



**International  
Baccalaureate  
Diploma Programme  
at  
St Christopher's  
School**

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## Introduction

### From The Head Teacher

The Sixth Form at St Christopher's reflects the reality of a constantly changing world. We provide an innovative, creative, supportive and exciting environment where students can begin to shape their future. We will enable students to make the transition from a GCSE style of learning to a more independent style of study at A-Level or IB.

We offer a dual pathway for our Post-16 students. Students will have the option of following either the International Baccalaureate Diploma Programme **or** a GCE Advanced Level (A-Level) Programme. Whichever of these pathways is chosen, it will enable our students to go on to study for degree courses in some of the most prestigious universities in the world.

Our experienced specialist teachers and tutorial system provides the subject expertise and individual support that enable students to achieve their full potential. We would stress that life in the Sixth Form is not only about the subjects and courses studied, but is also the development of relationships with fellow students who have an immense experience of the wider world. Sixth Form life will give students greater freedom and more privileges that at the same time will bring increased responsibilities.

We live in an age of lifelong learning where the world of work is rapidly changing. Students are now likely to experience a more varied and challenging work environment, that will require not only a good set of academic qualifications, but evidence of wider interests and qualities; these include involvement in extra-curricular activities, evidence of a contribution to the wider community, the ability to work as part of a team and the development of leadership skills.

Our Sixth Form Centre provides top class facilities in which our Sixth Form students are able to thrive both academically and socially. At St Christopher's we will successfully prepare students for the next stage in their lives and simultaneously we would want students to find that their time spent in the Sixth Form is both enjoyable and rewarding.

I look forward to welcoming you into our School community.

**Mr Nick Wilson**  
**Head Teacher**  
**Senior School**



## **A Student's Guide to the Sixth Form**

### **Life in the Sixth Form**

When you join the Sixth Form at St Christopher's, you immediately become part of a vibrant and growing community, participating with other students in a range of activities, playing an active part in the life of the school while maintaining your own separate identity as a Sixth Former.

You will be allocated to a Tutor Group which meets daily under the guidance of a Sixth Form Tutor, who, along with the Heads of Year 12 and 13 and the Assistant Head Teacher – Post 16 Education, provides you with considerable support throughout the two years. Tutors will guide your progress and development, help you with any problems, and give personal assistance in making the all-important applications for Further and Higher Education.

At the same time, in recognition of your increasing personal maturity, you will have a range of privileges and responsibilities. In the Sixth Form you will play a greater part in organising your own studies. Private study is an essential part of academic life and our new extended Sixth Form study area provides an excellent environment for learning.

You are expected to attend school full-time, just like all other students, but you have your own Common Room which you may use during some of your non-contact time. There are guidelines which you will be expected to follow.

As Sixth Formers you are expected to be a positive role model. You are the students that the school looks up to: you must set the right example for the rest of the student body. You may be offered the opportunity to take up a position of responsibility: the Head Boy, Head Girl and their deputies, House Captains and Senior Prefects are all chosen from the Sixth Form. Even if you are not offered such an opportunity, there is an enormous amount that you can contribute to the School and the Sixth Form. Your Community Service will also be an important addition to both your Personal Statement and our university reference. We have a tremendously talented Sixth Form and all students have much to contribute: all I ask is that you make the most of the opportunities offered and have an enjoyable, rewarding and successful time with us.

I hope that you find this Prospectus informative. I advise you to read it carefully so that the choices you make are the right ones for you. I look forward to welcoming you into our Sixth Form.

A handwritten signature in blue ink, appearing to read 'S. Martin'.

**Mr Steve Martin**  
**Assistant Head Teacher**

# Study in the Sixth Form

As senior pupils of the school you will find that the Sixth Form is different in a number of ways from earlier educational stages, mainly due to greater specialisation in subjects and recognition of your increasing maturity.

Naturally, the move from GCSE to IB Diploma Programme or an AS/A2 Programme carries with it a rise in the standard of work demanded from you and the need for you to undertake private reading and research. Therefore you study fewer subjects, but in greater depth.

You may individually negotiate the opportunity to re-sit certain GCSE subjects in order to improve your grades. It is essential for applications to university that you have a minimum of grade C or above in Mathematics and English – some stipulate higher grades than this. Clearly, we cannot guarantee to organise a programme of re-takes but will facilitate entry to the re-sit examination. Re-sits should not be entered into without careful thought as they can add extra pressure to you when adjusting to Sixth Form study.

The Sixth Form is an important and exciting time in your life. It will involve a great deal of hard work and commitment, but the benefits in personal development and growth will be considerable.

## Entry requirements

The entry requirement for our Sixth Form is minimum of 5 grades of C or above at GCSE or equivalent (eg. IGCSE / 'O' level).

It is expected that you will have attained a grade C or above in Mathematics and English as these will be required for entry to most universities.

## Subject choices

Once the threshold for entry to the Sixth Form has been achieved, to study individual subjects you will be expected to have at least a grade B in the subjects you wish to study at A level. Consideration will be given to students who do not attain a grade B in a subject, based on an estimate of their ability to achieve a pass grade at the proposed A level or IB HL course.

For some courses it is not necessary for you to have studied the subject at GCSE. The guidelines laid down by the departments are designed to guide you to an area of study where success is possible – please see this prospectus for details.

## Non-St Christopher's Applicants

If you are not from the British Curriculum and do not have GCSE or equivalent, you will be required to sit entrance tests to ascertain your suitability for Advanced level study.

Applications must be made through St Christopher's Admissions Office. Please contact our Senior Admissions Officer, Mrs Atkinson on 17 598 500.

## Other entry information

Your school reports and references are also taken into consideration when your application is being discussed. St Christopher's puts high value on good attendance, punctuality, application to studies, relationships with others, general conduct and contribution to school life

## Monitoring Sixth Form progress

Your progress is closely monitored throughout the post-16 programme via our **Sixth Form Assessment Reports** which are issued to parents every half-term. These Assessment Reports include the following information:

- an IB attainment grade which reflects the current operating level of the student for that module;
- an effort grade;
- a personal progress indicator based on the progress made since the last report;
- attendance in each subject, a key factor in success at IB;
- a target grade that the student should aim to achieve by the next Assessment Report.

You will discuss progress with your teachers and, once all grades have been recorded, with your Form Tutor.

Following the issue of first Assessment Report in the academic year, your parents are invited into school to discuss the progress you are making.

## International Baccalaureate Diploma Programme (IBDP) Results

Each student takes 6 subjects, 3 at Higher Level (HL) and 3 at Standard Level (SL). There is a maximum of 7 points available for each subject making a maximum of 42 points awarded for the subject component of the Diploma. Up to 3 extra points are awarded for the Extended Essay and Theory of Knowledge, making 45 points the maximum that can be awarded – this is achieved by less than 1% of Diploma candidates.

|   |              |
|---|--------------|
|   | <b>2011</b>  |
| <b>Number of candidates at St Chris</b>                                     | <b>26</b>    |
| <b>Number of candidates who successfully passed the diploma at St Chris</b> | <b>23</b>    |
| <b>% of candidates who successfully passed the diploma at St Chris</b>      | <b>88.5%</b> |
| <b>% of candidates who successfully passed the diploma worldwide</b>        | <b>78.1%</b> |
| <b>Average points obtained by candidates who passed the diploma</b>         | <b>34</b>    |
| <b>Highest diploma points awarded to a candidate at St Chris</b>            | <b>43</b>    |
| <b>Average grade obtained at St Chris by candidates who passed</b>          | <b>5.36</b>  |

### St Christopher's IB results 2010 and 2011 compared to worldwide averages

| Year     | 2011       | 2010       | 2010        |
|----------|------------|------------|-------------|
| IB Grade | % St Chris | % St Chris | % Worldwide |
| <b>7</b> | 13.5       | 13.5       | 6.85        |
| <b>6</b> | 29.5       | 24.3       | 19.63       |
| <b>5</b> | 30.8       | 31.1       | 29.35       |
| <b>4</b> | 17.9       | 21.2       | 25.56       |
| <b>3</b> | 6.4        | 8.1        | 13.48       |
| <b>2</b> | 1.3        | 2.0        | 4.76        |
| <b>1</b> | 0.0        | 0.0        | 0.37        |

## **Making the right choices for you**

Entrance to university in the UK has changed dramatically over the past few years. There are more universities now and there is a much wider range of courses available. There are at present more university places available than students seeking a place, but the demand for places at the top universities remain high.

Most universities will expect students to have a GCSE grade C or better in English, Mathematics and preferably in Science. The top universities will have far greater expectations of you and may expect much higher grades at GCSE.

Many universities are encouraging students to diversify their subject choice and to choose subject combinations which in the past would not have been acceptable, e.g. a mixture of arts and science subjects. This also allows you to keep your options open.

Most universities in the UK will give you an offer based on your total IB points score. But beware, if you apply for a particularly competitive degree course, admissions tutors can be very selective and may generally prefer specific subject combinations.

## **University entry requirements**

It is very important to ensure that you research your Post-18 options carefully. Many students are unsure of their plans beyond IB; however, some are clear on their career goals – it is essential that you make the right subject choices so that you are able to access the courses of your choice.

Should you have a specific career, course, or university in mind, it is very important to research the entry requirements as you enter your IB programme so that you make choices that will not limit your access. The entry requirements for all courses in the UK are very specific and can be accessed through the University and Colleges Admissions Service (UCAS) website [www.ucas.ac.uk](http://www.ucas.ac.uk). This site supplies all the information you need and, in addition, has direct links to university websites and prospectuses.

If you are considering applying to non-UK institutions, visiting the university/college website is essential as the entry requirements for each are specific to that institution, as are the methods of application, documents required and the deadlines for receipt of the application. The school coordinates all applications to universities in North America and worldwide.

It is important to note that all universities and colleges consider academic performance at IB and GCSE as good predictors of success, so Year 10 & 11 students need to be aware that GCSE performance is extremely important. Extra-curricular involvement is another important factor taken into consideration by Admissions Tutors, hence our requirement that students engage in service to the community through the Community Service Programme and our strong recommendation that students involve themselves in extra-curricular activities.

# University Applications

Assistance is given to all students applying to universities. Most of our students apply to the UK through UCAS (University and Colleges Admissions Service), but increasing numbers are applying to universities worldwide.

Students have been accepted into, amongst many others, the following universities:

UK Universities:

|                                |                                  |
|--------------------------------|----------------------------------|
| University of Durham.....      | Law, Natural Sciences            |
| University of Greenwich.....   | Accounting and Finance           |
| University of Kent.....        | Law                              |
| University of Leicester.....   | Biological Science               |
| University of Nottingham.....  | Medicine                         |
| University of Southampton..... | Mechanical Engineering           |
| University of St Andrews.....  | Psychology and Philosophy        |
| Winchester University.....     | Psychology and Child Development |

Canadian Universities:

|                                     |  |
|-------------------------------------|--|
| McGill University.....              | Mathematics and Statistics                                 |
| University of British Columbia..... | Civil Engineering, International Relations & French        |
| University of Toronto.....          | Chemistry and Financial Economics, Life Sciences / Pre-Med |
| University of Waterloo.....         | Art and Business, Honours in Art                           |
| York University.....                | Bio-Medical Sciences (Pre-med)                             |

US Universities:

|   |   |
|---|---|
| Lawrence Technological University.....  | Architectural Engineering                   |
| Stanford University.....                | Economics and Management Science            |
| University of California, Berkeley..... | Electrical Engineering and Computer Science |
| University of Michigan.....             | Mechanical Engineering                      |
| University of Rochester.....            | Liberal Arts                                |
| University of Texas at Dallas.....      | Mechanical Engineering                      |
| Vanderbilt University.....              | Biomedical Engineering                      |

Other Universities:

|  |                           |
|--|---------------------------|
| University of Adelaide, Australia..... | Architectural Engineering |
|--|---------------------------|

The best source of information for all universities is the internet. Useful websites to consult on applications to university are:

[www.ucas.ac.uk](http://www.ucas.ac.uk)

Essential for those students applying to the UK through UCAS.

[www.careers-portal.co.uk](http://www.careers-portal.co.uk)

Contains lots of information about choosing a university and course. Has advice on many issues concerning studying, institutions and education.

[www.hobsons.co.uk](http://www.hobsons.co.uk)

Offers advice on education and careers in the UK and worldwide.

### **To select courses:**

- |                      |  |
|----------------------|--|
| Gather information   | Check the content of the subject.<br>Look carefully at new subjects.<br>Check methods of study (module, coursework, projects, examinations, etc.)  |
| Ask for advice       | Discuss your suitability for the subject with teachers.<br>Ask yourself what you like about it so much.<br>Discuss the options with your parents.<br>Do you know anyone who has studied the subject?   |
| Look at alternatives | Which choice suits your career plans best?<br>Are you leaving options open or closing doors?<br>Is this a good combination?  |
| Decide               | Are these choices your own decision?<br>Do these subjects match your skills?<br>Does it feel right or are you still worrying?<br>Choose the subjects you will enjoy, but remember, some A level courses differ radically from their GCSE course. |
- Don't be pressured into taking a subject – think it through for yourself and get impartial advice.  
Don't choose what your friends are doing.  
Don't choose the subject because you like the teacher.

# Careers Guidance in the Sixth Form

As you embark on your IB courses, your academic development will be uppermost in your mind. However, this is also a time to plan ahead, to start setting goals for the future and to work out strategies for establishing yourself on the first steps of your career.

In the Sixth Form you are entitled to a planned careers programme and you will have access to top quality advice. We will be working together to prepare you for the decisions ahead:

- what to do after IB
- which university to apply to
- which course to follow
- choosing between vocational or academic degrees
- whether you should consider deferred entry.

## Mock interviews and presentation skills

You will have the opportunity to practise interview skills with peers and members of staff so that you are fully prepared when a university or job interview arises. You will also present a topic to a group so that constructive feedback can be used to improve future performance.

## Work experience

We support and encourage our students to find work experience. This can take place at weekends and during holidays. For students who wish to enter medical (or related) degrees, work experience is essential. Students are advised to keep a log of the activities they have undertaken. This information can then be used during university applications or interviews.

Work experience can also help students to decide on appropriate careers by experiencing occupations in their natural settings.

## Widening Horizons

We will expect all of you, as members of the Sixth Form, to take every opportunity to foster your powers of initiative and leadership as this is important for your own personal development and for the spirit of the school as a whole. For example, you will be encouraged to organise a variety of social, sporting and charitable events for yourselves and for the younger pupils in the school. You will also join in a programme of Creativity, Action and Service, which will help you play a similar role in the community.

We hope that Sixth Formers will also participate in extra-curricular activities for enjoyment. This is your chance to join various sports teams or try something totally new. These extra-curricular activities are also important when you are writing your Personal Statements for university applications – Admissions Tutors look for students who offer more than just the academic.

## Extra-Curricular Activities

There is an extensive extra-curricular programme on offer to you at St Christopher's. The activities include:

|                           |                       |                        |
|---------------------------|-----------------------|------------------------|
| Volleyball                | Badminton             | Music – orchestras     |
| Duke of Edinburgh's Award | Swimming              | Tennis                 |
| Football                  | Water polo            | Golf                   |
| Basketball                | Drama Technical Club  | Cricket                |
| Model United Nations      | Drama & event support | Maths Club             |
| Art Club                  | Sub-aqua              | Basketball             |
| Scrabble Club             | IT Club               | Netball                |
| Table Tennis              | Chess                 | Student Council        |
| Achievers' International  | Trade Quest           | Athletics              |
| Marathon Relay            | Rugby                 | Debating Society       |
| Craft Club                | Music – choirs        | Music – special groups |
| Drama Club                | Business Enterprise   | Yearbook Committee     |

## Community Service

All Sixth Form students are encouraged to complete Community Service. Existing students' contributions have included assisting with after school clubs/sporting activities; working in thrift shops; reading one-to-one with junior school students and serving the local community. We feel that a Sixth Form education should develop the whole student and Community Service has been proven to be an excellent way of developing skills of leadership, organisation and teamwork. It also allows you to appreciate the needs of others whilst finding out about your own strengths and weaknesses.

## Duke of Edinburgh's Award Scheme

One exciting way of fulfilling all these elements – and gaining recognition for them – is to participate in the internationally recognised Duke of Edinburgh's Award Scheme. In the world of work and further study, young people who hold the Award are viewed favourably by employers and university admissions officers as demonstrating extra interests and resourcefulness.

'D of E', as it is known, is a voluntary scheme consisting of a progressive programme of leisure-time activities, at three levels of increasing commitment; Bronze, Silver and Gold. It is designed for young people age 14 – 25, and by the Sixth Form stage you may choose to enter at any of these levels. The minimum time to complete Bronze is six months, while Gold takes a year and a half. The Award is in four sections at each level: Physical Recreation; a Skill (i.e. non-sporting hobby or interest); Service; and an Expedition.

The aim of the scheme is to prepare young people for an exciting and fulfilling future as adults. Through it they develop a range of interests and abilities, understand the role of voluntary service in the modern world, learn to work as a team, make new friends and experience adventure. The scheme is available in many different countries under a variety of names, and credits may be transferred. Information about the scheme will be circulated early in the academic year.

## Post 16 Dress Code

### Dress

Sixth Formers are distinguished from the rest of the school by having their own uniform, which incorporates a wider range of choice. However, they are expected to wear it to the same high standards as the rest of the school.

#### Boys:

- Black or charcoal grey trousers
- Plain white or blue and white striped shirt
- Sixth Form tie \*
- Black V neck jumper
- Conventional black leather shoes
- House PE shirt
- Hair should be neat and tidy at all times.
- Boys may not wear earrings and other visible body piercing is deemed inappropriate.

#### Girls:

- Black or charcoal grey skirt or grey trousers
- Plain white or blue and white striped shirt or blouse
- Sixth Form tie – optional \*
- Black v neck jumper or cardigan
- Sensible black shoes that do not pose a health and safety risk (in some practical subjects, for example in Sciences and Design Technology the type of footwear worn is to be according to departmental guidelines)
- House PE shirt

**\* available from the school office**

Girls may wear light make-up and discreet jewellery (small studs or sleepers are acceptable earrings but we do not accept any other visible body piercing).

## General Information

### Behaviour

We are justifiably proud of our high standard of behaviour and naturally expect that all Sixth Formers will serve as excellent role models for the whole school. Our policy relies largely on a positive approach. (However sanctions do exist - these are focussed in the first instance on withdrawal of privileges.)

Expectations may be summarised quite simply:

- All students should behave in a well-disciplined, courteous, considerate and responsible manner that is appropriate to their age.
- They should respect the importance of study for themselves and others.
- Both in and out of school, they should respect themselves and others, and not bring themselves or the school into disrepute.
- They should not behave in ways which could put their own safety and health, or that of others, at risk.

## **Attendance**

Sixth Form students are full-time members of the school but they do have a number of non-contact periods each week when they may direct their own time and make use of the Library, Sixth Form Common Room and Sixth Form Study Room.

## **Punctuality**

The school day starts at 7:40 a.m. and all students are expected to be in their Form Room by this time. We have a strict policy on punctuality and lateness to school is not accepted.

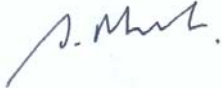
## **Cars**

Students can only drive to school in compliance with Bahrain Law. As there is limited car-parking space on the school site, cars will not be allowed on the school premises. Any student travelling in a car driven by a fellow pupil must have permission from parents.

# WELCOME

The International Baccalaureate Diploma Programme is one of two pathways available for a student to take through the Sixth Form at St Christopher's. Post-16 study is fundamentally about students taking even more responsibility for their own academic development: a process starts here, with the opportunity to choose which pathway to take.

It is the school's aim that all students should develop confidence and security in their own abilities at both intellectual and personal levels. Ultimately, what any education should seek to offer is an opportunity for all its students to build a foundation for the future wherever that may take them.



**Mr Steve Martin**  
**Assistant Head Teacher**  
**IB Coordinator**

# THE INTERNATIONAL BACCALAUREATE

## Mission Statement

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

*To this end the IB works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and life-long learners who understand that other people, with their differences, can also be right.*

(IBO, Geneva, November 2002)

## Today

The IB is a chartered foundation under the Swiss civil code with its headquarters in Geneva. It is a private, non-governmental organisation recognised by the Council of Europe and has consultative status with UNESCO. The IB is governed by a 17-member Council of Foundation that works to set the strategic direction of the organisation, make policy, and oversee the IB's financial management. Since its establishment, the IB's programmes have become a symbol of academic integrity and intellectual promise. Furthermore, the reputation that the organisation has for rigorous assessment gives IB Diploma holders access to the world's leading universities and ensures a solid preparation for academic success.

Whilst the IB might have started off from humble but auspicious origins, there are now over 2000 authorised IB World Schools delivering the IB Diploma Programme in 125 countries with more than 65,000 students examined every year.

## Why the IB Diploma Programme?

St Christopher's believes in the advantages of **breadth** in the curriculum and the IB Diploma Programme promotes just that. As well as providing breadth, there is also **depth** to the Diploma: the 4,000 word Extended Essay and the Theory of Knowledge components, combined with the opportunity to study subjects at Higher Level (HL) and Standard Level (SL), allow that to be possible. That **flexibility** in the curriculum – provided through the range of subjects on offer, the ability to choose the level at which students want to study subjects and the ability to choose topic areas for research in the Extended Essay – allows students to tailor their Diploma choices to suit their interests. Having said that, as a result of its construction, there is also a sense of **balance** about the curriculum. For example, Science students are able to expand their appreciation of the Arts and Humanities and vice-versa. Furthermore, all benefit from continuing with the study of Language and Mathematics. Holding the curriculum together and making it **coherent** is the Theory of Knowledge programme. It is this subject that encourages critical thinking and asks students to question what they know and how they know it. However, the Diploma is not only designed to educate at an academic level, it acknowledges and rewards the student's need to develop as an individual within a community and within society as a whole, thus promoting a **holistic** education.

As such, the IB Diploma Programme provides structured breadth and depth. That, in itself, is universally recognised by governments, universities and employers – and equally the general public, as more and more information is being generated as a result of the discussion of AS/A2. It has the potential to enhance career and university opportunities, as well as enabling students to take their part in the international world in which we all live.

# Why Offer the IB Diploma at St Christopher's?

St Christopher's has decided to offer the IB Diploma in addition to A Levels for the following reasons:

- It is a broad balanced rigorous programme, incorporating the best elements of national pre-university systems worldwide.
- It avoids the need to specialise too early and gives students the opportunity to take up a new subject such as another language.
- It provides an education of the whole person, aiming to develop "*enquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect*". (IB Mission Statement). This sits well with St Christopher's own Mission Statement and with its ethos of supporting and celebrating diversity.
- Skills developed in the IB Diploma Programme such as research and critical thinking skills and the ability to study independently will enable students to excel at university.
- It is fully recognised as a basis of admission to universities in over 100 countries. At a time when competition for places in top universities is intense it gives a student the opportunity to make his or her application distinctive. It is free from grade inflation and top universities like it because they are able to distinguish the best candidates.
- It is gaining increasing credence in the world of work. More and more employers appreciate this broad-based and rigorous study programme which turns out individuals with good language and critical thinking skills, who are numerate and can manage their time effectively.
- It is valued by international companies and gives students a competitive edge in the global workforce.
- Increasingly, people are choosing to study or work abroad making an internationally recognised qualification very attractive.
- By offering the IB Diploma in addition to A-Levels we are giving our students greater choice.

## Sixth Form Entrance Requirement

For *current St Christopher's students*, the entrance requirements are:

- Five grades C or above at GCSE.

For *students joining the school*, the entrance requirements vary according to the educational system you have studied Pre-16. Entrance tests may be required. Please contact the Admissions Office for further details.

# Is the IB Diploma Programme Suitable for Me?

## **You have to be well organised**

*Correct. And if you are not, then it is probably wise that you should develop those skills whilst you are surrounded by people who are willing and able to help you become more organised. The tutor support system at St Christopher's is designed to support you through the programme, but – as with any post-16 qualification – ultimately you must be motivated and determined.*

## **You have to be prepared to work hard**

*There is some realistic and reasonable challenge in the Diploma Programme in terms of the content and the volume of work – but there would be no point in studying if there were not new heights to which to aspire. The course is rigorous and demanding but the significance of the achievement is just reward.*

## **The IB Diploma Programme demands a lot of time**

*Over the course of the two years, students on the IB Programme do spend more time in the classroom than AS/A2 students but it is worthwhile remembering that the IB examinations finish by the penultimate week of May in Year 13. Those few extra hours in the IB classroom are often beneficial as there is more time spent working under the direct supervision of your teachers.*

*Beyond the classroom, there will be the Extended Essay that takes about 40 hours in total (over the course of the two years), as well as CAS (which is very quickly completed because of the range of activities that St Christopher's offers as part of the school day). In terms of prep, the expectation is that you will study for two hours for each SL subject and four hours for each HL subject per week.*

## **The IB Diploma Programme caters for the whole spectrum of ability**

*It is a common misconception that the IB Diploma Programme is only for the 'best' student. That quite simply is not the case. It is worth remembering that the Diploma Programme is often the only post-16 course on offer in some schools and some countries are starting to use the IB programmes as the framework for their own national education system. There is a minority of students who do achieve 45 points, but there are many who do not. The Diploma 'pass' mark is 24 points, roughly equivalent to BBC at A2 Level.*

## **The IB Diploma Programme allows you to maintain interests in a broad range of subjects**

*At the end of Year 11 many are unable to narrow down their subject choices to 4 AS Levels. The IB Diploma Programme allows you to keep your options open. Some university courses do have expectations that post-16 students will have pursued certain subjects prior to undergraduate entry and thus options made at this stage can close down degree and career choices as a result. You will be given personalised advice regarding which IB courses best match your future plans.*

## **It is possible to add depth to the curriculum**

*The ability to study subjects at HL as well as SL means that deeper subject area interests can be pursued. Also, the Extended Essay encourages original and penetrating experimental or text-based research.*

### **The IB Diploma Programme encourages good research skills**

*Whether you consider yourself organised or not, you have to be if you are going to study for the Diploma (or indeed for an A-Level Programme). University study is structured around personalised research and developing skills of independent learning during your Sixth Form years will stand you in very good stead for your future.*

### **The course is linear and not modular**

*IB students submit coursework and sit terminal examinations in the May of their second year, unlike AS/A2 students who submit coursework and sit examinations at the end of the first **and** second year. This means that there is time and space to develop as a learner.*

### **The international ethos is a central feature of the curriculum**

*Whether or not you intend to study or work abroad, the reality is that we all live and work in a global society. St Christopher's is a multicultural school in the true sense of the word: we work and live together as a community of 63 nationalities. The IB Diploma Programme encourages intercultural understanding and mutual respect.*

### **The IB Diploma Programme is holistic**

*Not only are you educated academically, but socially and culturally, too. Indeed, the CAS programme rewards your involvement in extra-curricular activities.*

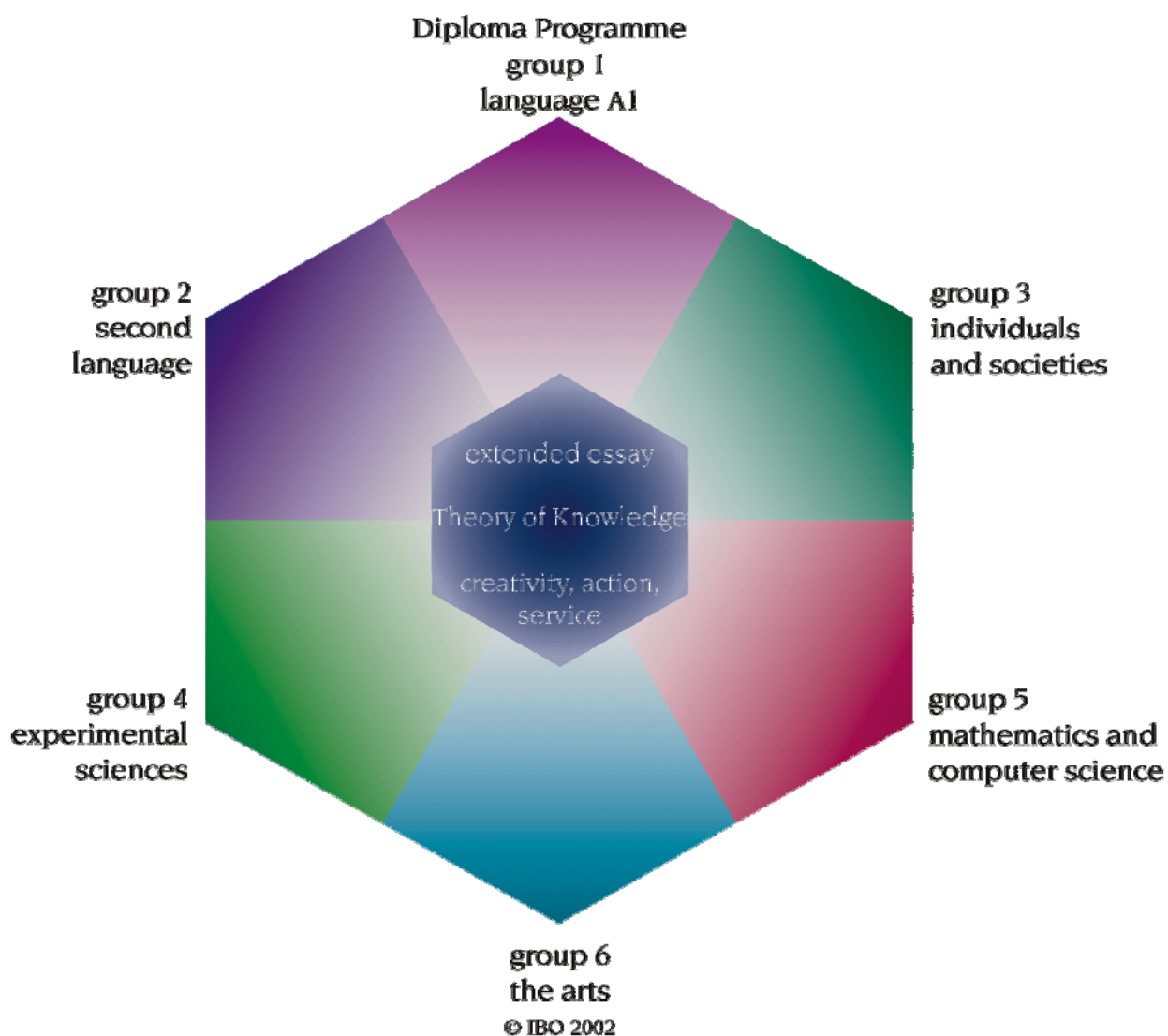
# THE IB DIPLOMA PROGRAMME

## The Curriculum

The Diploma hexagon shows the curriculum, with the six areas of knowledge surrounding the core subjects.

IB Diploma students are required to study **six** subjects (one taken from each of the groups). Of the six subjects, at least **three** must be taken at Higher Level (HL) and a maximum of **three** at Standard Level (SL).

In addition to this, students follow a course in Theory of Knowledge, submit the Extended Essay and take part in the Creativity, Action and Service (CAS) programme.



Subjects – Available at HL and SL unless otherwise stated.

|                | Group Name                            | Description                    | Subject   |
|----------------|---------------------------------------|--------------------------------|---|
| <b>Group 1</b> | <b>Language A1</b>                    | Preferred First Language       | English   |
| <b>Group 2</b> | <b>Language B</b>                     | Second Language (intermediate) | French  |
|                | <b><i>Ab Initio</i></b>               | Beginner's Language            | Arabic or Spanish (SL)  |
| <b>Group 3</b> | <b>Individuals and Societies</b>      | Humanities                     | Economics, Geography, History, Psychology, Business Management      |
| <b>Group 4</b> | <b>Experimental Sciences</b>          | Sciences                       | Biology, Chemistry , Design & Technology and Physics                |
| <b>Group 5</b> | <b>Mathematics</b>                    | High Proficiency Mathematics   | Mathematics (HL)  |
|                |                                       | Intermediate Mathematics       | Mathematics (SL)  |
|                |                                       | Post-GCSE Mathematics          | Mathematical Studies (SL)   |
| <b>Group 6</b> | <b>Arts and Electives</b>             | The Arts                       | Visual Arts (Art)   |
|                |                                       | Electives                      | Additional Science (Group 4)<br>Or<br>Additional Humanity (Group 3) |
| <b>Core</b>    | <b>Theory of Knowledge</b>            | Ways of Knowing                |   |
|                | <b>Extended Essay</b>                 | Research Essay                 | Own choice of topic   |
|                | <b>Creativity, Action and Service</b> |                                |   |

Current course offerings 2011 - 2012

# How Do I Choose What to Study?

When making subject choices, students should take into consideration the following:

1. **Aptitude and prior attainment:**

It is important to choose a course that is within the ability of the student.

Suggested entry requirements for each of the subjects:

HL subjects: GCSE A\*-B or the equivalent

SL subjects: GCSE A\*-C or the equivalent

2. **Career and university entry requirements:**

Someone wishing to read Medicine would almost certainly need to read Biology and Chemistry at HL, for example. Students wishing to study Economics at London School of Economics need to have studied Maths HL. Matters such as this will be discussed at your interview before your final choices are made.

3. **Diploma requirements:**

As stated above, three subjects **must** be chosen at HL, and three at SL.

**SEE TABLE OVERLEAF**

## POSSIBLE SUBJECT COMBINATIONS

| What do you want to do?  | Suggested subjects in each IB Group<br>(CAPITALS = HL, LOWER CASE = SL,<br>/ = Alternatives, Bold = Strongly Recommended) |  |   |                         |   |  |
|--|---|--|---|-------------------------|---|--|
|  | 1   | 2  | 3   | 4                       | 5                                       | 6  |
| <b>Medicine Vet Sci. Bio degrees</b>   | English A1  | Any language course:<br>/French B                | ECONOMICS/<br>GEOGRAPHY                                     | <b>CHEMISTRY</b>        | <b>Maths SL</b>                         | <b>BIOLOGY</b>                           |
| For medicine and related degrees, 2 HL Sciences and Maths SL is good. Only take Maths HL if your maths is very good. London medical schools prefer a Group 3 HL as well to show that you can write essays. You can select any other SL subjects to show your breadth of interests. |   |  |   |                         |   |  |
| <b>Engineering, Architecture Physics Maths</b>   | English A1  | Any language course                              | ECONOMICS or any Group 3                                    | <b>PHYSICS</b>          | <b>MATHS</b>                            | Any Group 6 subject                      |
| These degrees normally expect Physics and Maths HL, but many will accept Maths SL and a few will take you with Maths Studies and Physics. Visual Arts helps with Architecture applications.  |   |  |   |                         |   |  |
| <b>Business/ Economics/ Management Degrees</b>   | ENGLISH A1<br>English A1  | Any Language                                     | ECONOMICS HL or SL  | Any Group 4 subject     | MATHS/<br>Maths SL/<br>Maths Studies    | Any Group 6 subject<br><b>PSYCHOLOGY</b> |
| You do NOT have to take Economics or Business and Management to apply for a related degree. But these are popular subjects as they are new to all in Sixth Form and relevant to the world of work.   |   |  |   |                         |   |  |
| <b>History/ Geography/ Social Science Degrees (Law, Politics, Anthropology etc.)</b>   | ENGLISH A1  | Any language                                     | HISTORY/<br>GEOGRAPHY /relevant Group 3 subject to a degree | Any Group 4 subject     | Maths Studies                           | Any Group 6 subject<br><b>PSYCHOLOGY</b> |
| <b>Maths/ Computing</b>  | English A1  | Any language course                              | Any Group 3 subject   | PHYSICS/<br>Any science | MATHS                                   | Any Group 6 subject                      |
| If you have no idea what you want to do....  | Suggested subjects in each IB Group<br>(CAPITALS = HL, LOWER CASE = SL,<br>/ = Alternatives, Bold = Strongly Recommended) |  |   |                         |   |  |
|  | 1   | 2  | 3   | 4                       | 5                                       | 6  |
| <b>...and want to keep lots of doors open</b>  | ENGLISH   | Any language                                     | HISTORY/<br>GEOGRAPHY/<br>ECONOMICS                         | Any science at HL       | Maths SL (if your Maths is pretty good) | Any Group 6 Subject                      |
| <b>...and like reading and writing essays</b>  | ENGLISH   | Any language course                              | HISTORY/<br>GEOGRAPHY                                       | PHYSICS                 | MATHS                                   | Any Group 6 subject<br><b>PSYCHOLOGY</b> |
| <b>...and want subjects with a lower writing load</b>  | English SL  | An <i>ab initio</i> language (Spanish or Arabic) | GEOGRAPHY/<br>ECONOMICS                                     | DESIGN TECHNOLOGY       | Maths Studies                           | VISUAL ARTS                              |

# ASSESSMENT

## Coursework and Examinations

All subjects carry coursework requirements as detailed below:

| Group | Group Name                   | Proportion |
|-------|------------------------------|------------|
| 1     | Language A1                  | 50%        |
| 2     | Language A2                  | 30%        |
|       | Language B                   |            |
|       | <i>Ab Initio</i>             |            |
|       | Classical Languages          | 20%        |
| 3     | Individuals & Societies      | 25-45%     |
| 4     | Experimental Sciences        | 25-36%     |
| 5     | Mathematics                  | 20%        |
| 6     | The Arts & Electives         | 100%       |
| Core  | Theory of Knowledge          | 100%       |
|       | Extended Essay               |            |
|       | Creativity, Action & Service |            |

In most cases, the majority of the course is assessed through the examinations at the end of the Upper Sixth year. These examinations start in early May and run through to the end of May (the end of the first half of the Summer Term). The Diploma Programme is *not* a modular course. The maximum total examination time for **HL subjects is five hours** and for **SL subjects is three hours**.

In order to obtain the Diploma a student

- Must score a minimum of 24 points

### And

- Pass most subjects at grade 4 or above
- Must also submit an Extended Essay and Theory of Knowledge work that is at least elementary
- Must meet the CAS requirements
- Must not have any Failing Conditions (a detailed list of Failing Conditions can be supplied upon request)

Bilingual diplomas are awarded to students who:

- Pass Language A1 taken together with Language A2 or
- Study a Group 3 or 4 subject in a language other than the student's Language A1

# UNIVERSITIES

## British Universities and UCAS

Universities recognise the strengths of the IB Diploma curriculum and are acutely aware of the achievements of IB graduates.

In a recent survey undertaken by the IB, 57% of the Admissions Tutors surveyed declared that IB graduates were advantaged in the preparation that they had received for higher education, as compared with AS/A2 students, with 40% declaring no difference.

Furthermore, 96% favoured attempts to broaden the curriculum: “Many felt that DP students have a wider perspective and could ‘think outside the box’. The DP was also seen as an appropriate preparation for working life. Many felt that it confers on the students a wide range of skills particularly useful in university studies, both in specialist courses and in the broader interdisciplinary studies now available.”

91% of admissions tutors thought that the Theory of Knowledge course had great value in a student’s progress through his studies, noting the value of the seminar context and the experience of talking in debate and considering complex issues. 96% said that the Extended Essay was able to develop skills in preparation for research and reporting in a coherent way.

The following comments are from a selection of British universities:

### The University of Cambridge

“The depth provided by DP higher level subjects is completely adequate in the arts and humanities subjects [when compared with the sciences]. [The Admissions Tutor] was very supportive of the breadth provided by the DP and did not feel that this in any way proved a handicap to the students. He was particularly supportive of theory of knowledge and considered the absence of something similar [at AS/A2] to be a serious omission... [of] an ‘intellectual key skill’.”

### London School of Economics

“There was a stark contrast between students prepared for university courses through the DP and A-Levels, with the former having a significant advantage... DP students coped well whereas as many as 33% of A-level admissions had trouble.”

### The University of Manchester

“Skills in project work, language and essay writing skills are a real bonus... ‘I would lean over backwards to admit IB students’.”

1 *Perceptions of the International Baccalaureate Diploma Programme* – IB, Cardiff (2003)

## Entrance Tests

Entrance tests are now a requirement for some courses, and they will increasingly become a familiar part of the admissions landscape. Amongst others, the three which have come into existence recently are the **UKCAT** and **BMAT** for Medicine, Dentistry and Veterinary Medicine students, as well as the **LNAT** for Law students.

### • UKCAT

UKCAT was sat for the first time in 2006. It will be sat by nearly all applicants for **Medicine** and **Dentistry**, as the majority of medical schools will require it. Candidates will need to register online for the test at [www.ukcat.ac.uk](http://www.ukcat.ac.uk). There are multiple testing dates.

## • **BMAT**

The Bio Medical Admissions Test is sat at the beginning of November in the Upper Sixth (Year 13) for **Medicine, Dentistry and Veterinary Medicine** courses at a limited number of universities. Candidates should visit [www.bmat.org.uk](http://www.bmat.org.uk) for details of the test and specimen questions; and to see which institutions require it.

## • **LNAT**

The National Admissions Test for **Law** will be sat by students applying for courses at a number of universities. The test is sat externally in the November of the year of application and candidates must register online for this by the end of September in the Upper Sixth (Year 13) at [www.lnat.ac.uk](http://www.lnat.ac.uk).

## **Offers**

A fairly typical offer might lie somewhere around 32 - 36 points. Obviously the number of points required varies according to the university and the course so check the UCAS website:

1. Go to <http://www.ucas.ac.uk>
2. Select the course that you wish to research
3. Under "Entry Profile" select *Entry Routes*
4. Under "Entry Routes" select *Other Tariff Qualifications* and find the section headed "International Baccalaureate"

## **International Universities**

The IB Diploma is an international qualification and graduates gain admission to colleges and universities throughout the world. At colleges in the USA and Canada credit is often given for scores of 5-7 in Higher Level subjects. Those candidates who seek entry into non-British institutions should check entry requirements very carefully and should address themselves directly to the Admissions Tutors.

The entry requirements vary from institution to institution:

1. Go to <http://www.ibo.org>
2. Select the appropriate country from the dropdown menu where it says "The IB in..." in the Shortcut menu on the left of the screen
3. Scroll down to the section headed "IB Diploma Programme recognition"

## **OPTIONS**

### **Availability of Options**

It is possible that a course may not attract sufficient interest to warrant it running. If that is the case then even though the course may be listed as being available and detailed in this booklet, it may have to be withdrawn. Individual students will be consulted as soon as this decision has been made.

## **In Summary**

The Diploma course is academic, wide-ranging and demanding. It is recognised by universities worldwide as well as in the UK. While it is certainly not necessary to be naturally brilliant in every subject to take the course, students should be able to maintain a high level of organisation and motivation.

The IB may provide a solution for the student who is having trouble making final subject choices at AS/A2 or for those who wish to keep their options open for university. It will certainly satisfy those students who wish to maintain their interests in a broad range of subjects. Above all, it is undoubtedly an excellent preparation for further education, the increasingly international workplace and our rapidly changing society.

**THE  
CORE  
CURRICULUM**

## The Core Curriculum – Theory of Knowledge (TOK)

This is the cement that holds the Diploma together and is central to the philosophy and teaching of the Diploma. It is a course which challenges you to think critically about ways of knowing and areas of knowledge and to consider the role of knowledge in a global society. It should encourage you to be aware of yourself as a thinker and of the complexity of knowledge and to recognise the need to act responsibly in an increasingly interconnected world. The course consists of questions, both timeless and new. Examples of these questions are:

- How is knowledge gained and from what sources?
- To what extent do personal experience and ideology influence our knowledge claims?
- What is the difference between 'I am certain' and 'It is certain'?
- Can we think without language?
- Can feelings have a rational basis?
- Does living a moral life matter?

The TOK course takes three periods per week. Assessment is by one essay of 1200-1600 words on a title prescribed by the IB and one 10-minute presentation to the class.

### Extended Essay

The Extended Essay is your own independent research, on a topic that you choose, written up in a paper. You should choose a topic that is both interesting and challenging to you but specific enough for you to examine in depth. For example an essay in Visual Arts entitled 'The Kimono: art form or tradition?' is more focused and therefore better than 'Japanese Fashion: 1900 to 1990'.

The topic must be within one of the IB Extended Essay subject areas but does not have to be in a subject which you are studying for the Diploma.

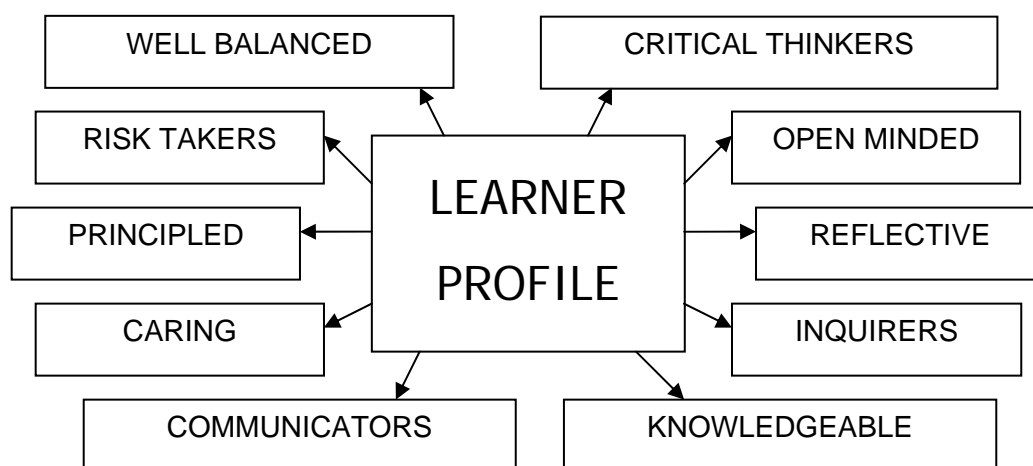
It should take about 40 hours in total and may be experimental or library research based. A supervisor, who is usually a teacher of the subject of your Extended Essay, gives you guidance and advice. The essay is about 4000 words long.

Examples of Extended Essays written by Oakham students are:

- How does religion influence Moroccan art/interiors?
- In Tacitus' portrayal of the reign of Nero (Annals XIII-XVI), are there any who he depicts as heroic figures?
- Why was Henry VIII's government able to dissolve the monasteries with such apparent ease?
- Shakespearean tragedy - relating and comparing Shakespearean tragedy to Greek tragedy and that of Shakespeare's contemporaries
- To what extent is Jenner the founder of Vaccination?
- To what extent is Post Modernism evident in the fashion designs of Vivienne Westwood and Alexander McQueen?
- What led to the student revolution in 1968 and what were the consequences?
- What factors affect success rates with IVF?
- Gandhi's role in India's independence
- How did the Khmer Rouge maintain power in Cambodia between 1975 and 1979?
- Ecological footprints
- Is a tuned guitar as good as it gets?
- Can dampening of simple harmonic motion be used to measure viscosity of liquids?

## CAS – Creativity, Action, Service

CAS is experimental learning involving the student in new roles, goal setting and reflection leading to personal development through self evaluation. As part of the IB Diploma, it reflects the ethos expressed in the IB Mission Statement and helps develop all aspects of the IB Student Learner Profile.



CREATIVITY, ACTION and SERVICE are all aspects of a well-balanced person and promote the generation of skills that are vital for a fulfilling and successful life.

- CAS is at the heart of the IB Diploma programme and is one of its most distinguishing and rewarding features.
- It takes the learning into the real world, beyond the familiarity of the school environment, so expanding students' horizons and comfort zone.
- It challenges the mind, body and heart, providing a counterbalance to academic self-absorption and providing a non self-indulgent part to the students' education.
- It provides chances to test the practical, creative and emotional sides, while students develop skills to help them stay in control of challenging situations.
- It encourages the gathering of suitable evidence to gain recognition for the successes beyond exam grades and helps students target areas for improvement.
- It trains students to be reliable, focused on real needs, organised and efficient, which are all highly valued transferable skills, and very useful in their future lives and careers.
- It will strengthen future applications and CV's, and provide anecdotes for interviews that will ensure IB students stand out from the crowd.

CAS is assessed through an ongoing interaction between the students, their Supervisors and the CAS Coordinator. Various forms of student reflection are needed as evidence to prove the following:

1. Increased awareness of strengths and areas for growth
2. Undertaken new challenges
3. Planned and initiated activities
4. Worked collaboratively with others
5. Shown perseverance and commitment in my activities
6. Engaged with issues of global importance
7. Considered the ethical implications of my actions
8. Developed new skills

Through CAS, students are given the opportunity to make a positive difference and help improve the world for themselves, their families and the local and international communities in which they are an intrinsic component.

**GROUP 1**

**LANGUAGE**

**A**

# A STUDENT'S GUIDE TO IB HL/SL ENGLISH LITERATURE A1

## What do I need to know or be able to do before taking this course?

In order to be accepted onto this language, it is important to have good qualifications in GCSE English Literature and GCSE English, or an equivalent course. The IB will build upon work undertaken at GCSE but the 4 modules demand a growing sophistication both in the skills it examines and a developing knowledge base. It will be important to place literary works into their social, historical and cultural contexts. You should, therefore, possess the motivation to read widely and independently. You will also need to hone your ability to read texts closely and to explore and express your opinions and insights in discussions, formal oral presentations and essays.

## What kind of student is this course suitable for?

Students who embark upon this course should:

- enjoy reading a wide range of works of Literature in their own language and translation;
- appreciate the significance of the media in shaping our perspectives;
- be keen to express their opinions and justify their comments on texts both in written work and discussions;
- enjoy studying a subject that will prompt them to reflect upon their own lives and experience;
- be open-minded and ready to gain a better understanding of their own culture and an appreciation of the perspectives, values and traditions of other individuals and cultures;
- approach textual analysis with confidence and independence.

## What will I learn on this course?

The English Literature A1 programme encourages the appreciation of literary and non-literary texts and knowledge of the students' own culture and that of other societies. Through the study of texts in translation, texts written in English from around the globe and a range of genres written from across the centuries, students gain a broadened and international perspective of literature. It is a challenging course; it is incredibly worthwhile. Universities place considerable value on the training students receive to improve their written and oral communication skills; this is something which will support their application to higher education and furnish a promising career.

Having followed the English Literature A1 course, students will be expected to demonstrate:

- ✓ An ability to engage with independent literary criticism in a manner which reveals a personal response;
- ✓ An appreciation of a writer's craft or artistry;
- ✓ A thorough knowledge of the texts studied and an understanding of literary convention and tradition;
- ✓ An understanding of how context (especially cultural) informs the production and reception of texts;
- ✓ The ability to think critically;
- ✓ A detailed knowledge of writers' techniques and the correct terminology to define them;
- ✓ The capacity to organise thoughts into well structured and persuasive analysis;
- ✓ Well honed and assured communication skills, both verbal and written;
- ✓ Autonomy in the approach taken to reading and study.

**\*\*Please note that for September 2011, the English Literature course was NEW\*\***

**The key changes are all positive:**

- ✓ Students now study slightly fewer texts than under the old curriculum (10 at SL and 13 at HL)
- ✓ The coursework assignment is now in response to a single text; there is no need to compare texts studied.
- ✓ Part 4 (Options) now explores both film and literature and is not just the study of written texts.
- ✓ The changes to Paper One mean the task at Standard Level is much more manageable.

***What will I study?***

The Literature course develops skills of textual analysis and demands that students learn to appreciate how writers use language and form to engage and influence the reader. As well as an appreciation of literary texts, the course places great emphasis on communication skills and, as students are assessed for both written and oral work, they will work hard to refine these crucial skills throughout the course

| <b>Syllabus</b>                     | <b>SL (10 texts)</b>   | <b>HL (13 texts)</b>  |
|-------------------------------------|--|---|
| <b>Part 1: Texts in Translation</b> | Two literary works (originally written in a language other than English) are studied. Currently, the texts are: Seasons of Migration (Salih) to the North and So Long a Letter (Ba)  | Three literary works (originally written in a language other than English) are studied. Currently, the texts are: Seasons of Migration (Salih) to the North, So Long a Letter (Ba) and Medea (Euripides)  |
| <b>Part 2: Detailed Study</b>       | Two texts (of different genres) are studied. Currently, these are Down and Out in Paris and London (Orwell) and Selected Poems (Blake)   | Three texts (of different genres) are studied. Currently, these are Down and Out in Paris and London (Orwell), Selected Poems (Blake) and Wuthering Heights (Bronte)  |
| <b>Part 3: Literary Genres</b>      | Three texts from the same genre are studied. Currently, the genre is drama and the texts studied are: Sizwe Bansi is Dead (Fugard), Who's Afraid of Virginia Woolf (Albee) and a play by either Tennessee Williams or Arthur Miller. | Three texts from the same genre are studied. Currently, the genre is drama and the texts studied are: Sizwe Bansi is Dead (Fugard), Who's Afraid of Virginia Woolf (Albee), a play by either Tennessee Williams or Arthur Miller and Dr Faustus (Marlowe) |
| <b>Part 4: Options</b>              | Three Texts by different authors. Currently, the texts are: Alice in Wonderland (Carroll), Balzac and the Little Chinese Seamstress (Sijie) and A Midsummer Night's Dream (Shakespeare)  | Three Texts by different authors. Currently, the texts are: Alice in Wonderland (Carroll), Balzac and the Little Chinese Seamstress (Sijie) and A Midsummer Night's Dream (Shakespeare)   |

***How will I be Assessed?***

| <b>EXTERNAL ASSESSMENT 70%</b>                            | <b>SL</b>  | <b>HL</b>   |
|---|--|---|
| Paper 1: Unseen Literary Commentary<br><b>Examination</b> | 1 hour 30 minutes: analysis of an unseen text (either poetry or prose) in response to two guiding questions.<br><br><b>20%</b> | 2 hours: an independent analysis of an unseen text (either poetry or prose)<br><br><b>20%</b>   |
| Paper 2: Literary Genres<br><b>Examination</b>            | 1 hour 30 minutes: essay comparing at least two drama texts studied for Part 3<br><br><b>25%</b>                               | 2 hours: essay comparing at least two drama texts studied for Part 3<br><br><b>20%</b>  |
| Written Assignment<br><b>Coursework</b>                   | A 1200-1500 word essay written in response to one of the texts in translation studied for Part 1<br><br><b>25%</b>             | A 1200-1500 word essay written in response to one of the texts in translation studied for Part 1<br><br><b>25%</b>  |
|   | <b>SL</b>  | <b>HL</b>   |
| <b>Oral Commentary</b>                                    | A 10 minute oral examination in response to an extract taken from a text studied in class for Part 2<br><br><b>15%</b>         | A 20 minute oral examination – the first 10 minutes in response to an extract taken from a text studied in class for Part 2 and then a 10 minute discussion of another whole text studied for the same part of the course<br><br><b>15%</b> |
| <b>Oral Presentation</b>                                  | A 10-15 minute assessed class presentation in response to an aspect of the Film and Literature Study<br><br><b>15%</b>         | A 10-15 minute assessed class presentation in response to an aspect of the Film and Literature Study<br><br><b>15%</b>  |

## **What skills can I develop by taking this course?**

**English Literature A1 encourages students to develop all the skills included in the IB Learner Profile:**

### **Communication Skills and Critical Thinking**

- Discussions, debates and group work are an essential part of the course. You will express ideas and information confidently and creatively in a variety of modes of communication;
- You will have to present your opinions and respond to the views and judgements of others;
- Forming coherent arguments orally and in written assignments will be a core component;
- You will explore concepts, ideas and issues which have global relevance and importance, and acquire a body of knowledge which is relevant across a range of disciplines;
- You will explore the way writers and broadcasters have purposefully conveyed their ideas in a variety of texts.

### **Become a Reflective Learner, Inquirer and Risk-taker**

- Through planning assignments, presentations and reading schedules you will give thoughtful consideration to your own learning and personal development;
- Your natural curiosity is nurtured. You will acquire the skills necessary to conduct constructive inquiry and research, and become independent active learners;
- You will be encouraged to have the independence of spirit to explore new roles, ideas and strategies.

### **Information Communication Technology**

- You will regularly use ICT to carry out research, formulate audience-friendly presentations and word process essays.

### **Theory of Knowledge**

- English Literature A1 provides numerous opportunities for critical reflection, philosophical debate, and critical thinking. Literature related topics are a popular choice for the Extended Essay; nevertheless, the writing skills developed in English will be invaluable for this project, whatever your special interest is.

## **What could I go on to do at the end of this course?**

Students with English Literature A1 have a wide range of possible career and higher education opportunities. You will develop a variety of transferable skills during the course. These will include the ability to read closely, to infer, to deduce; you will also hone existing language skills in order to write coherently and cogently and to express in discussion a range of opinions and judgments. These skills will often underpin success in other subject areas but will also prove valuable in their own right.

English Literature and Language can also be studied in their own right at higher education, but also combine well with a range of other subjects in, especially, arts/ humanities-based subjects.

**GROUP 2**

**LANGUAGE**

**A2/B**

**AB INITIO**

# A STUDENT'S GUIDE TO IB HL & SL FRENCH B

## What do I need to know or be able to do before taking this course?

French B is a French language-learning programme designed for study at Standard and Higher Levels by students with previous experience of learning the language. Although a minimum of two years' study is recommended at Standard Level, it is preferable to have studied French successfully for at least four years. The main focus is on language acquisition and development. A minimum of a C grade at GCSE is required to be accepted on to the course. Your current language teacher will be able to help you make the best choice about which language to pursue.

## What will I learn on this course?

The aims of the French B programme are to:

- Develop the ability to communicate accurately and effectively in speech and in writing within a range of contexts;
- Develop the ability to understand and respond to the language demands of transactional and social contexts;
- Provide students with a sound linguistic base for further study, work and leisure;
- Offer insights into the culture of the countries where the language is spoken;
- Provide the opportunity for enjoyment, creativity and intellectual stimulation.

In addition

- The programme is based on Francophone culture, and all aspects of Language B must reflect this central focus.

The French B programme aims to develop the skills of text-handling, written production, listening and oral expression. Students are expected to be able to reflect upon and discuss world issues, and are required to express and justify their opinions both orally and in writing. Grammar is reviewed and developed continually and students are encouraged to record and review vocabulary methodically.

## What kind of student is this course suitable for?

IB is suitable for students who have obtained a minimum of five A\* to C grades at GCSE. A typical IB student is highly motivated with an enquiring mind and able to work independently. The IB programme fulfils the needs of students who are capable of analysing their own strengths and weaknesses and who are not afraid to take risks in a learning context. IB students have good communication skills and display empathy for the needs of others.

## How will my work be assessed?

Students will be assessed regularly on their text-handling techniques: which involves reading comprehensions and their written response to the texts. Students are also tested on their vocabulary and grammar on a regular basis.

| Paper                                     | Weighting   | Description  |
|---|---|--|
| Paper one: Text Handling<br><br>1 ½ hours | 25%<br><br>45 marks<br>SL 4 Texts<br><br>HL 5 Texts | This paper resembles the type of reading comprehensions you have already been doing. |

Students will also be assessed regularly on their writing techniques and will be expected to demonstrate an ability to write in a range of different styles for different purposes, with the appropriate language, vocabulary and register to fit the purpose.

| Paper   | Weighting | Description   |
|---|-----------|---|
| Paper two:<br>Written Production<br><br>1 ½ hours | 25%       | Writing<br>Section A: 1 task of 250 - 400 words based on the options selected from a choice of 5.<br>Section B: response of 150 -250 words to a stimulus text based on the core |

Oral assessment will be ongoing and students will be assessed on their ability to give their ideas on and discuss prepared and unprepared material with fluency, spontaneity and clarity.

| Paper   | Weighting   | Description   |
|---|---|---|
| Oral component<br><br>Individual oral: 12 minutes | 30%<br><br>Individual Oral 20%<br>+<br>Interactive Oral 10%<br>(Groups) | The Oral component consists of two oral assessments, one individual with the teacher and one group.<br>Choice of 2 photos as stimulus<br>15 minute preparation 2 parts<br>presentation and discussion |

Unlike GCSE there is no listening test at IB level and, apart from the group oral examinations take place at the end of Year 13.

| Paper                        | Weighting | Description   |
|------------------------------|-----------|---|
| New SL<br>Written assignment | 20%       | Inter textual reading followed by a written exercise of 300 – 400 words plus a 100 word rationale based on the core |

## **What skills can I develop by taking this course?**

**The French B programme helps to develop all the skills included in the IB Learner Profile:**

### **Communication skills, Open-mindedness and Critical Thinking**

- Students are expected to be able to reflect on and discuss world issues and are required to express and justify their opinions both orally and in writing;
- Group work, discussions and presentations in the target language will be an integral part of every lesson and you will have to respond to the views and judgements of others;
- Examining francophone culture and traditions is an essential part of the course;
- Your awareness of concepts and issues of global relevance will be expanded and you will have to apply thinking skills critically to complex problems and abstract ideas;

### **Becoming a Reflective Learner, Inquirer and Risk-Taker**

- You will analyse your own strengths and weaknesses in a constructive manner and will give thoughtful consideration to your own learning;
- You will be encouraged to become an independent active learner and to use the target language in and outside the classroom;
- Through debates and listening to other students' points of view, your independence of spirit will be nurtured and you will approach unfamiliar situations with confidence.

### **Theory of Knowledge**

- The French B course provides opportunities at both Standard and Higher Level for critical reflection and thinking. You will exercise initiative and creativity in approaching complex problems.

## **What could I go on to do at the end of this course?**

There will be a range of opportunities open to you, where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it. Having a language at IB will certainly improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at IB is an excellent step towards achieving your goals.

# A STUDENT'S GUIDE TO IB SL ARABIC AB INITIO

## What do I need to know or be able to do before taking this course?

The *ab initio* programme is a foreign language learning programme designed to be studied over two years at subsidiary level by students who have no previous experience of learning Arabic as target language here.

The programme meets the needs of the following IB students:

- Those who have had little or no opportunity for foreign language study in their earlier education and are therefore unable to fulfil IB diploma requirements for group 2.
- Those who are interested in learning a new, foreign language as part of their IB diploma, possibly in addition to language A2 or B.
- Those who are able to share their interests and opinions with other people who speak the language.
- Those who would like to learn about countries where the language is spoken.
- Those who would like to add an international dimension to their choices of subjects which is something many employers and higher education providers look for.
- Those who would like to learn many skills which are useful in a wide range of careers, such as the ability to communicate clearly, being confident about speaking in the public and using problem solving strategies.
- Those who are hardworking as the course is demanding in terms of vocabulary and grammar.

## What will I learn on this course?

### **LISTENING:**

Understanding straightforward conversational and colloquial Arabic.

### **SPEAKING:**

Conveying straightforward, factual information and responding appropriately in spontaneous discussion.

### **READING:**

Understanding straightforward information, distinguishing between key points and supporting detail, identifying basic elements of genre, purpose and audience.

### **WRITING:**

Conveying information and concepts clearly, organising key points and providing supporting detail, indicating personal attitudes completely.

## What kind of student is this course suitable for?

The successful IB student is self motivated and family supported who desires to challenge himself/herself intellectually and academically. He/she must be a competent reader and possesses conspicuous analytical and critical thinking skills. A certain level of intelligence and high scholarship are required for the course, but it is more important generally to have students with excellent study skills, diligence and perseverance. An IB programme applicant must be prepared to work hard, have good self-esteem, as well as possess a simple background about Arabic language and Arabic culture.

## What can I do after I've completed the course?

People with language skills and knowledge are highly thought of in the modern world. They stand out as talented and successful people, with broad and exciting horizons. Taking Arabic Ab initio means you will be:

- be able to study higher Arabic courses in reputable universities.
- add an extra dimension to your personal skills profile which will impress anyone who reads your C.V.
- be in a stronger position to get a job in a company with international links, or improve employability if you like to work abroad.

## How will my work be assessed?

The method of assessment used by IB is criterion-related. It is designed to measure the performance of candidates against the main objectives of the programme by using a combination of external and internal assessment methods as follows:

### ARABIC AB INITIO

#### INTERNAL ASSESSMENT:

Interactive oral activity: 15%

Individual oral: 15%

#### EXTERNAL ASSESSMENT: 70%

##### Terminal Examinations

Paper 1: Text handling and written response in target language – 40%

Paper 2: Two pieces of writing in the target language using a variety of registers – 30%

## **What skills can I develop by taking this course?**

In addition to completing the IB requirements, the students should be able to communicate information and some basic ideas clearly and effectively, in a limited range of situations. Also, they can understand and use accurately the essential spoken and written forms of the language in a limited range of situations. Furthermore, they can understand and use a limited range of vocabulary in common usage and can use a register that is generally appropriate to the situation and finally they should be able to show awareness of Arabic culture.

## **What could I go on to do at the end of this course?**

The IB was born of efforts to establish a common curriculum and university entry credential for students in many countries around the world. Following a course of studies leading to the award of IB Diploma makes students applying to American universities more competitive in relations to their peers. Students who earn IB Diploma may earn up to one year of advanced placement credit in American universities and colleges.

# A STUDENT'S GUIDE TO IB SL SPANISH AB INITIO

## What do I need to know or be able to do before taking this course?

Spanish Ab Initio is a Spanish language-learning programme designed for study at Standard Level by students with no previous experience of learning the language. Your current language teacher will be able to help you make the best choice about which language to pursue.

## What will I learn on this course?

The programme is communicative in that it focuses principally on interaction between speakers and writers of the language. The main aim of the programme is to prepare students to use the language appropriately in a range of contexts and in a variety of purposes. During the two year course you will be taught vocabulary and grammar that will enable you to communicate in everyday situations. You will also become familiar with the culture of the country or countries where the language is spoken.

## What kind of student is this course suitable for?

IB is suitable for students who have obtained a minimum of five A\* to C grades at GCSE. A typical IB student is highly motivated with an enquiring mind and able to work independently. The IB programme fulfils the needs of students who are capable of analysing their own strengths and weaknesses and who are not afraid to take risks in a learning context. IB students have good communication skills and display empathy for the needs of others.

## How will my work be assessed?

Students will be assessed regularly on their text-handling techniques, which involve reading comprehensions and their written response to the texts. They are also tested on their vocabulary and grammar on a regular basis.

| Paper   | Weighting | Description  |
|---|-----------|--|
| Paper one:<br>Receptive Skills<br><br>1 ½ hours | 30%       | Understanding of four texts.<br>Text handling exercises. |

Students will also be assessed regularly on their writing techniques and will be expected to demonstrate an ability to write in a range of different styles for different purposes, with the appropriate language, vocabulary and register to fit the purpose.

| Paper                                       | Weighting | Description   |
|---|-----------|---|
| Paper Two: Productive Skills<br><br>1 hours | 25%       | You will have to complete two written tasks in the form of a diary entry or letter or something similar.    |
| Written Assignment<br><br>2 hours           | 20%       | A piece of writing, 200 – 300 words, in the target language carried out in class under teacher supervision. |

Oral assessment will be ongoing and students will be assessed on their ability to give their ideas on and discuss prepared and unprepared material.

| Paper  | Weighting | Description   |
|--|-----------|---|
| Integrative Skills<br><br>Individual oral: 10 mins | 25%       | Three parts oral<br>1 - Presentation of visual stimulus.<br>2 - Follow up questions<br>3 - General conversation |

Unlike GCSE there is no listening test at IB level and, apart from the group oral examinations take place at the end of Year 13.

## What skills can I develop by taking this course?

The Spanish Ab Initio programme helps to develop all the skills included in the IB Learner Profile:

### Communication skills and Open-mindedness

- Students are expected to be able to communicate information and basic ideas clearly and effectively by the end of the course.
- Group work, discussions and presentations in the target language will form part of the course.
- Students are expected to become familiar with aspects of everyday life and the culture of the countries in which the target language is spoken.
- They should begin to understand the differences between their own culture and that of the language they are learning.

### Becoming a Reflective Learner, Inquirer and Risk-taker

- You will analyse your own strengths and weaknesses in a constructive manner and will give thoughtful consideration to your own learning.
- You will be encouraged to become an independent active learner and to use the target language in and outside the classroom.
- Through discussion and listening to other students' points of view, your independence of spirit will be nurtured and you will approach unfamiliar situations with confidence.

### Theory of Knowledge

- The Spanish Ab Initio course provides opportunities at Standard Level for exercising initiative and creativity in approaching communication problems.

## What could I go on to do at the end of this course?

There will be a range of opportunities open to you, where you can continue to use and further develop your language skills and knowledge of contemporary society. Some students choose to do degree courses in languages; others choose to pursue a Higher Education course in another subject, but choose a language option alongside it. Having a language at IB will certainly improve your employability, in particular with companies which have international branches. Whether you are interested in continuing your studies or working at home or abroad, a language course at IB is an excellent step towards achieving your goals.

**GROUP 3**

**INDIVIDUALS**

**AND**

**SOCIETIES**

# STUDENT'S GUIDE TO IB HL & SL ECONOMICS (New Specification for September 2012)

## What do I need to know or be able to do before taking this course?

You do not need to have studied Economics at GCSE in order to take Standard Level (SL) or Higher Level (HL) courses in the subject although some topics that feature in GCSE syllabuses will be developed within either SL or HL courses. It is important that you have an interest in economic affairs and a desire to explore why and how the study of economics contributes to an understanding of the modern world. If you have studied either Economics or Business Studies at GCSE you will be expected to have achieved at least a C grade.

## What will I learn on this course?

Economics is a dynamic social science, forming part of the study of individuals and society. Although economics involves the formulation of theory, it is not a purely theoretical subject: economic theories can be applied to real world examples. A key objective of the course is to promote an understanding of how economic theory can be applied in an international context. Economics is not a discreet subject; it incorporates elements of history, geography, psychology and many other related fields of study.

The economics course comprises of five modules;

- **Microeconomics:** demand, supply and elasticity, the theory of the firm, market failure;
- **Macroeconomics:** national income, introduction to development, macro-economic models, demand side and supply side policies, unemployment and inflation, distribution of income;
- **International issues:** reasons for trade, protectionism. economic integration, WTO, balance of payments, exchange rates, balance of payment problems, terms of trade;
- **Development economics:** sources of economic growth and development, consequences of growth, barriers to growth and/or development, growth and development strategies, evaluation of growth and development strategies.

## SL or HL?

The difference between SL and HL is one of depth. During the SL course you will explore a wide range of concepts. HL students will investigate the same concepts in more depth and is recommended (but not exclusively for) students who wish to take their Economics studies further at degree level. The new specification has increased the importance of mathematical skills; it is therefore advised that if you intend to study the HL Economics course that you are also either studying SL or HL Mathematics.

## What kind of student is this course suitable for?

This course will appeal to you if you wish to pursue a career as an accountant, business manager, politician, or in an economics-related profession. If you enjoy studying a subject that affects your own everyday life, want to keep your options open – Economics can be combined with a wide range of science, social science and humanities subjects.

You should have an active interest in the financial world and be prepared to read financial newspapers, as well as Economics periodicals such as Economics Review in order to supplement your knowledge and understanding.

### How will my work be assessed?

|                                     | <b>HL</b> |
|-------------------------------------|-----------|
| <b>Paper 1 Extended Response</b>    | 30%       |
| <b>Paper 2 Data Response</b>        | 30%       |
| <b>Paper 3 Quantitative Methods</b> | 20%       |
| <b>Portfolio of 3 Commentaries</b>  | 20%       |
| <b>Total</b>                        | 100%      |

|                                    | <b>SL</b> |
|------------------------------------|-----------|
| <b>Paper 1 Extended Response</b>   | 40%       |
| <b>Paper 2 Data Response</b>       | 40%       |
| <b>Portfolio of 3 Commentaries</b> | 20%       |
| <b>Total</b>                       | 100%      |

### What skills can I develop by taking this course?

Students will learn to be inquirers by seeking out information from a variety of sources including web and print media they will learn how to knowledgeably feed this into their own writings and class discussions. Students will critically analyse how the interlocking world economy has developed and how decisions made by individuals, firms and governments have a global impact. They will look at complex economic, political and social issues; analyse the impact of potential decisions and make reasoned and often difficult decisions. During the course students will have the opportunity to communicate their views through a variety of media and will be expected to confidently present information to small and large groups, they will learn how to be reflective and critique their own performance to develop a well balanced approach to their learning. Students will learn how to use data and value judgements to make calculated economic and business risks and caringly look at how different cultural viewpoints could alter those decisions. The subject material helps students to evaluate more than just monetary costs; they are challenged look open-mindedly and see how a principled approach to economic thinking can be used to make improvements for all in a global context.

### What could I go on to do at the end of this course?

Economics is widely accepted by universities for many diverse courses and employers recognize its strong academic potential. This course will provide you with a wide range of transferable skills and therefore can be useful in many other subjects and careers.

# A STUDENT'S GUIDE TO IB HL & SL GEOGRAPHY

## What do I need to know or be able to do before taking this course?

As Geography is a subject focused on real world issues, it is more important that students are inquisitive about the world around them and have a genuine drive to find answers to what they observe, than have a GCSE. An interest in their environment and global issues, coupled with the ability to communicate ideas effectively will be more valuable than previous experience. The background provided by Key Stage 4, would be an acceptable amount to study IB SL/HL.

## What will I learn on this course?

Geography is an increasingly relevant subject in the modern world of globalisation, international trade and development and mass communication systems. It is based in the present, with an eye on the future and will therefore arm students with valuable and transferable skills. These skills include; the use of multi-media resources for researching, analysing and presenting data, constructing arguments and producing written and spoken reports.

Both Higher Level and Standard Level students study the Core Themes as shown below

Areas that will be focused on in the Core Themes:

1. Populations in Transition
2. Disparities in Wealth & Development
3. Patterns in Environmental Quality & Sustainability
4. Patterns in Resource Consumption

In addition, HL students complete 3 Optional Themes and SL students 2, from;

1. Freshwater – issues & conflicts
2. Oceans & their coastal margins
3. Extreme environments
4. Hazards & Disasters – risk assessment and response
5. Leisure, sport & tourism
6. The geography of food & health
7. Urban environments

The HL students will also study the following compulsory topics:-

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

HL & SL students will also undertake fieldwork in order to complete their Internal Assessment (IA)

## What kind of student is this course suitable for?

Students with lively and inquiring minds, who take an interest in their environment and the current issues faced on a local, national and global scale. Someone with the ability to communicate ideas effectively and enjoys the opportunity to hear and debate differing opinion and view points. Geography links well to all science, arts and social science subjects. Geography hones all the skills that will help throughout this course, further education and beyond.

## How will my work be assessed?

There are two examination papers at the end of the two year course and one piece of coursework that is assessed internally.

| Paper               | Assessment   |   | Percentage of Total |          |
|---------------------|--|---|---------------------|----------|
|                     | Higher   | Standard  | Higher              | Standard |
| 1 - Core Themes     | 1½ hours: Students answer all short-answer questions plus one extended response question |   | 25%                 | 40%      |
| 2 - Optional Themes | 2 hours: 3 structured questions on their chosen options;                                 | 1 hour 20 mins: 2 structured questions on their chosen options; | 35%                 | 35%      |
| 3 – HL Extension    | 1 hour: students answer one of three essay questions                                     |   | 20%                 |          |
| Internal Assessment | 1 piece of coursework based on 1 theme covered during the course. Maximum 2,500 words.   |   | 20%                 | 25%      |

## What skills can I develop by taking this course?

The topics will be approached as a series of investigations, which means students will acquire their knowledge while developing their inquiry and critical thinking skills. As the topics focus on people and their situations, they will generate strong opinions from differing points of view. Therefore, students will need to practise being open-minded and caring, while balancing a principled attitude with the need to take risks in the pursuit of solutions. Reflection and evaluation will be used to help them assess their progress, ensuring their advance.

## What could I go on to do at the end of this course?

A Geographer is numerate, literate, has well-developed skills of analysis and synthesis, and is confident presenting opinions and solutions. This extensive range of skills is much-sought after by universities and employers alike.

For university courses, Geography supports applications to science-based courses such as engineering, psychology, environmental sciences, oceanography, geology and sports science; and as a humanity Geography is a good basis for business, law, media studies and philosophy. Geographers can emerge from university with a BA, BSc, BSocSc or BEd making them competitive in the work place. Career wise, Geography opens all doors and the skills are welcomed in a vast variety of career paths ranging from the financial world of accountancy, banking and broking to the creative arenas of advertising, marketing and journalism.

# A STUDENT'S GUIDE TO IB HL & SL HISTORY

## **What do I need to know or be able to do before taking this course?**

Students wishing to choose IB History are required to have 5 A – C GCSE passes to gain admittance to the Sixth Form. GCSE History is not a pre-requisite; however, it would be an advantage. Good English language skills are required. Students are expected to have a strong interest in the subject as they will be expected to do background reading and preparation in their own time in order to consolidate the necessary subject knowledge.

## **What will I learn on this course?**

IB History provides students with the opportunity to study a wide range of modern history topics from across the globe.

### **Standard Level**

#### **Paper 1**

Students will study Communism in Crisis, which concentrates on the major challenges facing the regimes in the leading Communist States 1979-1989, and the nature of the response of these regimes. Areas that will be studied include the struggle for power after the death of Mao Zedong, China under Deng Xiaoping, the Brezhnev era, Gorbachev and the fall of Communism. This is a source-based examination.

#### **Paper 2**

Students will study the origins and development of authoritarian and single-party states focusing on Hitler and Mao, the origins and development of the Cold War 1945-1990. This is examined through a choice of essays.

#### **Historical Investigation**

Candidates are able to study an area of History that interests them. The investigation allows students to search, select and evaluate information to reach a judgement or solve a problem.

### **Higher Level**

In addition to the topics on the Standard Course, Higher Level students undertake courses on Imperial Russia, revolutions and the emergence of the Soviet State 1853-1924, the Soviet Union and Eastern Europe 1924-2000, and the Interwar Years: Conflict and co-operation 1919-39. Importantly, there are many overlaps with the Standard Level material, which allows the students more choice on the examination paper, which is again examined through a choice of essays.

## **What kind of student is this course suitable for?**

IB History will appeal to students with an interest in History, even if it has not been previously studied at examination level. If you have a curiosity about the world and why the world in which you live is the way it is today – then History is for you! If you enjoy discussion, debate, can think for yourself and want to learn to argue more effectively whilst still appreciating the validity of other people's opinions – we can help. History is a highly regarded subject and excellent grounding for many university courses and careers.

## How will my work be assessed?

| Component |                          |                     | Duration               | Standard | Higher |
|-----------|--------------------------|---------------------|------------------------|----------|--------|
| 1         | Paper 1                  | Standard and Higher | 1 hour                 | 30%      | 20%    |
| 2         | Paper 2                  | Standard and Higher | 1 hour and 30 minutes  | 45%      | 25%    |
| 3         | Historical Investigation | Standard and Higher | -                      | 25%      | 20%    |
| 4         | Paper 3                  | Higher Level        | 2 hours and 30 minutes | -        | 35%    |

## What skills can I develop by taking this course?

History, as a subject, naturally lends itself to many areas of the Learner Profile; Historians have inquiring minds, have developed their powers of critical thinking, are obviously knowledgeable about their subject and its' impact on the modern world, they have excellent communication skills whilst remaining open minded and well-balanced.

Whilst studying History at IB students will fulfil all of the areas of the Learner Profile in addition to being able to:

1. Comprehend, analyse, evaluate and integrate source material critically as historical evidence.
2. Demonstrate historical understanding of 20th century world history through the acquisition, selection, effective use and synthesis of knowledge.
3. Explain different approaches to, and interpretations of, historical events and topics.
4. Place events in their historical context.
5. Explain the causes and effects of historical continuity and change.
6. Present arguments that are clear, coherent, relevant and well substantiated
7. Present historical explanations from an international perspective.
8. Plan, organize and present an individual historical investigation.

In addition to the above candidates at higher level will be expected to:

9. Demonstrate an in-depth historical understanding of approximately 100 years of history (from between circa 1750 to 1995) of one region, through the acquisition, selection, effective use and synthesis of knowledge.

## What could I go on to do at the end of this course?

History is regarded as an excellent qualification for careers in Law, Journalism, business, finance, police and social work, personnel management and many others. Widely recognized as providing training in analyzing evidence, Historians are valued for their ability to think for themselves and not to accept everything they see at face value. History is accepted as a valuable qualification for all University and career entrants.

**GROUP 4**

**EXPERIMENTAL**

**SCIENCES**

# A STUDENT'S GUIDE TO IB HL & SL BIOLOGY

## What do I need to know or be able to do before taking this course?

HL and SL IB Biology are very demanding courses and they require that you dedicate time and effort in order to achieve your full potential. Students should be aiming to achieve at least Grade BB in the IGCSE Double Award or Grade B in IGCSE Biology to be considered for the HL or SL course. A strong background in Mathematics and English would also be an advantage in this subject.

## What will I learn on this course?

### SL COURSE OUTLINE

UNIT 1 Statistical Analysis

UNIT 2 Cells

- Cells and organelles, prokaryotes and eukaryotes

UNIT 3 The Chemistry of Life

- Biochemistry, enzymes, DNA, respiration and photosynthesis

UNIT 4 Genetics

- Theoretical and practical genetics, Mitosis and Meiosis

UNIT 5 Ecology and Evolution

- Ecosystems, evolution, studying populations and Field Trips.

UNIT 6 Human Health and Physiology

- Digestion and Gas Exchange, Neurones and Hormones, Homeostasis, Reproduction.

### HL COURSE OUTLINE

HL FOLLOWS THE CORE and OPTIONS IN SL BUT ALSO FEATURES.....

UNIT 7 Nucleic Acids and Proteins

- DNA Structure and Replication, Transcription/Translation

UNIT 8 Cell Respiration and Photosynthesis

- Glycolysis, Krebs Cycle, Electron Transport Chain, Light-dependent and independent Photosynthesis

UNIT 9 Plant Science

- Structure, function, angiospermophytes, reproduction

UNIT 10 Genetics

- meiosis, dihybrid crosses and linkages, polygenic inheritance

UNIT 11 Human Health and Physiology

- Defence against diseases, muscles and movements, kidney & reproduction

### Optional Units

Two of the following options, decided by the teacher, will be studied during the course:

#### At SL only

Option A Human Nutrition and Health

- Diet, nutrition and energy

Option B Physiology of Exercise

- Muscles, Pulmonary and Cardiovascular Systems, Respiration, Training and Injuries

Option C Cells and Energy

- Proteins, enzymes, respiration and photosynthesis

## At SL and HL

Option D Evolution

- Origin of life, speciation, human evolution.

Option E Neurology and Behaviour.

- Stimulus and response, innate learning and behavior, neurotransmitters and synapses.

Option F Microbes and biotechnology.

- Diversity of microbes, microbes in the environment and with biotechnology, metabolism of microbes.

Option G Ecology and conservation.

- Community ecology, ecosystems, human impact, population ecology.

## At HL only

Option H Further Human Physiology.

- Hormonal control, digestion, liver, transport systems, gas exchange.

## **What kind of student is this course suitable for?**

- Has an interest in the study of living organisms
- Enjoys carrying out investigations in the laboratory or as fieldwork
- Interested in the developments of “new” biology topics such as genetic engineering and its impact on society.
- Wants to use Biology to support other qualifications such as Chemistry, Physics, Maths and Geography.

## **How will my work be assessed?**

- Internal Assessment
- Investigations
- Group 4 Project
- External Assessment
- Paper 1 Multiple Choice (45 min / 1 hr)
- Paper 2 SL/HL Units (1hr 15 min / 2 hrs 15 min)
- Paper 3 SL/HL Options Units (1 hr / 1 hr 15 min)

## **The study of Biology necessitates that students are:**

- **Inquirers.** Curiosity in biological ideas is nurtured. Students acquire the skills necessary to conduct constructive inquiry and research into chemical processes and ideas and, in doing so, become independent active learners.
- **Knowledgeable.** Biology is a complex subject and the environment is a worldwide concern. During the course students explore biological concepts, ideas and issues which have global relevance and importance. They explore the connections between biology and other subjects.
- **Critical thinkers.** Biologists must be particularly good problem solving, throughout the course and particularly in their group 4 project.
- **Communicators.** The biology course is structured in order to enable students to understand and express ideas and information confidently and creatively using a variety of modes of communication including discussions about topical issues, presentations and written work.

- **Risk-takers.** During the course, and particularly during their group 4 projects, biologists learn to approach unfamiliar practical work with confidence and forethought built up over time, and have the independence of spirit to explore new roles, ideas and strategies.
- **Principled.** Biologists must have a sound grasp of the principles of moral reasoning. This is important throughout the course but particularly when dealing with the issues involved in option D.
- **Caring** Biologists work together, particularly during projects and experimental work which necessitates empathy, compassion and respect towards the needs and feelings of others. The environment is very important to biologists of the twenty first century and they are expected to have a personal commitment to action and service to make a positive difference.
- **Open-minded** It is important that Scientists consider the values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view, particularly when making decisions which will affect the lives of others.
- **Well-balanced.** Biology is a challenging subject and it is important that students appreciate the need for a balance between academic work and other activities.
- **Reflective.** The biology course allows students to give thoughtful consideration to their own learning and personal development. Individually and in groups they are able to analyze their strengths and weaknesses in a constructive manner.

## What skills can I develop by taking this course?

You will develop your team work abilities during the group 4 project. Science enables you to use your sense of perception, which is enhanced by technology and combined with reason, allowing you to communicate your thoughts and ideas. Many international bodies now promote science, including the UNESCO, and UNEP. Other international collaborations include mapping of the human genome project. Other international problems faced by biologists are climate change, epidemics such as AIDS, and numerous others.

## What could I go on to do at the end of this course?

Biology leads to a wide range of science degree courses and entry into many areas of employment. Biology will also give you access to a wide range of degree courses outside of science because the analytical and communication skills you will develop are also valued for admissions to courses in business, accountancy, law and many others.

# A STUDENT'S GUIDE TO IB HL & SL CHEMISTRY

## What do I need to know or be able to do before taking this course?

HL and SL IB Chemistry are very demanding courses and they require that you dedicate time and effort in order to achieve your full potential. Students should be aiming to achieve at least Grade BB in the IGCSE Double Award or Grade B in IGCSE Chemistry to be considered for the HL or SL course. A strong background in Mathematics and English would also be an advantage in this subject.

## What will I learn on this course?

### For Standard Level Students

| Topic(s) | Title                           | Number of hours of Study |
|----------|---------------------------------|--------------------------|
| 1        | Quantitative chemistry          | 12.5                     |
| 2        | Atomic Structure                | 4                        |
| 3        | Periodicity                     | 6                        |
| 4        | Bonding                         | 12.5                     |
| 5        | Energetics                      | 8                        |
| 6        | Kinetics                        | 5                        |
| 7        | Equilibrium                     | 5                        |
| 8        | Acids and Bases                 | 6                        |
| 9        | Oxidation and reduction         | 7                        |
| 10       | Organic Chemistry               | 12                       |
| 11       | Measurement and data processing | 2                        |

Finally, students will cover 2 optional topics.

***These will be selected by your teachers from those listed below:***

|          |                                      |    |
|----------|--------------------------------------|----|
| Option A | Modern Analytical Chemistry          | 15 |
| Option B | Human Biochemistry                   | 15 |
| Option C | Chemistry in Industry and Technology | 15 |
| Option D | Medicines and Drugs                  | 15 |
| Option E | Environmental Chemistry              | 15 |
| Option F | Food Chemistry                       | 15 |
| Option G | Further Organic Chemistry            | 15 |

All students will spend a significant amount of time on the Internal Assessment (IA). This consists of an interdisciplinary, Group 4 Project (10-15 hours) and a series of Laboratory Investigations (40 hours). Students will develop Laboratory Workbooks in which they will record all data and develop their Practical Reports.

## For Higher Level Students

| Topic(s) | Title                           | Number of hours of Study |
|----------|---------------------------------|--------------------------|
| 1        | Quantitative chemistry          | 12.5                     |
| 2        | Atomic Structure                | 4                        |
| 3        | Periodicity                     | 6                        |
| 4        | Bonding                         | 12.5                     |
| 5        | Energetics                      | 8                        |
| 6        | Kinetics                        | 5                        |
| 7        | Equilibrium                     | 5                        |
| 8        | Acids and Bases                 | 6                        |
| 9        | Oxidation and reduction         | 7                        |
| 10       | Organic Chemistry               | 12                       |
| 11       | Measurement and data processing | 2                        |
| AHL      |                                 |                          |
| 12       | Atomic structure                | 3                        |
| 13       | Periodicity                     | 4                        |
| 14       | Bonding                         | 5                        |
| 15       | Energetics                      | 8                        |
| 16       | Kinetics                        | 6                        |
| 17       | Equilibrium                     | 4                        |
| 18       | Acids and Bases                 | 10                       |
| 19       | Oxidation and reduction         | 5                        |
| 20       | Organic Chemistry               | 10                       |

Finally, students will cover 2 optional topics.

***These will be selected by your teachers from those listed below:***

|          |                                      |    |
|----------|--------------------------------------|----|
| Option A | Modern Analytical Chemistry          | 22 |
| Option B | Human Biochemistry                   | 22 |
| Option C | Chemistry in Industry and Technology | 22 |
| Option D | Medicines and Drugs                  | 22 |
| Option E | Environmental Chemistry              | 22 |
| Option F | Food Chemistry                       | 22 |
| Option G | Further Organic Chemistry            | 22 |

All students will spend a significant amount of time on the Internal Assessment (IA). This consists of an interdisciplinary, Group 4 Project (10-15 hours) and a series of Laboratory Investigations (50 hours). Students will develop Laboratory Workbooks in which they will record all data and develop their Practical Reports.

## What kind of student is this course suitable for?

This qualification is suitable for students who:

- have an interest in, and enjoyment of chemistry
- enjoy carrying out investigation by the application of imaginative, logical and critical thinking
- want to use chemistry to support other qualifications or progress onto further studies or employment

## How will my work be assessed?

### SL Assessment

| Paper | Weighting | Duration | Format  |
|-------|-----------|----------|---|
| 1     | 20%       | 45 mins  | 30 multi-choice questions on Core   |
| 2     | 32%       | 75 mins  | A) Database question and short answer<br>B) Choice of one question from three |
| 3     | 24%       | 60 mins  | Questions on the 2 options studied  |

### HL Assessment

| Paper | Weighting | Duration | Format  |
|-------|-----------|----------|---|
| 1     | 20%       | 60 mins  | 40 multi-choice questions on Core + AHL   |
| 2     | 36%       | 135 mins | A) Compulsory questions on Core + AHL<br>B) Choice of two questions from four on Core + AHL |
| 3     | 20%       | 75 mins  | Questions on the 2 options studied  |

The IA (Internal Assessment) is worth 24%

## What skills can I develop by taking this course?

The study of Chemistry necessitates that students are:

- **Inquirers.** Curiosity in chemical ideas is nurtured. Students acquire the skills necessary to conduct constructive inquiry and research into chemical processes and ideas and, in doing so, become independent active learners.
- **Knowledgeable.** Chemistry is a complex subject and the chemical industry worldwide is a huge concern. During the course students explore chemical concepts, ideas and issues which have global relevance and importance. They explore the connections between chemistry and other subjects.
- **Critical thinkers.** Chemists must be particularly good problem solving, throughout the course and particularly in their group 4 project.
- **Communicators.** The chemistry course is structured in order to enable students to understand and express ideas and information confidently and creatively using a variety of modes of communication including discussions about topical issues, presentations and written work.
- **Risk-takers.** During the course, and particularly during their group 4 projects, chemists learn to approach unfamiliar practical work with confidence and forethought built up over time, and have the independence of spirit to explore new roles, ideas and strategies.
- **Principled.** Chemists must have a sound grasp of the principles of moral reasoning. This is important throughout the course but particularly when dealing with the issues involved in option D.
- **Caring** Chemists work together, particularly during projects and experimental work which necessitates empathy, compassion and respect towards the needs and feelings of others. The environment is very important to chemists of the twenty first century and they are expected to have a personal commitment to action and service to make a positive difference.

- **Open-minded** It is important that Scientists consider the values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view, particularly when making decisions which will affect the lives of others.
- **Well-balanced.** Chemistry is a challenging subject and it is important that students appreciate the need for a balance between academic work and other activities.
- **Reflective.** The chemistry course allows students to give thoughtful consideration to their own learning and personal development. Individually and in groups they are able to analyze their strengths and weaknesses in a constructive manner.

### **What could I go on to do at the end of this course?**

Chemistry leads on to a wide range of degree courses leading on to a career in Chemistry, Medicine, Pharmacy, Environmental Sciences, Dentistry, to name but a few. The analytical skills and knowledge developed in studying Chemistry, **The Central Science**, are valued for admission to courses such as Accountancy, Law and many others.

# A STUDENT'S GUIDE TO IB/HL&SL PHYSICS

## What do I need to know or be able to do before taking this course?

IB Physics at HL and SL level is demanding and requires dedication and ability. Students should be aiming to achieve at least Grade BB in the IGCSE Double Award or Grade B in IGCSE Physics to be considered for the HL or SL course. A strong background in Mathematics would be an advantage in this subject.

Communication is also important in physics so you will need to be able to communicate effectively, be able to research and critically think about problems.

## What will I learn on this course?

Physics is a group 4 subject and is offered at Higher Level (HL) and Standard Level (SL). Topics covered are:

| Core Topics | Title                            | Number of Hours |
|-------------|----------------------------------|-----------------|
| 1           | Physics and physical measurement | 5               |
| 2           | Mechanics                        | 17              |
| 3           | Thermal physics                  | 7               |
| 4           | Oscillations and waves           | 10              |
| 5           | Electric currents                | 7               |
| 6           | Fields and forces                | 7               |
| 7           | Atomic and nuclear physics       | 9               |
| 8           | Energy, power and climate change | 18              |
|             | <b>Total hours</b>               | <b>80</b>       |

| AHL Topics | Title                               | Number of Hours |
|------------|-------------------------------------|-----------------|
| 9          | Motion in fields                    | 8               |
| 10         | Thermal physics                     | 6               |
| 11         | Wave phenomena                      | 12              |
| 12         | Electromagnetic induction           | 6               |
| 13         | Quantum physics and nuclear physics | 15              |
| 14         | Digital technology                  | 8               |
|            | <b>Total hours</b>                  | <b>55</b>       |

All students will spend a significant amount of time on the Internal Assessment (IA), which consists of an interdisciplinary project (The Group 4 Project) and a series of practical activities. Students will spend 60 hours at HL and 40 hours at SL on the Practical Activities. This includes 10 hours spent on the Group 4 Project. A log will be kept of the activities to ensure that the time requirements are met. The IA is worth 24% of the final assessment.

Finally, students will cover two optional topics. Students at SL are required to study any **two** options from A-G (15 hours each). Students at HL are required to study any **two** options from E-J (22 hours each).

**The topics will be selected by your teachers from those listed below:**

| SL Options | Title                               | Number of Hours |
|------------|-------------------------------------|-----------------|
| A          | Sight and wave phenomena            | 15              |
| B          | Quantum physics and nuclear physics | 15              |
| C          | Digital technology                  | 15              |
| D          | Relativity and particle physics     | 15              |

| SL&HL Options | Title                 | Number of Hours |
|---------------|-----------------------|-----------------|
| E             | Astrophysics          | 15/22           |
| F             | Communications        | 15/22           |
| G             | Electromagnetic waves | 15/22           |

| HL Options | Title            | Number of Hours |
|------------|------------------|-----------------|
| H          | Relativity       | 22              |
| I          | Medical physics  | 22              |
| J          | Particle physics | 22              |

## How will my work be assessed?

### Standard Level

| Component | Overall Weighting | Duration (Minutes) | Format & Syllabus Coverage  |
|-----------|-------------------|--------------------|---|
| Paper 1   | 20%               | 45                 | 30 multi-choice questions on the core   |
| Paper 2   | 32%               | 75                 | A) Compulsory questions on the core<br>B) One extended response question on the core from a choice of three |
| Paper 3   | 24%               | 60                 | Questions on the two options studied  |

### Higher Level

| Component | Overall Weighting | Duration (Minutes) | Format & Syllabus Coverage   |
|-----------|-------------------|--------------------|--|
| Paper 1   | 20%               | 60                 | 40 multi-choice questions on Core + AHL  |
| Paper 2   | 36%               | 135                | A) Compulsory questions on Core + AHL<br>B) Two extended response question on the core and AHL from a choice of four |
| Paper 3   | 20%               | 75                 | Questions on the 2 options studied   |

The IA (Internal Assessment) is worth 24%

## What kind of student is this course suitable for?

### IB Physics is suitable for students who:

- have an interest in, and enjoy physics
- want to find out about how things in the physical world work
- enjoy applying their mind to solving problems
- enjoy carrying out investigations by the application of imaginative, logical thinking
- want to use physics to support other qualifications or progress onto further studies or employment

## What skills can I develop by taking this course?

The study of Physics necessitates that students are:

- **Inquirers.** Curiosity in understanding the basic laws that govern everything from the very small subatomic scale to the very large cosmic scale is nurtured. Students acquire the skills necessary to conduct constructive inquiry and research into physical processes and ideas and, in doing so, become independent active learners.
- **Knowledgeable.** Physics is a complex subject and there is much valuable research going on in the world of particle physics in particular. During the course students will explore the many varied concepts, ideas and issues which have global relevance and importance to physicists today. They will explore the links and interdependence between physics and other subjects.
- **Critical thinkers.** Physicists must be good problem solvers, throughout the course and particularly during their group 4 project.
- **Communicators.** The physics course is structured in order to enable students to understand and express ideas and information confidently and creatively using a variety of modes of communication including discussions about topical issues, presentations and written work.
- **Risk-takers.** During the course, and particularly during their group 4 projects, physicists learn to approach unfamiliar practical work with confidence and forethought built up over time, and have the independence of spirit to explore new roles, ideas and strategies.
- **Principled.** Physicists must have a sound grasp of the principles of moral reasoning. This is important throughout the course but particularly when dealing with the issues involved in the options.
- **Caring** Physicists work together, particularly during projects and experimental work which necessitates empathy, compassion and respect towards the needs and feelings of others. The environment is very important to physicists of the twenty first century and they are expected to have a personal commitment to action and service to make a positive difference.
- **Open-minded** It is important that Scientists consider the values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view, particularly when making decisions which will affect the lives of others.
- **Well-balanced.** Physics is a challenging subject and it is important that students appreciate the need for a balance between academic work and other activities.
- **Reflective.** The physics course allows students to give thoughtful consideration to their own learning and personal development. Individually and in groups they are able to analyse their strengths and weaknesses in a constructive manner.

## **What could I go on to do at the end of this course?**

Physics leads on to a wide range of degree courses which prepare students for careers in many areas such as:

Pure Physics, Engineering, Communications, Space Physics, Nuclear Physics, Cosmology, Astrophysics, Radiography, Biotechnology, Nuclear Medicine, Sports Medicine, Medicine, Environmental Sciences, Education, Dentistry.

There are many more career opportunities for the physicist and the analytical skills and knowledge developed in studying physics, The Fundamental Science, is valued for admission to many university courses such as Accountancy, Law, Architecture and countless others.

# A STUDENT'S GUIDE TO IB HL & SL DESIGN & TECHNOLOGY

## What do I need to know or be able to do before taking this course?

The only requirement to start the course is that you have a **proven, genuine interest in the subject and a desire to learn**. However, you also need to be realistic in your expectations: students who have achieved a grade B or higher at GCSE will be suited to Higher Level courses. Students who have a lower grade or have not studied a Technology related course will find it more challenging, so would be wise to consider the Standard Level option. However, any student with a proven interest and capability in designing and making is welcome on the Diploma programme. This could be from a GCSE or equivalent course that you have studied, a portfolio of work that you bring with you or a recommendation from your teacher. If you are in any doubt, seek advice from a member of the Design Technology Department.

## What will I learn on this course?

The central core of the Design Technology course is the design process with the emphasis on problem solving. The course provides you with a broad understanding of issues relating to designing and manufacturing using modern materials and processes. You also have to learn about the increasing role of the designer's responsibility in terms of ethics and the environment. In many parts of the course, you will learn about Design Technology by designing and making products so the learning is practical and fun.

**Course structure:** Standard Level: 150 hours. Higher Level: 240 hours.

### Core topics:

| Standard Level Topics: |                     | Additional Higher Level Topics: |                                   |
|------------------------|---------------------|---------------------------------|-----------------------------------|
| Topic 1:               | Design process      | Topic 8:                        | Energy                            |
| Topic 2:               | Product innovation  | Topic 9:                        | Structures                        |
| Topic 3:               | Green design        | Topic 10:                       | Mechanical design                 |
| Topic 4:               | Materials           | Topic 11:                       | Advanced manufacturing techniques |
| Topic 5:               | Product development | Topic 12:                       | Sustainable development           |
| Topic 6:               | Product design      |                                 |                                   |
| Topic 7:               | Evaluation          |                                 |                                   |

### Option C:

The option currently being offered is CAD/CAM. The content of this course is summarised below:

|                  | Standard level                          | Higher level   |
|------------------|---|--|
| <b>Option C:</b> |   |  |
| <b>CAD/CAM</b>   | C1 Impact of CAD on the design process  | C6 Materials   |
|                  | C2 CAM systems                          | C7 Robots  |
|                  | C3 Impact of CAD / CAM on manufacturing | C8 Social, moral, economic and environmental aspects |
|                  | C4 Rapid prototype manufacturing        |  |
|                  | C5 CAD CAM products                     |  |

### Practical Work:

In the first year you will undertake a range of investigations and project work set by the teacher and conducted throughout the course. This is your assessed coursework for Year 12.

In Year 13 you will undertake a major project of your own choice which incorporates the full design and make process. This is also assessed coursework.

### Group 4 Project:

This is a 10 hour, collaborative activity where you will work with others from different Group 4 subjects on a scientific or technological topic. The Project allows you to appreciate the environmental, social and ethical implications of science and technology. The emphasis is on interdisciplinary cooperation and the processes involved in scientific investigation, rather than the products of such investigation.

### What kind of student is this course suitable for?

It has already been stated that you need to have a genuine interest in the subject and a desire to learn. Additionally, you need to have an enquiring mind, be interested in how and why things work, and enjoy undertaking practical investigations and activities. In short, if you like learning by doing and using your creative potential, this could be the course for you.

## How will my work be assessed?

The course is assessed through three examination papers, a range of internally set practical investigations and a major project:

### Paper 1: (20%)

**Standard level:** 45 minutes. 30 multiple choice questions on the CORE THEORY

**Higher level:** 1 hour. 40 multiple choice questions on the CORE THEORY plus ADDITIONAL HIGHER LEVEL TOPICS

### Paper 2: (24%)

**Standard level:** 1 hour. *Section A:*

Data based question plus several short answer questions – all compulsory based on CORE THEORY.

*Section B:*

One extended question from a choice of three based on the CORE THEORY.

**Higher level:** 1 hour 45 minutes.

*Section A:* Data based question plus several short answer questions – all compulsory based on CORE THEORY plus ADDITIONAL HIGHER LEVEL TOPICS.

*Section B:*

One extended question from a choice of three based on the CORE THEORY plus ADDITIONAL HIGHER LEVEL TOPICS.

### Paper 3: (20%)

**Standard level:** 1 hour. Several short answer questions and one extended response question based on the OPTION – all compulsory.

**Higher level:** 1 hour 15 minutes. Several short answer questions and one extended response question based on the OPTION – all compulsory.

### Investigations: (coursework) (18%)

A range of investigations and project work set by the teacher and conducted throughout the course. This will form the basis of your portfolio.

### Major project: (18%)

A project of your choice which represents the full design and make process, started at the end of Year 12 and concluded around March of Year 13. This is also a major item in your portfolio.

### Group 4 Project:

The Project is used to assess personal skills only and it is the only place on the course where these are assessed. The marks awarded are included in the overall coursework total.

## **What skills can I develop by taking this course?**

The Design Technology course encourages you to use this subject to gain knowledge and skills of design principles used 'to conceive a plan' for solving problems. Design consists of gaining information about the world around us, processing that information and using it to form a strategy to alter or improve a situation. IB Design Technology also encourages you to study social issues, cultures, values, emphasising good design judgement and responsibility in producing the best solution. These are essential analytical, problem-solving skills in all walks of life. You will also study scientific principles in the laws, properties and development of new products, production techniques and systems, in order to understand scientific and technological advances in society and its interaction with the environment. The design cycle is at the core of this programme and your ability to design will be developed throughout the course.

## **What could I go on to do at the end of this course?**

The qualification provides a foundation for entry into a broad range of university courses including:

Engineering, Architecture, Industrial Design, Graphic Design, Medical Technology, Manufacturing, Robotics, Control Systems, Craft, Fashion design, Jewellery, Furniture and Interior design, Landscaping, Environmental design, Sports Science and Technology, Education, Aeronautics, Computer Aided Design, Computer Aided Manufacture, Management, ... the list is almost endless!

If you have a specific career or course in mind, you can build up your portfolio and project work to support your application. The flexible nature of the course allows for this. Alternatively, if you do not decide to pursue a design-related course at tertiary level, you will have had an excellent grounding in a wide range of important transferable skills for life and work in the 21<sup>st</sup> century.

# **GROUP 5**

# **MATHEMATICS**

**NB. All students will need to purchase a Graphical Calculator at a cost of approximately BD50 through St Chris. Purchase outside of St Chris may cost as high as BD80.**

# A STUDENT'S GUIDE TO IB/SL MATHEMATICAL STUDIES

## What do I need to know or be able to do before taking this course?

Mathematical Studies is designed for those students who are not likely to achieve the top grades in their Mathematics GCSE examinations. You should discuss your course selection with your Mathematics teacher and the advice given to you will be based upon all internal and external assessments undertaken during your current Mathematics course.

## What will I learn on this course?

### Core Syllabus Content

All topics are compulsory. Students must study all sub-topics in each of the topics in the syllabus listed as follows: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics & Probability and Calculus.

### Portfolio

This internally assessed component offers students opportunities to take a considered approach to exploring different ways of approaching a problem without the time constraints of a written examination and to develop skills in communicating mathematical ideas. There are two pieces of work, based on different areas of the syllabus, representing the following two types of tasks: mathematical investigation and mathematical modelling.

## What kind of student is this course suitable for?

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

## How will my work be assessed?

### Externally assessed written papers (80%):

|                                       |          |     |
|---------------------------------------|----------|-----|
| Paper 1 (Graphic calculator required) | 1:30 hrs | 40% |
| Paper 2 (Graphic calculator required) | 1:30 hrs | 40% |

### Internally assessed portfolio (20%):

|         |  |     |
|---------|--|-----|
| Project |  | 20% |
|---------|--|-----|

## What skills can I develop by taking this course?

Having followed any one of the Mathematics courses in Group 5, students are expected to know and use mathematical concepts and principles. In particular, students should become:

### Inquirers

- Their natural curiosity is nurtured.
- They acquire the skills necessary to conduct constructive inquiry and research into Mathematics, and become independent active learners.
- They actively enjoy learning and this love of learning will be sustained throughout their lives.

### Knowledgeable

- they recognize and demonstrate an understanding of the practical applications of Mathematics
- they use appropriate technological devices as mathematical tools
- they build a repertoire of mathematical strategies and techniques

### Critical thinkers

- they interpret and solve a given problem using appropriate mathematical techniques
- they demonstrate an understanding of both the significance and the reasonableness of results
- they recognize patterns and structures in a variety of situations, and make generalizations

### Communicators

- they organize and present information and data in tabular, graphical and/or diagrammatic forms
- they know and use appropriate notation and terminology
- they formulate a mathematical argument and communicate it clearly

## What could I go on to do at the end of this course?

Having followed this course you could go on to study:

Teaching  
Architecture  
Chemistry  
Economics

Medicine  
Accountancy  
Psychology  
Computing  
Technology

# A STUDENT'S GUIDE TO IB/SL MATHEMATICS

## What do I need to know or be able to do before taking this course?

SL Mathematics presents a challenge to most mathematicians and students who are not aiming for an B or higher in their GCSE Mathematics will find this course demanding. You should discuss your course selection with your Mathematics teacher and the advice given to you will be based upon all internal and external assessments undertaken during your current Mathematics course.

## What will I learn on this course?

### Core Syllabus Content

All topics in the core are **compulsory**. Students must study all sub-topics in each of the topics in the syllabus as listed as follows: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics & Probability and Calculus.

### Portfolio

This internally assessed component offers students opportunities to take a considered approach to exploring different ways of approaching a problem without the time constraints of a written examination and to develop skills in communicating mathematical ideas. There are two pieces of work, based on different areas of the syllabus, representing the following two types of tasks: mathematical investigation and mathematical modelling.

## What kind of student is this course suitable for?

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

## How will my work be assessed?

### Externally assessed written papers (80%):

|                                       |          |     |
|---------------------------------------|----------|-----|
| Paper 1 (No calculator allowed)       | 1:30 hrs | 40% |
| Paper 2 (Graphic calculator required) | 1:30 hrs | 40% |

### Internally assessed portfolio (20%):

|                                   |     |
|-----------------------------------|-----|
| Type I Mathematical investigation | 10% |
| Type II Mathematical modelling    | 10% |

## What skills can I develop by taking this course?

Having followed any one of the mathematics courses in group 5, students are expected to know and use mathematical concepts and principles. In particular, students should become:

### Inquirers

- Their natural curiosity is nurtured.
- They acquire the skills necessary to conduct constructive inquiry and research into Mathematics, and become independent active learners.
- They actively enjoy learning and this love of learning will be sustained throughout their lives.

### Knowledgeable

- They recognize and demonstrate an understanding of the practical applications of mathematics.
- They use appropriate technological devices as mathematical tools.
- They build a repertoire of mathematical strategies and techniques.

### Critical thinkers

- They interpret and solve a given problem using appropriate mathematical techniques
- They demonstrate an understanding of both the significance and the reasonableness of results.
- They recognize patterns and structures in a variety of situations, and make generalizations

### Communicators

- they organize and present information and data in tabular, graphical and/or diagrammatic forms
- they know and use appropriate notation and terminology
- they formulate a mathematical argument and communicate it clearly

## What could I go on to do at the end of this course?

Having followed this course you could go on to study:

Mathematics  
Teaching  
Architecture  
Chemistry  
Economics

Technology  
Medicine  
Accountancy  
Psychology  
Computing

# A STUDENT'S GUIDE TO IB/HL MATHEMATICS

## What do I need to know or be able to do before taking this course?

HL Mathematics presents a strong challenge to even the most talented mathematicians and students who are not aiming for an A\* in their GCSE Mathematics will find this course extremely demanding. You should discuss your course selection with your Mathematics teacher and the advice given to you will be based upon all internal and external assessments undertaken during your current Mathematics course.

## What will I learn on this course?

### Core Syllabus Content

All topics in the core are **compulsory**. Students must study all sub-topics in each of the topics in the syllabus as listed as follows: Algebra, Functions and Equations, Circular Functions and Trigonometry, Matrices, Vectors, Statistics & Probability and Calculus.

### Option Syllabus Content

Students must study **one** of the following options: Statistics & Probability **OR** Series & Differential Equations **OR** Sets, relations and groups **OR** Discrete Mathematics.

### Portfolio

This internally assessed component offers students opportunities to take a considered approach to exploring different ways of approaching a problem without the time constraints of a written examination and to develop skills in communicating mathematical ideas. There are two pieces of work, based on different areas of the syllabus, representing the following two types of tasks: mathematical investigation and mathematical modelling.

## What kind of student is this course suitable for?

This course caters for students with a good background in mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

## How will my work be assessed?

### Externally assessed written papers (80%):

|                                       |       |     |
|---------------------------------------|-------|-----|
| Paper 1 (No calculator allowed)       | 2 hrs | 30% |
| Paper 2 (Graphic calculator required) | 2 hrs | 30% |
| Paper 3 (Graphic calculator required) | 1 hr  | 20% |

### Internally assessed portfolio (20%):

|                                   |     |
|-----------------------------------|-----|
| Type I Mathematical investigation | 10% |
| Type II Mathematical modelling    | 10% |

## What skills can I develop by taking this course?

Having followed any one of the Mathematics courses in Group 5, students are expected to know and use mathematical concepts and principles. In particular, students should become:

### Inquirers

- Their natural curiosity is nurtured.
- They acquire the skills necessary to conduct constructive inquiry and research into mathematics, and become independent active learners.
- They actively enjoy learning and this love of learning will be sustained throughout their lives.

### Knowledgeable

- They recognize and demonstrate an understanding of the practical applications of mathematics
- They use appropriate technological devices as mathematical tools
- They build a repertoire of mathematical strategies and techniques

### Critical thinkers

- They interpret and solve a given problem using appropriate mathematical techniques
- They demonstrate an understanding of both the significance and the reasonableness of results
- They recognize patterns and structures in a variety of situations, and make generalizations

### Communicators

- They organize and present information and data in tabular, graphical and/or diagrammatic forms
- They know and use appropriate notation and terminology
- They formulate a mathematical argument and communicate it clearly

## What could I go on to do at the end of this course?

Having followed this course you could go on to study:

|                    |            |
|--------------------|------------|
| Mathematics        | Physics    |
| Engineering        | Technology |
| Teaching           | Medicine   |
| Architecture       | Dentistry  |
| Veterinary Science | Computing  |

**GROUP 6**

**THE ARTS**

**AND**

**ELECTIVES**

Students may choose from Group 6 either  
Visual Arts (HL / SL)

**Or**

An Additional Science

Biology  
Chemistry  
Physics  
Design Technology

**Or**

An Additional Humanity

Geography  
History  
Economics  
Business Management  
Psychology

# A STUDENT'S GUIDE TO IB HL & SL VISUAL ARTS

## What do I need to know or be able to do before taking this course?

Students should fulfill the standard entry requirements that apply to admission on the St Christopher's IB Diploma programme. In addition students will ideally have completed the GCSE Art course successfully to enter the IB Visual Arts programme. However this is not a prerequisite and all cases will be considered on merit. The standard level course is a more appropriate option for students who have not studied Art at GCSE level. New students to St Christopher's or those not having completed the GCSE course will be asked to consult with the Head of Art and submit a portfolio of work for review before they enter the IB Visual Arts programme.

## What will I learn on this course?

Visual Arts students will conceive of, develop and create a body of practical and investigative work, both visual and written, which represents their individual journey through 2 years of intensive art learning and practice. This body of work will ultimately lead to an exhibition of studio work and an oral discussion of ideas, concepts and discoveries with the IB examiner. Students have an opportunity to articulate their own worldview, personal cultural background and possibly their adopted cultural background as they explore issues of identity and self.

The Visual Arts syllabus allows for a wide range of responses and working styles in relation to current contemporary art practice. Diversity in terms of media, discipline and concept will be encouraged to facilitate the successful development of studio practice. Students can experience a range of media including Drawing, Painting, Sculpture, Mixed Media, Digital Imaging and Printmaking in accordance with art department staff's training and skills. As well as the production of large scale practical work in the Art studios, extensive and integrated use of the Investigation Workbook (IWB) will take place both in school and at home.

The Investigation Workbook plays a vital role in the development of skills, techniques, research, concepts and understanding. The relative importance of the investigation workbooks depends on whether the student has chosen option A or option B. The investigation workbooks will incorporate contextual, visual and critical investigation and should function as working documents that support the student's independent, informed investigation and studio practice. They should contain visual and written material that addresses contextual, visual and critical aspects of the investigation.

Students can opt for one of four IB Visual Arts courses, Higher Level A, Higher Level B, Standard Level A and Standard Level B. The content of the SL courses will be identical to that of the HL courses but the quantity of work produced will be proportionate to the reduced number of hours prescribed

### Option A (HL and SL)

Option A is designed for students who wish to concentrate on studio practice in visual arts. At both HLA and SLA, the investigation workbooks are integral to studio practice and should reflect the student's critical visual and written investigation.

### Option B (HL and SL)

Option B is designed for students who wish to concentrate on contextual, visual and critical investigation in visual arts.

At both HLB and SLB, students should demonstrate connections between academic investigation and studio work.

***In all options, an integrated relationship between studio work and investigation work is essential throughout the course.***

## What kind of student is this course suitable for?

This course is designed for motivated students who wish to further their education in art through directing their own work and effectively exploring a range of working practices. The IB Visual Arts course follows on sequentially from the GCSE Art course, although the level of independent thinking required is naturally higher. Students who are considering this option must be willing to respond to challenges and be prepared to extend themselves accordingly. Decision making, analytical and critical thinking, use of initiative, independent study and an exploratory approach to the production of art are integral elements of the course.

## How will my work be assessed?

Both your Studio Work and Investigation Workbooks are assessed according to the weighting outlined in the table below. Assessment will be used as an effective teaching and learning tool and teacher, peer and self assessment strategies will be used in relation to the IB Assessment descriptors and utilised to aid further learning.

| Option                  | Studio Work | Investigation |
|-------------------------|-------------|---------------|
| HL Visual Arts Option A | 60%         | 40%           |
| HL Visual Arts Option B | 40%         | 60%           |
| SL Visual Arts Option A | 60%         | 40%           |
| SL Visual Arts Option B | 40%         | 60%           |

Works is assessed internally by the Art teachers and externally by a visiting examiner. The visiting examiner will assess the Studio Work in options HLA and SLA. For Options HLB and SLB, the visiting examiner will assess the Investigation Workbook.

## What skills can I develop by taking this course?

Students who embark upon the IB Visual Arts course will of course develop on a technical level as they become more adept in handling a range of media, enabling them to successfully realise personal concepts in visual form. However, developing practical skills and visual communication is just one aspect of the Visual Arts programme.

The IB Visual Arts course promotes an open-minded and inquiring approach to aesthetics and culture and will nurture skills in creative problem solving and critical thinking. The Investigation Work Book will be an ideal vehicle for you to explore concepts, ideas and issues, allowing you to develop a substantial knowledge of the Visual Arts. The Studio Work element of the course will give you an opportunity to communicate concepts and express your own views through the production of artwork. Students should be willing to take risks in order to achieve personal growth and augment prior knowledge and skills. Reflection on your work in terms of concept, process and form is an integral element of the course.

## What could I go on to do at the end of this course?

There is an enormous range of higher education courses – too many to mention here - available for students who wish to continue studying the Visual arts beyond International Baccalaureate.

Careers for which an art background is relevant include advertising, numerous careers in design, illustration, fashion, publishing, architecture, art restoration, museums, theatre or art gallery work. IB Visual Arts will of course be valued outside of art related fields because it nurtures skills in areas such as problem solving, creativity and research.

# A STUDENT'S GUIDE TO IB HL & SL BUSINESS MANAGEMENT

## **What do I need to know or be able to do before taking this course?**

You do not need to have studied Business Studies at GCSE level in order to take a Standard Level (SL) or Higher Level (HL) course in the subject although some topics that feature in GCSE syllabuses will be developed within the SL courses. It is more important that you have a strong interest in business issues and want to learn how a business is organized, operates, plans and makes its decisions. If you have studied either Business Studies or Economics at GCSE you will be expected to have achieved at least a C grade.

## **What will I learn on this course?**

Business and Management is the rigorous and critical study of the ways in which individuals and groups interact in a dynamic business environment. The course is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and the day to day business functions of marketing, human resource management and finance.

The course comprises five modules for SL and six modules for HL. Both SL and HL will complete a piece of written coursework:

- **Business Organisation & Environment**
- **Human Resources**
- **Accounts & Finance**
- **Marketing**
- **Operations Management**
- **Business Strategy (HL ONLY)**
- **Research Project (HL ONLY)**
- **Written Commentary (SL ONLY)**

## What kind of student is this course suitable for?

This course will appeal to you if you wish to pursue a career as an accountant, business manager, politician, or in a business-related profession. If you are planning on being your own boss and running a successful business of your own you will learn important lessons that will help to make your venture a success. If you enjoy studying a subject that affects your own everyday life and one that applies to the world of work then business management is an excellent option.

You should have an active interest in the financial world, enjoy watching the business news and be prepared to read financial newspapers. Periodicals such as the Business Review will help to supplement your knowledge and understanding.

## How will my work be assessed?

|  | SL   | HL   | When Assessed?                        |
|--|------|------|---------------------------------------|
| <b>Paper 1 Pre-issued case study (NB: Separate SL &amp; HL papers)</b> | 35%  | 40%  | May Yr 2                              |
| <b>Paper 2 Data response (NB: Separate SL &amp; HL papers)</b>         | 40%  | 35%  | May Yr 2                              |
| <b>Written Commentary (1500 words) (SL ONLY)</b>                       | 25%  | N/A  | Started in Yr 1 and completed in Yr 2 |
| <b>Research Project (2500 words) (HL ONLY)</b>                         | N/A  | 25%  | Started in Yr 1 and completed in Yr 2 |
| <b>Total</b>   | 100% | 100% |                                       |

## What skills can I develop by taking this course?

Students will learn to be **inquirers** by seeking out information from a variety of sources including web and print media they will learn how to knowledgeably feed this into their own writings and class discussions. Students will **critically analyse** how the dynamic business world has developed and how decisions made by individuals, firms and governments have a global impact. They will look at complex business and political; analyse the impact of potential decisions and make reasoned and often difficult decisions. During the course students will have the opportunity to **communicate** their views through a variety of media and will be expected to confidently present information to small and large groups, they will learn how to be **reflective** and critique their own performance to develop a **well-balanced** approach to their learning. Students will learn how to use data and value judgements to make calculated business **risks** and **caringly** look at how different cultural viewpoints could alter those decisions. The subject material helps students to evaluate more than just monetary costs; they are challenged look **open-mindedly** and see how a **principled** approach to business can be successful and understand the importance of corporate responsibility for today's society.

## **What could I go on to do at the end of this course?**

Business and Management draws from such a varied range of sources that it is suitable for most occupations. It is widely accepted by universities for many diverse courses and employers recognize its strong practical respectability. This course will provide students with a wide range of transferable skills and can therefore be used in many other subjects and careers.

# A STUDENT'S GUIDE TO IB HL & SL PSYCHOLOGY

## **What do I need to know or be able to do before taking this course?**

You do not need to have previously studied Psychology. During the course you will need to be able to communicate effectively and research information from a variety of sources. It would assist you on the course if you have GCSE grade C or above in Mathematics, English and Science.

## **What will I learn on this course?**

### **1. The Biological Level of Analysis (HL & SL)**

At the most basic level of analysis, human beings are biological systems. Our thoughts emotions and behaviours are products of our nervous and endocrine (hormone) systems. This area of psychology investigates what psychologists have discovered about how our brains are organised, the effects of hormones and genetics on human behaviour. Psychologists working in this area use information gained from a variety of sources such as brain scanning research, laboratory studies on animals and also humans who have suffered brain damage to increase their knowledge, so some time will be spent discussing the issues related to this type of research.

### **2. The Cognitive Level of Analysis (HL & SL)**

This module investigates the products of our biological machinery. The module focuses on how our cognitions (thoughts) can influence our behaviour. Cognitive psychologists view the human brain as an information processor and will frequently make comparisons between the way the brain functions and how a computer works. In this module, we will look at theories related to memory, how cultural and social factors affect cognitive processes and how cognition and emotions are related. How cognitive psychologists gain their knowledge will also be studied.

### **3. Socio-cultural Level of Analysis (HL & SL)**

At this third level of analysis, the biological and cognitive systems that make up the individual are embedded in an even larger system of interrelationships with other individuals. At its beginning, psychology largely confined itself to the study of the individual acting alone. As the discipline developed, psychologists recognised that human behaviour could only be understood if the social context in which behaviour occurred was also taken into account. In this module we will examine topics such as stereotyping, conformity and the role of culture in the development of cultural norms.

#### 4. Coursework & Research Methodology (HL & SL)

In this module you will look at the way psychologists gather their information and examine the problems associated with studying humans and animals.

You will also be required to carry out one piece of independent research on a topic of your choice.

#### 5. The Psychology of Dysfunctional Behaviour (HL only)

This module explores the nature and treatment of mental health issues.

### What kind of student is this course suitable for?

This course will appeal to students who:

- Enjoy exploring issues dealing with how and why people behave in certain ways.
- Want to find out more about the links between people's behaviour and their environment.
- Enjoy finding patterns to explain behaviour in adults and children.
- Want a course that will complement other subjects such as English, Business Studies or General Studies.

### How will my work be assessed?

| Paper               | Assessment   |                      | Percentage of Total |          |
|---------------------|--|----------------------|---------------------|----------|
|                     | Higher   | Standard             | Higher              | Standard |
| 1 Core              | Questions on each Perspective                                      |                      | 30%                 | 50%      |
| 2 Options           | Questions on Options   | Questions on Options | 30%                 | 30%      |
| 3 Research Methods  | Compulsory questions on research methods                           |                      | 20%                 | N/A      |
| Internal Assessment | Experimental Study ( 30 Hours for Higher and 15 Hours for Standard |                      | 20%                 | 20%      |

## What skills can I develop by taking this course?

- To be aware of and understand psychological theories, research, case studies and methods used to collect data. **(Knowledgeable)**
- To explore the practical application of Psychology to cultural, social and contemporary issues. **(Open Minded)**
- To explore the different areas of Psychology, in particular cognitive, physiological and social psychology. **(Critical Thinkers)**
- To participate in and conduct psychological investigations, collecting appropriate data. **(Communicators)**
- To analyse and interpret data and evaluate the findings. **(Inquirers)**
- To be aware of the ethical issues in psychology, particularly in the field of research. **(Critical Thinkers)**
- To reflect on your own and other's behaviour and motivation. **(Reflective/Risk Takers)**

## What could I go on to do at the end of this course?

Any degree course leading to a career which deals with people, not to mention a degree in the subject itself! The list almost endless but here are a few examples:

Follow a degree course or diploma in:

- Psychology
- Sociology
- Medicine
- Advertising
- Housing
- Child Care
- Law
- Journalism