subject there is the freedom to create a personal view of the world. In this special way, engagement in the arts promotes a sense of self-worth.

The Aims

The aims of the Visual Arts course at Higher Level and Standard Level are to:

- provide pupils with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art
- exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms
- promote visual and contextual knowledge of art from various cultures
- encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media
- enable pupils to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts.

1 Studio (Practical) Work

A studio course will include opportunities both for structured learning of the values of colour, tone, form, design, etc., and for wide-ranging personal research of a more experimental nature. One aspect of the course should not exclude the other.

In this course, artistic understanding and expression may be taught through techniques such as:

drawing	printing
photography	textiles
painting (any medium)	collage
ceramics	

Pupils should produce work in more than one media.

Much studio work will combine several of these techniques and any media may be used.

2 Investigation Workbook

The purpose of the Investigation Workbook is to encourage adventurous and critical research. During the two-year course, two or more books will be produced as a personal record of the candidate's research in the appreciation and history of art and design. The books will contain both visual and verbal information and will have the appearance of a working journal. Equal space should be given to illustrating the thought or creative processes and to the research conclusions.



Group 6 : Visual Arts (continued)

The initial research may be facilitated through the investigation of a particular field of study or theme that is student set.

Standard Level

At Standard level the candidate will choose:

- 1 Studio (Practical) Work: 40% Standard Level B; 60% Standard Level A.
- 2 Investigation Workbook: 60% Standard Level B; 40% Standard Level A.

Higher Level

The Higher Level programme is a two-year course. It consists of the two parts, both of which are compulsory:

- Option A**
- 1 Studio (Practical) Work: 60%
 - 2 Investigation Workbook: 40%

- Option B**
- 1 Investigation Workbook: 60%
 - 2 Studio Work: 40%

The candidate will receive a minimum of 5 hours face-to-face tuition per week, divided between Parts 1 and 2. Studio work will represent 60% of the candidate's total mark. The Investigation Workbook will represent 40% and should have some relationship to, and should naturally complement, the candidate's studio work. Option B syllabus allows pupils to focus on a more AA History based course with 60% being placed on Investigation.

Assessment

The assessment in Art and Design consists of an evaluation of the body of work as a whole. The examiner will assess not only the finished products, but will pay particular attention to the process of artistic and aesthetic development. An interview with the examiner for 30-40 minutes forms the examination.

1 Studio (Practical) Work

Candidates will prepare an exhibition of their studio work produced during the two-year course and will discuss this work with the assigned IB examiner, who will visit the school. Candidates are not expected to prepare a discourse on their work. The examiner will expect visual not verbal articulation.

The number of works presented will vary, depending on the media used as well as relevant research and experimental material produced. The candidates' selection should include both works developed to their final form and works which may be regarded as interesting failures.

In general, 18 completed pieces of studio work will be expected.

Studio Work carries 60% at Higher Level or Standard Level A; 40% at Standard and Higher Level B.

2 Research Workbook

The Research Workbook is initially assessed by the teacher. It is then sent to the local examiner for external assessment, who will also (in the case of a Higher Level candidate) review it in relation to the studio work during the visit to the school.

The Research Workbook carries 40% at Higher Level or Standard Level A and 60% at Standard and Higher Level B.



Six Questions in Search of an Answer . . .

and finally . . .

1 **Is the IB a lot of work?**

Yes, but it is manageable and certainly worth it. It requires a little more effort than four ASs and three A2s (about two periods more a week) but it provides a solid and very efficient education as well as a foundation for a life-time of learning.

2 **Is it only for an academic elite?**

No, not at all. An IB pupil needs to be reasonably well motivated and become fairly organised but the required score for the award of the Diploma (24 points out of 45) is very manageable. Furthermore there are different methods of assessments including course work which allows a moderate pupil to reach the standard required for a pass.

3 **How is it marked?**

The IB Diploma has only terminal exams. No course is modular but all subjects have an internal assessment component which is between 20% - 100% of the final score. Each subject can gain a score of one (lowest) to seven (highest). The maximum for the six subjects is therefore $6 \times 7 = 42$ points. There are also up to three extra points for both the Theory of Knowledge (TOK) and the Extended Essay which makes the maximum score 45 points.

4 **Do universities like it?**

Yes, absolutely. Universities world-wide are well aware of the level required to pass the IB Diploma and they are very keen on IB pupils who tend to fulfil their academic potential at the end of their university courses.

American universities award a lot of credits for the higher level examinations. British universities (including Oxford, Cambridge, LSE, UCL, etc.) tend to give very fair or generous offers. All universities world-wide regard the IB Diploma as proof of a very good academic education.

5 **How many periods per week?**

Higher Level subjects will take six periods and Standard Level subjects four or five periods a week. The Theory of Knowledge will require two periods per week over five terms. On average there should be a total of 34 taught periods per week. The Extended Essay will require about 40 hours altogether and should be finished by December of the Upper Sixth year. Creativity, Action and Service (CAS) activities will take a maximum of three hours per week for the first four terms. (150 hours in total).

6 **How much coursework is there?**

All courses have a coursework component and a significant proportion of your final mark in the Diploma is based on coursework. Some components (Theory of Knowledge, Extended Essay, Theatre) are assessed totally on coursework. Some subjects have 50% coursework component (Arts, Language A1) and some, less (Sciences: 25%; Maths: 20%). All coursework is externally moderated.

If you need more detailed information, or to discuss your son or daughter's particular case, do not hesitate to contact College and ask for the **Academic Deputy, Mr Joss Buchanan**.

Tel: +44 (0)1624 820400
Academic Deputy email: joss.buchanan@kwc.sch.im
Website: www.kwc.im

