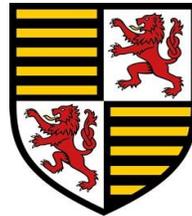


Warminster School Sixth Form Prospectus International Baccalaureate 2017 - 2019



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Contents	Page
General Information	3
Diploma Profile	5
Subjects Offered	6
Preparation for Higher Education and Careers Advice	7
Subject Details	
Group 1	
English A Literature	9
English A Language and Literature	11
German A Literature	13
Group 2	
French Language B	15
Spanish ab initio	19
Spanish Language B	21
Group 3	
Economics	24
Geography	26
History	28
Group 4	
Biology	30
Chemistry	31
Physics	32
Group 5	
Mathematics and Mathematical Studies	34
Group 6	
Visual Arts	36

Warminster School Sixth Form

General Information

Warminster School has a Sixth Form of just over 120 pupils at present. Boarding pupils live in Stratton, St. Denys or St. Boniface House, where all Upper Sixth and the majority of Lower Sixth have individual study-bedrooms. An increasing number of day pupils choose to become boarders for their Sixth Form career in preparation for university and college life. The Sixth Form at Warminster School is seen by many parents as the ideal place for their son or daughter to spend the transition years between the very structured GCSE courses and the freedom of university life.

Studying towards an International Baccalaureate Diploma or a demanding A Level programme is very different from GCSEs. Through the tutorial system, staff help to ensure that all our pupils are guided in making that transition effectively. Pupils are encouraged to embrace all that the Sixth Form has to offer, both inside and outside the classroom. All pupils are allocated a Personal Tutor, who is responsible for their academic and social well-being during the whole of their Sixth Form career. Tutors have regular meetings with their tutees, and work closely with the Head of Sixth Form and the Deputy Head of Sixth Form to ensure that all Sixth Form pupils are appropriately supported during their time here.

Sixth Form pupils have the use of a newly refurbished Sixth Form common room, which has facilities for making tea and coffee, space to relax, and table football. A new annexe was opened in September 2009, which has added dedicated space equipped with PCs for Sixth Form independent study.

Sixth Form Ethos

In order to support the School's aims, we provide a curriculum that builds on GCSEs and provides the springboard for further study at University or College, as well as offering opportunities for the development of the transferable skills needed in the workplace. Higher education and careers advice are a major priority, but so too are the transferable skills which all pupils will need to succeed, not just at university but in the competitive world beyond.

Many departments at Warminster arrange trips to lectures, plays, films or exhibitions and galleries. We believe that these visits provide extra stimulation and experience for all the pupils and we encourage as many pupils to go on them as possible.

General Education

At Warminster School we are keen to ensure that the narrow specialisation of some courses is counter-balanced by a broader general education programme. This provides our pupils with the opportunity to develop their talents further, and broaden their perspective of life beyond School.

The importance of personal fitness and health is recognised by all. We provide the opportunity for pupils to experience new sporting activities, alongside the more traditional sports. Sixth Formers obviously make an important contribution to School teams in all the major sports. They have the chance to develop their leadership potential, and their ability to work as part of a team by taking part in competitive sport. Many of our pupils play representative sport for Wiltshire. IB pupils are required to do 50 hours of physical activity as part of the Diploma programme.

Sixth Form Enrichment

All Sixth Form pupils participate in a dedicated Enrichment Programme. The purpose of this is to help pupils make the transition from relative dependence to increasing independence, to take greater responsibility for their own academic and personal progress, and to be proactive in seeking out the right opportunities in the world of higher education and the world of work. We want our pupils to be equipped to not just cope with, but also thrive in, these challenging worlds.

Through the Enrichment Programme, Sixth Form pupils develop independence, character, emotional intelligence, self-awareness and personal values, helping them to embrace challenges and eager to push themselves to realise their full potential. We also want our pupils to display self-resilience, self-confidence, and self-belief, and the Enrichment Programme provides a wide range of activities and skills-based events to develop these attributes.

The Enrichment Programme comprises a number of different facets, including a dedicated Sixth Form Lecture Programme, Careers and Higher Education talks, invited guest speakers discussing issues ranging from adventure and exploration to environmental and political issues, as well as community engagement and volunteering activities. Pupils also take part in a series of peer-led mentoring activities. This teaches pupils essential skills such as teamwork, how to study effectively, how to present and how to communicate, as well as how to self-manage. A key part of the Enrichment Programme is teaching essential life skills beyond the academic. The intention is that our pupils learn to display self-confidence and self-reliance, and are equipped with expert, up-to-date knowledge about how to cope with life after Warminster School.

Co-Curricular and Out of School Activities

An extensive Co-Curricular programme exists for Sixth Form pupils. Universities and employers look favourably upon candidates who have experienced a variety of activities outside the classroom. We encourage many of our Sixth Formers to take part in Public Speaking and Debating competitions, both in School, the local community and nationally. We also participate annually in the Model United Nations Conference in Bath. The thriving CCF and the Duke of Edinburgh Award Scheme both rely heavily on the input of our Sixth Form. Many outdoor and adventure training activities have taken place in recent years including adventure trips to Morocco and Tanzania. IB pupils are required to do 50 hours of creativity activities as part of the Diploma programme. They are also required to do 50 hours of service activities.

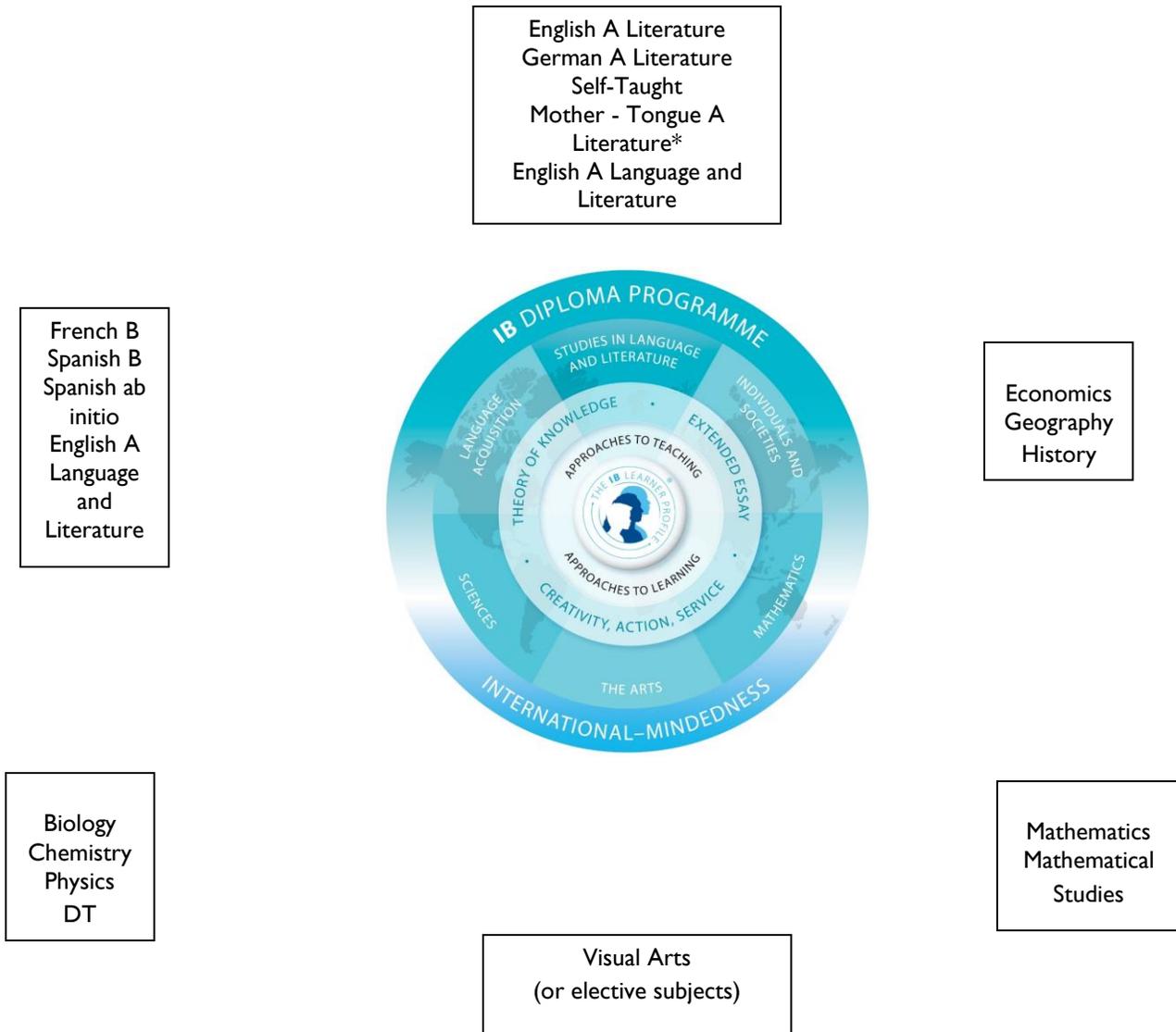
Leadership Opportunities

We strongly encourage all pupils to take on a position of responsibility at some stage of their Sixth Form career. There is a team of School Prefects, led by the Head Boy and Head Girl, who assist the Headmaster and Deputy Head in the day to day running of the School. Each Boarding and Day House has its own Prefects. Both groups are heavily involved in House activities and the development of community spirit. Sixth Formers conduct parent tours and assist with other activities. The Prefect Team assists the Deputy Head of Sixth Form in organizing social events including dinners and dances. Many Sixth Formers hold senior ranks in the Combined Cadet Force (CCF) and embark on the Duke of Edinburgh Gold Award.

Sixth Form pupils are also able to apply to take part in an accredited Institute of Leadership and Management qualification, the aim of which is to develop and enhance leadership and management skills. Preparing for this qualification involves demonstrating and putting leadership skills into practice, and improving team performance. It is a vocational route of exploring leadership potential, and is delivered through guided learning hours and the production of a portfolio of evidence which is externally verified.

What is the International Baccalaureate Diploma Profile?

The International Baccalaureate Diploma allows pupils to maintain a breadth to their curriculum studies and follow courses in their native tongue (Group 1), a second language (which may be selected from Group 1 or Group 2), a humanity, a science and mathematics. There is also the option of studying an arts subject or a second humanity, science or additional language. The personalised course therefore consists of six subject areas together with three Core subjects. The subjects offered can be shown on the 'IB Circle'. Prospective IB pupils are guided through the availability and selection of subjects by an IB specialist, usually the IB Coordinator or Admissions Officer. The diagram below illustrates the curriculum areas typically included in the IB Diploma (please note that exact subject availability varies year on year):



During the subject selection process, applicants choose three subjects at Standard Level and three at Higher Level. All subjects are studied throughout the course and are examined in the final term. In most subjects there are also coursework tasks ranging from oral exams to project work. The three additional Core subjects (TOK, EE, CAS) are essential to the Diploma and contribute significantly to the respect which the qualification is afforded. Some language courses are subject to availability.

The Extended Essay (EE)

Pupils are given the opportunity to practise skills required at University by completing a piece of independent research on a subject of their choice. The review of their research is summarised in a document of 4,000 words, presented in the style of an academic dissertation. Pupils are allocated a personal supervisor who advises them on how to conduct their research and produce their Essay. The Essay is started in the Spring term of Year 12 and is finished in the Autumn term of Year 12.

The Theory of Knowledge (TOK)

Pupils follow a course of critical thinking which encourages questions about the origins and the basis of knowledge, challenges passive acceptance of facts and promotes active participation and develops lateral thinking and an appreciation of cultural diversity. The course is designed to assist the development and understanding of each subject discipline. The course is assessed by one essay of 1600 words and an oral presentation.

Creativity, Action, Service (CAS)

Pupils complete 50 hours of activities in each of the following: Creativity (for example undertaking projects outside the classroom in Art, Design, Drama, Music or Photography), Action (such as team sport, or Duke of Edinburgh Award expeditions) and Service (which could include Community Service or tutoring younger pupils).

Summary for IB Diploma

- Three subjects are taken at Higher Level
- Three subjects are taken at Standard Level
- Seven points are available for each subject (7 = highest, 1 = lowest)
- CAS, TOK and EE components (max of 3 points awarded in total)
- Total of 45 points available

Diploma qualification criteria

To obtain the IB Diploma, pupils must fulfil the course requirements, which include gaining a minimum of 24 points, and complete the Core Subject requirements. Pupils are guided through these requirements as the course progresses.

Subjects offered for the IB Diploma Programme

Group 1 – Own Language:	English Literature, English Language & Literature, German Literature, Self Taught Literature
Group 2 – Second Language:	French, Spanish, English Language & Literature
Group 3 – Humanities:	Economics, Geography, History
Group 4 – Sciences:	Biology, Chemistry, Physics
Group 5 – Maths:	Mathematics, Maths Studies
Group 6 – Arts:	Visual Arts

Design Technology will be added in to Group4, further details about this subject will follow in due course.

Choices of subjects will be made in the Spring Term, however please note that the subject groupings above are not necessarily the option blocks provided on the options form.

Guidance with making your choice

Choosing your IB subjects can be daunting but if you have a clear idea of what is involved in each subject in terms of content, structure and approach, the choice can become easier.

There are some guidelines which you ought to keep in mind when selecting the subjects which will be the central part of your Sixth Form studies.

- You should have some ability in the subject as well as some interest in it.
- If you choose IB you should be anticipating at least a B in English, Languages, Science and Mathematics at GCSE.
- If you are thinking of going on to University you should be aware that there are often particular qualifications or combinations of subjects required for particular degree courses.

This prospectus contains descriptions of all the subjects available at Warminster written by the relevant Heads of Department. The aim of these is to give you some idea of what it is like to follow those subjects at IB and if it might interest and stimulate you. In nearly every subject the approach in the Sixth Form is very different from what you have been used to at GCSE and in many cases the content is markedly different as well. You should nevertheless use your knowledge of the corresponding GCSE course to help you make up your mind. You should also talk to the Head of Sixth Form, the Deputy Head of Sixth Form, IB Coordinator, your Tutor, your subject teachers and possibly fellow students who are already in the Sixth Form before coming to any final decision.

Courses in the IB for which no prior study is required include Spanish Ab Initio, Economics, History and Geography.

Preparation for Higher Education and Careers Advice

In recent years, nearly all of our Upper Sixth pupils have moved into Higher Education on leaving Warminster School. The Sixth Form team offers excellent support to our pupils, whether they intend to go on to Higher Education or wish to start a career immediately upon leaving School.

Presentations on University and other Higher Education programmes are offered to pupils and parents during the Summer Term of the Lower Sixth. At the end of the Lower Sixth planning for University application is helped through a series of one-to-one interviews with the Head and Deputy Head of Sixth Form, Tutors and the Careers Department.

Pupils have unlimited access to the well-stocked Careers Room, which has good computer facilities providing a number of interactive Careers and Higher Education Course databases. Pupils may make appointments to see the Careers staff from the School at any time during their two years in the Sixth Form.

Sixth Form Scholarships and Awards

We offer a number of Scholarships to pupils who display high academic ability and potential. Awards are also available to those who excel in one particular area of School life, such as Sport or Music. We expect internal candidates to have shown the potential to achieve Grade A or above in all their GCSE subjects. Grants can sometimes be made from the Bursary Fund, subject to family circumstances and a means test. Applications for Bursaries should be made to the Headmaster.

Conclusion

We strongly believe that Warminster School's Sixth Form has a great deal to offer its pupils, bringing together the benefits of its size, opportunities for all individuals to excel, the wide diversity of experience that a residential campus can offer to both day and boarding pupils, and unsurpassed support by a caring and experienced staff.

Dr T. Horler-Underwood	Head of Sixth Form
Mrs C. Nurdin	Deputy Head of Sixth Form
Dr M. Harris	IB Co-ordinator

September 2016

English A Literature

Higher Level and Standard Level

Course Description

The in-depth study of literature in the student's native tongue is a central aspect of the Diploma. Additionally students will, possibly for the first time, be exposed to literature written by foreign authors. A broad range of international authors will be studied allowing the pupils insights into many other cultures. They will study all the complex pursuits, anxieties, joys and fears that are common through all humanity in the daily business of living. This will provide a forum for debate and analysis of a wide range of texts over a significant time period. Pupils may study at Higher Level, requiring the study of 13 individual texts, or, for those whose main subject focus lies in other areas, at Standard Level where the number of studied texts is reduced to 10. The Higher Level course will be an excellent platform for students who wish to pursue the study of literature at university, whilst the Standard Level course will increase the students' breadth of knowledge of literature and powers of literary analysis.

As with all Diploma courses, it is implicit that the motivation of a student must be strong since they must undertake a considerable amount of independent study and careful reflection.

The aim should be to encourage students with a love and appreciation of Literature and an understanding of the techniques involved in literary criticism. We should develop the students' powers of expression, both in oral and written communication and introduce them to a range of literary genres and cultures.

Topics:

The following are given as examples of possible text for study:

Higher Level

Part 1 Works In Translation:	Love in the Time of Cholera/Like Water for Chocolate/The Outsider
Part 2 Detailed Study:	Poetry of Browning/ The Winter's Tale/Angela Carter's Wise Children
Individual Oral Commentary	
Part 3 Literary Genres:	Drama: Arcadia/A Woman of No Importance/A Streetcar Named Desire/The Crucible
Part 4 Options:	War Poets: Sassoon, Owen, Graves/Ethan Frome by Edith Wharton
Individual Oral Commentary	/An Evil Cradling by Brian Keenan

Standard Level

Part 1 Works in Translation:	Love in the Time of Cholera/Like Water For Chocolate
Part 2 Detailed Study:	Poetry of Browning/The Merchant of Venice.
Individual Oral Commentary	
Part 3 Literary Genres:	Drama: Arcadia/A Woman of No Importance/A Streetcar Named Desire
Part 4 Options:	War Poets: Sassoon, Owen, Graves/Spies by M Frayn/An Evil
Individual Oral Commentary	Cradling by Brian Keenan

Overview – Standard Level 10 texts, Higher Level 13 texts

Part 1 – Works in Translation

2 x Standard Level, 3 x Higher Level

One essay, not comparative and must be from World Literature book list. 25% of final mark.

- a) Interactive oral
- b) Reflective statement (300 to 400 words)
- c) Supervised writing (1,200 to 1,500 words)

Part 2 – Detailed Study/individual Oral Commentary

2 x Standard Level, 3 x Higher Level – 30 marks worth 15%

All works must be from prescribed list and of different genres. Higher Level MUST study poetry as one of the genres. An extract may be between 20 to 30 lines.

Higher Level commentary and discussion is 20 minutes long (8 to 10 minutes each).

Standard Level commentary is 8 minutes long.

Higher Level candidates speak uninterrupted on the poetry text for 8 minutes and then the teacher will ask a couple of supplementary questions. The discussion will be recorded and there will not be a break whilst the second text is then discussed.

Standard Level candidates, following a 20 minute preparation period, will give an 8 to 10 minute uninterrupted commentary on an extract from one of the texts studied. The assessment will be recorded.

Part 3 – Literary Genres/Paper 2 Exam

Essay worth 25%, Standard Level 1 ½ hours, Higher Level 2 hours.

Standard Level 3 x texts from the same genre

Higher Level 4 x texts from the same genre

Same exam question for both Higher Level and Standard Level candidates, answer one question only from a choice of 3 under the genre heading studied. No access to texts and it is usual to write about 2 of the texts studied.

Paper 1 Exam: Literary Analysis: unseen commentary- 20%

Standard Level – 1 ½ hours of a literary analysis of one unseen text in response to guided questions.

Higher Level – 2 hours of a literary analysis of one unseen text. Both have a choice between poetry and prose.

Part 4 – Options/Individual Oral Presentation

Higher Level and Standard Level- study 3 texts, one of which should be non fiction.

Oral assessment which is worth 15% (30 marks). All candidates are expected to give a presentation lasting between 10 to 15 minutes on a subject area that links with texts studied. Ideas must be candidates' own. There is an opportunity to expand into other areas of study, such as music, art or drama.

English A Language and Literature Standard and Higher Level

Course Description

The Language A: Language and Literature is the study of both Non-Fiction and Literary texts and how language can be used and interpreted in both. The course develops skills of reading and writing in a range of styles and forms as well as the textual analysis of the choice of words and stylistic features used. In addition, the course explores the way that meaning is affected by the time, place and cultural context in which they are written and read.

The course is flexible. Teachers have the opportunity to construct it in order to make it appropriate for their students.

Course Objectives

- To promote insight into the culture(s) related to the English Language.
- To develop students' powers of expression in both oral and written communication.
- To introduce students to a range of texts in different genres, media, styles and contexts.
- To encourage a personal appreciation of a range of texts and develop an understanding of the techniques involved in textual study and criticism.
- To develop students' ability to engage in close, detailed and critical examination of texts.
- To promote the use of language for personal growth and development of relationships.

Who should I take this course?

This course is suitable for students who have experience of using English in an academic context. While it is recognised that students have language backgrounds that vary significantly, competent skills in reading and writing English are essential.

How do we learn?

- Teacher-led lessons
- Class discussion
- Student-led reports and discussion
- Small group work

Syllabus and Assessment

Syllabus SL and HL

Part 1 - *Language in cultural context*

Texts are chosen from a variety of sources, genres and media. Types of study topics include:

- English as a global language
- Varieties of English
- How English is adapted in different cultural contexts

Part 2 - *Language and mass communication*

Texts are chosen from a variety of sources, genres and media. Types of study topics include:

- The language of rhetoric (speeches)
- Language in advertising
- Stereotyping and bias in the media

Part 3 - Literature—texts and contexts

SL - 2 literary works, one of which is a work in translation

HL - 3 literary works, one of which is a work in translation

Part 4 - Literature—critical study

SL - 2 literary works, each chosen from the prescribed book list (PBL) for the language studied.

HL - 3 literary works, all of which are chosen from the prescribed book list (PBL) for the language studied.

Examples of texts studied on this course:

The Outsider Camus, *1984* George Orwell, The poems of Wilfred Owen, *All My Sons* Arthur Miller, *Animal Farm* George Orwell, *Heart of Darkness* Joseph Conrad, *Short Stories* Thomas Hardy, *Persepolis* Marjane Satrapi, *The Great Gatsby* F Scott Fitzgerald, *Othello* Shakespeare.

External Assessment

Paper 1 *Textual analysis*

SL - 1 hour 30 minutes: analyse an unseen non-fiction text

HL - 2 hours: analyse and compare two unseen texts (a range of genre)

Paper 2 *Literary essay on works studied for Part 3 above*

SL - 1 hour 30 minutes

HL - 2 hours

Individual Assignments – Written

SL - 4 creative tasks based on each Part of the course. The best task sent for external assessment.

HL – 4 tasks. 2 creative tasks based on Parts 1 and 2 and two essay tasks based on Parts 3 and 4 of the course. One of each type of task sent for external assessment.

Individual Assignments – Oral

Further Oral Task – 2 presentations (group or individual) on a topic related to Parts 1 and 2 of the course. Individually assessed, internally.

Oral commentary 15 minutes: literary analysis, recorded, internally assessed and externally moderated.

German A Literature

Higher Level and Standard Level

Course Description

As Warminster School usually has a strong intake of ambitious German native speakers, we offer a Higher and Standard Level German A Literature course.

Its aim is to offer students, through the study of literature and film, the opportunity to develop their critical thinking as well as their competence in expressing themselves in their own language. A further objective of the course is to cultivate the IB ideals of international understanding and responsible citizenship.

The thirteen works (or ten works for Standard Level) offer a challenging programme for our pupils, confronting them with a wide variety of literary approaches, enabling them to develop their analytical skills through discussion and their own writing. In order to achieve these aims the Department stresses the importance of independent learning. Students are expected to study key texts in their own time.

Topics

The syllabus is almost entirely built around the core works chosen for this course. A single teacher (native speaker) takes responsibility for a group of about 10 students over the full two-year course. The chosen works cover a range of different periods and genres. The list slightly changes every year:

Part 1: Werke aus der Weltliteratur

- Khaled Hosseini: Drachenläufer
- Yasunari Kawabata: Schneeland
- (Nur HL: Harry Mulisch: Das Attentat)

Part 2: Detaillierte Analyse verschiedener Gattungen

- Bertolt Brecht: Gedichte
- Friedrich Dürrenmatt: Die Physiker
- (Nur HL: E.T.A. Hoffmann: Der Sandmann)

Part 3: Werke einer literarischen Gattung (> ROMAN)

- Patrick Süskind: Das Parfum
- Max Frisch: Homo Faber
- Hermann Hesse: Unterm Rad
- (Nur HL: J.W.v.Goethe: Die Leiden des jungen Werthers)

Part 4: Freie Wahl

- Sepp Mall: Wundränder
- Henning Mankell: Der Chronist der Winde
- Robert Schneider: Schlafes Bruder

Assessment

The Literature A course is assessed as follows:

External Assessment

Elements		Assessed Texts
Written Paper 1 (commentary on one of two passages: one prose and one poetry, HL 2 hours, SL 1 hour 30)	20%	Unseen
Written Paper 2 (essay comparing and contrasting similarities and differences between two works), HL 2 hours, SL 1 hour 30	25%	Part 3 works
Written Assignment (World Literature work, Reflective Statement 300-400 words, essay 1200-1500 words, written during the course)	25%	Part 1 works

Internal Assessment

Elements		Assessed Texts
Individual Oral Commentary, HL 20 minutes, SL 10 minutes	15%	Part 2
Individual Oral Presentation HL&SL 10-15 minutes	15%	Part 4

The deadline for the Written Assignment is October in the second year. The oral assessments take place in March in the second year.

Language and Theory of Knowledge

As with other areas of modern languages, the study of German A literature can play a key role in the delivery of the Theory of Knowledge component since language is fundamental to the exchange of knowledge. For native speakers studying in an English school, many issues raised in the TOK study should prove fascinating. For example, 'To what degree might different languages shape in their speakers different concepts of themselves and the world?' would seem particularly relevant. The Language A course is essential in the development of the Diploma since, if students are to understand the nature of knowledge fully, then the development of language must be central to their study.

Internationalism

The list of works chosen from world literature gives students wide opportunities to reflect upon other cultures. The students' perspective can be broadened by presenting additional material, such as historical film sequences, by theatre visits and individual research into the political, social and historical context of the chosen works of international literature.

French Language B

Higher and Standard Level

Course Description

The Language B course is designed for non-native speaking students with 2-5 years' previous experience of learning French. The main focus of the course is on language acquisition and on the development of the productive and receptive skills of speaking, writing, listening and reading in the context of a wide range of topics related to the culture and society of France and the French-speaking countries.

Those students with an already proven competence in the language at GCSE level, and who wish to continue their language studies at university or for a career, will study Higher Level. By definition, those students taking Standard Level will have found French more challenging than those taking it at Higher Level. Similar topics are studied at this level to those at Higher Level and topics can range from current affairs and social issues to the Arts, extending to the study of works of literature at Higher Level.

International Element

Being able to study texts from other French speaking countries such as France, Canada, Switzerland, Belgium, Luxembourg and former colonies in Africa and the Caribbean allows the introduction of an element of internationalism into the course so important for the IB student to understand and appreciate the shrinking world in which he or she will travel, work and live.

At the end of the course, you will have a much more international outlook, an understanding of globalization, and awareness of the French language. You will have the confidence and ability to express yourself orally and in writing, in accurate and effective French, and you will have gained a deeper understanding and appreciation of the culture of the many countries throughout the world where French is spoken. You will be well qualified to take your place in a world where language skills and an understanding and tolerance of other cultures are becoming increasingly important. This qualification will be of great value to all students entering further education or employment in areas such as teaching, travel, leisure and tourism, economics, politics and many other careers.

Syllabus outline

Language B Higher Level and Standard Level are language acquisition courses developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

The Core

This contains topics common to both levels, is divided into three parts, and is a required area of study. These topics are:

- Social relationships
- Communication and media
- Global issues

Social relationships

How people interrelate and behave as members of a community, individually and in groups.

Possible aspects to study include language and identity, linguistic dominance, minorities, multilingualism, nationalism, patriotism and fanaticism, relationships, religious and non-religious celebrations, social and political structures and groups, social behaviours and stances, taboos and what is socially acceptable.

Communication and Media

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to study include advertising, bias in media, censorship, the internet, press, radio and television, sensationalism in media, telephone, written and voice mail.

Global Issues

Current matters and things to come that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture.

Possible aspects to study include drugs, energy reserves, food and water, climate change, natural disasters, globalization, migration, pandemics, poverty and famine, racism, prejudice and discrimination, the effect of man on nature, the environment and sustainability.

The Options

There are five Options, of which two must be chosen to study:

- Cultural diversity
- Customs and traditions
- Health
- Leisure
- Science and technology

Cultural diversity

The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language

Possible aspects to study include beliefs, values and norms, culinary heritage, how culture is learned, inter-cultural assimilation, inter-linguistic influence, language diversity, migration, population diversity, sub-cultures, concepts of beauty, verbal and non-verbal communication.

Customs and traditions

The current and past practices, representations, expressions and knowledge that belong to a community of the target language

Possible aspects to study include celebrations, social and religious events, dress codes, uniforms, etiquette and protocols, fashion, food, historical events, national costumes, arts.

Health

Physical, mental and social well-being as well as matters related to illnesses.

Possible aspects to study include concepts of beauty and health, diet and nutrition, drug abuse, epidemics, health services, hygiene, illnesses, symptoms of good/ill health, mental health, physical exercise, surgery, traditional and alternative medicine.

Leisure

The variety of activities performed for enjoyment.

Possible aspects to study include entertainment, exhibitions and shows, games, hobbies, recreation, social interaction through leisure, sports, travelling.

Science and technology

The relationship between science and technology and their impact on a community

Possible aspects to study include entertainment, ethics and science, ethics and technology, impact of IT on society, information technology, natural sciences, renewable energy, scientific research, social sciences.

Literature (Higher level only)

Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding. Students should understand the works in some depth, but literary criticism as such is not an objective of Language B HL course.

At Higher level only, 2 works of *literature* are read.

Assessment outlines

Standard Level assessment component

External assessment - 70%

Paper 1 (1 hour 30 minutes): Receptive skills - 25%

Text-handling exercises on 4 written texts from the Core.

Paper 2 (1 hour 30 minutes): Written productive skills - 25%

One writing exercise from a choice of five, based on the Options.

Written assignment: Receptive and written productive skills - 20%

Inter-textual reading of three sources followed by a written exercise of 300-400 words and a 100-word rationale, based on the Core.

Internal assessment oral: Interactive skills - 30%

This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.

Individual oral

Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher.

Interactive oral activities

Based on the Core. Three classroom activities are assessed by the teacher.

Higher level assessment component

External assessment – 70%

Paper 1 (1 hour 30 minutes): Receptive skills – 25%

Text-handling exercises on 5 written texts from the Core

Paper 2 (1 hour 30 minutes): Written productive skills – 25%

Two compulsory writing exercises

- Section A: One task of 250-400 words, based on the Options, to be selected from a choice of five.

- Section B: 150-200 word personal response to a stimulus text (e.g. statement or article), based on the Core

Written assignment: Receptive and written productive skills – 20%

Creative writing of 500-600 words, with a 100-word rationale, based on one of the literary texts studied.

Internal assessment oral: Interactive skills – 30%

This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.

Individual oral – 20%

Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher

Interactive oral activities – 10%

Based on the Core. Three classroom activities are assessed by the teacher.

Spanish ab initio Standard Level only

Course Description

The language ab initio courses are language learning courses for beginners, designed to be followed over two years by students who have no previous experience of learning the target language. The main focus of the courses is on the acquisition of the language required for purposes and situations usual in everyday social interaction.

The course aims

Language ab initio courses aim to develop a variety of linguistic skills and a basic awareness of the culture(s) using the language, through the study of a core syllabus and language-specific syllabuses.

Spanish is a language whose importance is becoming increasingly recognised because of its widespread use across the globe, but particularly in the countries of the South American continent. Along with Chinese and English, it is regarded as one of the key languages of importance in the future.

Students are introduced to the pronunciation of Castilian Spanish, but are made aware, during the course, of differences of pronunciation occurring both in mainland Spain and South America. They are encouraged to express opinions and to justify these and are made aware of the cultures of Spain and the Latin American countries, and of particular dates and festivals relevant to these.

The Arab occupation of the Iberian Peninsula for so many centuries in the Middle Ages inevitably led to a significant Arab influence on life there. It can still be seen today in the architecture, water management and cuisine of Spanish speaking countries and many words of Arab origin have remained in the language and passed into the South American continent.

Warminster has a long tradition of welcoming students from different cultures to study here. Currently, in the Sixth Form Spanish group we have students from a wide variety of international countries, as well as the UK. They are brought together through their study of the language, and gain insight into each others cultures.

Language

Language acquisition will be achieved through the development of the **receptive, productive and interactive** skills and competences. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

Receptive skills: the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.

Productive skills: the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.

Interactive skills: the ability to understand and respond effectively to written and spoken language. Interactive skills entail not only conveying messages and responding to written and spoken language but also demonstrating an awareness of social context.

Themes

The 3 themes:

- Individual and Society
- Leisure and Work
- Urban and Rural Environment

are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study and appropriation of different text types. Through the study of the three interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the Language ab initio course. The topic of shopping, for example, may be treated under any of the three themes and could be revisited at several stages over the two year course.

Individual and Society

Personal details,
appearance, character
Daily routines
Education
Food and drink
Physical health
Relationships
Shopping

Leisure and Work

Employment
Entertainment
Holidays
Media
Transport
Technology
Sport

Urban and Rural Environment

Global Issues
Environmental concerns
Neighbourhood
Physical geography
Town and services
Weather

Texts

During the course, students must be taught to understand and produce a variety of texts. In the context of the Language ab initio course, a text can be spoken, written or visual. For the purposes of Language ab initio, a visual text is one that contains an image, a series of images or is a film. It is expected that teachers, where possible, use and adapt authentic texts for use in the classroom. Texts might include advertisements, diary entries, poems, speeches, travel guides, emails, invitations, articles from a journal or magazine or a radio programme.

External assessment – 75%

Paper 1 (1 hour 30 minutes): Receptive skills – 30%

Understanding of 4 written texts (40 marks). Text handling exercises

Paper 2 (1 hour): Productive skills – 25%

Two compulsory writing exercises (25 marks)

Section A (7 marks): **One** question to be answered from a choice of two

Section B (18 marks): **One** question to be answered from a choice of three

Written assignment: Receptive and productive skills – 20%

200-300 word piece of writing in the **target language** carried out in class under teacher supervision (20 marks)

Internal assessment: Interactive skills – 25%

Individual oral 10 minutes (25 marks)

3 part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course:

Part 1: Presentation of a visual stimulus (from a choice of two) by the student

Part 2: Follow up questions on the visual stimulus

Part 3: General conversation **including at least two questions on the written assignment**

Spanish Language B

Higher and Standard Level

Course Description

The Spanish Language B course is for students with some previous experience of Spanish and seeks to develop students' knowledge of Spanish language and culture in the modern world. It may be studied at Standard Level or Higher Level; students studying Higher Level will be able to write a wider variety of texts, use greater depth and breadth of language and study two literary works. It is geared to exploring topics which will be of interest to young people in their later teenage years, whilst ensuring that they have a sound grasp of the more complex grammatical and syntactical structures appropriate to this level. The ultimate aim of the course is to allow students to communicate effectively in a range of situations in the Spanish speaking world.

Syllabus outline

Language B Higher level and Standard level are language acquisition courses developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

The Core

This contains topics common to both levels, is divided into three parts, and is a required area of study. These topics are:

- Social relationships
- Communication and media
- Global issues

Communication and Media

How people interact, transmit and gather data for the purposes of information and entertainment.

Possible aspects to study include advertising, bias in media, censorship, the internet, press, radio and television, sensationalism in media, telephone, written and voice mail

Global Issues

Current matters and things to come that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture.

Possible aspects to study include drugs, energy reserves, food and water, climate change, natural disasters, globalization, migration, pandemics, poverty and famine, racism, prejudice and discrimination, the effect of man on nature, the environment and sustainability.

Social relationships

How people interrelate and behave as members of a community, individually and in groups.

Possible aspects to study include language and identity, linguistic dominance, minorities, multilingualism, nationalism, patriotism and fanaticism, relationships, religious and non-religious celebrations, social and political structures and groups, social behaviours and stances, taboos and what is socially acceptable.

The Options

In addition, teachers will select two, both at Higher and Standard levels from five Options:

- Health
- Customs and traditions

- Leisure
- Cultural diversity
- Science and technology

Cultural diversity

The ethnic, gender, racial, ideological and socioeconomic varieties within a community of the target language

Possible aspects to study include beliefs, values and norms, culinary heritage, how culture is learned, inter-cultural assimilation, inter-linguistic influence, language diversity, migration, population diversity, sub-cultures, concepts of beauty, verbal and non-verbal communication.

Customs and traditions

The current and past practices, representations, expressions and knowledge that belong to a community of the target language

Possible aspects to study include celebrations, social and religious events, dress codes, uniforms, etiquette and protocols, fashion, food, historical events, national costumes, arts.

Health

Physical, mental and social well-being as well as matters related to illnesses.

Possible aspects to study include concepts of beauty and health, diet and nutrition, drug abuse, epidemics, health services, hygiene, illnesses, symptoms of good/ill health, mental health, physical exercise, surgery, traditional and alternative medicine

Leisure

The variety of activities performed for enjoyment.

Possible aspects to study include entertainment, exhibitions and shows, games, hobbies, recreation, social interaction through leisure, sports, travelling

Science and technology

The relationship between science and technology and their impact on a community

Possible aspects to study include entertainment, ethics and science, ethics and technology, impact of IT on society, information technology, natural sciences, renewable energy, scientific research, social sciences

Literature (Higher level only)

Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding. Students should understand the works in some depth but literary criticism as such is not an objective of Language B HL course.

At Higher level only, 2 works of *literature* are read.

Assessment outlines

Standard Level assessment component

External assessment – 70%

Paper 1 (1 hour 30 minutes): Receptive skills – 25%

Text-handling exercises on 4 written texts from the Core.

Paper 2 (1 hour 30 minutes): Written productive skills – 25%

One writing exercise from a choice of five, based on the Options.

Written assignment: Receptive and written productive skills – 20%

Inter-textual reading of three sources followed by a written exercise of 300-400 words and a 100-word rationale, based on the Core.

Internal assessment oral: Interactive skills – 30%

This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.

Individual oral

Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher.

Interactive oral activities

Based on the Core. Three classroom activities are assessed by the teacher.

Higher level assessment component

External assessment – 70%

Paper 1 (1 hour 30 minutes): Receptive skills – 25%

Text-handling exercises on 5 written texts from the Core

Paper 2 (1 hour 30 minutes): Written productive skills – 25%

Two compulsory writing exercises

Section A: One task of 250-400 words, based on the Options, to be selected from a choice of five.

Section B: 150-200 word personal response to a stimulus text (e.g. statement or article), based on the Core

Written assignment: Receptive and written productive skills – 20%

Creative writing of 500-600 words, with a 100-word rationale, based on one of the literary texts studied.

Internal assessment oral: Interactive skills – 30%

This component is internally assessed by the teacher and externally moderated by the IB towards the end of the course.

Individual oral – 20%

Based on the Options. 15 minute preparation time and a 10 minute presentation and discussion with teacher.

Interactive oral activities – 10%

Based on the Core. Three classroom activities are assessed by the teacher.

Economics

Higher Level and Standard Level

Course Content

Economics is essentially the study of the allocation of scarce resources. The basics of the price mechanism for allocation of resources is taught in microeconomics, as are the limitations of the market structure. In macroeconomics, the broad picture of the economy is explored: concepts such as inflation, unemployment, economic growth and the balance of payments. Methods of managing the macroeconomy are reviewed and compared. Of increasing importance is the exploration of Economic Development, looking at methods developing countries might use to achieve sustainable economic growth and the potential problems with such strategies.

Internationalism in Economics

In previous generations, treating economics in an essentially domestic framework was sufficient. However, the increasing globalisation of business means that economic models and considerations become more complex. Economic activity in one country can have knock on effects throughout the world; notions of equity vary from country to country; balances of economic power are constantly changing. In this global market place, resources are constantly moving around the world and students need to appreciate the international nature of the modern macroeconomic environment.

It is important, therefore, that economics is taught from an international perspective. In the first year we will be applying theory to the real world events. In the second year, we teach international economics and development economics. The textbooks and resources that we will use are full of examples and questions from around the world. The international diversity of the students and teachers mean that theories, ideas and examples can be discussed from a global perspective.

Links to the Extended Essay

The study of economics, with its international dimension, cross-curricular nature and emphasis on evaluation of arguments, provides a good breeding ground for topics used for the IB Extended Essay. Good examples include “How has the Credit Crunch impacted upon architect firms in Cologne?”. “To what extent do demand patterns for beer in Wiltshire reflect global patterns?”.

Higher Level vs. Standard Level

Higher Level and Standard Level are taught together in the same class. However, Higher Level students will have, on average, two extra lessons per week in which they will be taught additional material that builds on the basic concepts taught in the main series of lessons. Higher Level builds on the foundation laid by Standard Level to develop more complex economic analysis and includes a mathematical economics paper.

Assessment

Ongoing Internal Assessment to gauge progress:

Students will be assessed on an ongoing basis through:

- Class debate and discussion
- Current affairs quizzes
- Diagram quizzes

- Regular testing with marks stored 'centrally' to identify strengths and weaknesses
- Student presentation

Formal External Assessment leading to the IB Diploma:

Higher Level Assessment

- Three Examinations in May of the second year (80%)
- Portfolio of three commentaries on up to date economic news articles which must be selected by the student and written unaided (20%)

Standard Level Assessment

- Two Examinations in May of the second year (80%)
- Portfolio of three commentaries on up to date economic news articles which must be selected by the student and written unaided (20%)

Conclusion

Economics is a subject which is highly regarded by universities and employers alike. It fits well into the IB diploma, providing many opportunities for the cross-curricular extended essay and giving students a balanced perspective at this level in their education. A Standard or Higher Level qualification in Economics should provide students with the skills and experience which enable them to make a positive contribution to society in the future and analyse the constantly changing economic environment in which we live. Economics has never been more popular as a discipline.

NB – Should you, at this stage, want to read a pure Economics course at University it would be advisable to opt for Higher Level Mathematics.

Geography

Higher Level and Standard Level

Course Description

Focus

The main focus of both the Higher and Standard Level of the programme is for students to investigate, discover and understand the diversity of the human condition in terms of population, location, distribution and economic situation. There is further opportunity for students to study the management of the natural environment for the betterment of mankind on a local, regional, national and international scale.

The course options will enable students to understand and appreciate the link between the economies of different countries and their level of development and social conditions. This will cast light on the part we, as a developed, capitalist, consumer society, play in the 'global supermarket'.

Aims

Fieldwork and modern, relevant case studies are used at all scales to allow the students to apply their understanding and knowledge of theory in the subject.

The fundamental questions can all be applied and realised in the undertaking of this course. Who? When? Where? How? Why? Are all incorporated into the programme of study through teaching, research and assessment.

Students will be allowed to develop their capacity to identify, analyse and evaluate theories, concepts and arguments about contemporary issues on a global platform.

All IB students are expected to attend a field course in Exmoor during the course. There will be a cost implication for the trip. The trip is essential in preparation for the coursework element of the IB course (worth 20% - 25%).

Assessment

Both Higher Level and Standard Level students have three lessons a week in the Core Theme of Patterns and Change. This culminates in a 90 minute written examination. The second section of the course requires the students to study two (SL) or three (HL) optional themes. The Options Examination is 80 minutes long for SL students and 120 minutes for HL students. In addition, all students are required to submit a 2,500 word individual fieldwork report, based on one of the four investigations they carry out on the Year 12 Field Trip. This element of the course is internally marked and externally moderated. Finally, HL students are required to complete an 'Extension' course that culminates in a one hour essay-based written examination based on the theme of 'Global Interactions'.

Course Structure

Part 1: Core theme—patterns and change (SL/HL)

There are four compulsory topics in this core theme:

1. Populations in transition
2. Disparities in wealth and development
3. Patterns in environmental quality and sustainability
4. Patterns in resource consumption

Part 2: Options (SL/HL)

Two options are required at **SL**.

Three options are required at **HL**.

- A. Freshwater—issues and conflicts
- B. Oceans and their coastal margins
- C. The geography of food and health/hazards

Part 3: HL extension—global interactions (HL only)

There are **seven** compulsory topics in the HL extension:

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

Geography and the TOK

Geography is one of the few subjects that can offer students the opportunity to debate and analyse a wide range of scientific theories while at the same time partake in ethical and moral discussions on a global scale. There is a broad and varying range of political, ethical, cultural and socio-economic issues explored within the course.

History

Standard Level and Higher Level

Course Description

The aims of the course are to promote the acquisition and understanding of historical knowledge in breadth and in depth; to develop the appreciation and understanding of history as a discipline; to promote international understanding and awareness of people living in a variety of places at different times; to develop a better understanding of the present through understanding of the past; to develop an ability to use and communicate historical knowledge and understanding; to encourage a lasting interest in history.

The course will be taught using a mixture of traditional lessons, seminars, source evaluation and analysis of historical evidence, student presentations, role play and use of interactive resources. The course will be taught holistically, encompassing political, social and economic issues. There will be an emphasis on understanding change and continuity and the importance of historical developments for the promotion of international understanding.

IB History is provided at both Standard and Higher Level and examines the following topics:

Standard and Higher Level

Prescribed Subject Case Studies:

Rights and Protest

- The Civil Rights Movement in the USA, 1954-1965
- Apartheid in South Africa, 1948-1964

World History Topics:

Causes and effects of 20th Century wars

- Different types and nature of 20th century warfare: civil, guerilla, limited war and total war.
- Origins and causes of war: Long-term, short-term and immediate causes; economic, ideological, political, religious causes.
- Effects and results of war: peace settlements and wars ending with treaties; attempts at collective security; political repercussions and territorial changes; post-war problems
- 20th Century Wars to be studied:
 - The First World War
 - The Second World War
 - The Spanish Civil War
 - The Falkland / Malvinas War

20th Century Authoritarian States

- Origins and nature of authoritarian and single-party states; conditions that produced them; emergence of leaders: aims, ideology and support.
- Totalitarianism: the aim and extent to which it was achieved
- Establishment of authoritarian and single-party states: methods: force, legal; form of government, (left and right wing ideology); nature, extent and treatment of opposition.
- Domestic policies and impact: structure and organisation of government and administration; political, economic, social and religious policies; role of education, the arts, the media, propaganda; status of women, treatment of religious groups and minorities.

- 20th Century Authoritarian States to be studied:
 - Hitler's Germany, 1933-1945
 - The USSR under Stalin, 1928-1953
 - Castro's Cuba, 1959-2008
 - Spain under Franco, 1939-1975

Internal Assessment: The Historical Investigation

This is a problem solving activity where you will need to demonstrate the application of your skills and knowledge to an area which interests you. It must be an agreed genuine historical topic and need not be connected to other areas of the course. The emphasis will be on a specific historical inquiry tied to classroom activities which enable you to develop the skills of the historian, such as making sense of source material and managing conflicting interpretations. You will be expected to produce a written account of 1,500 – 2,000 words.

Higher Level Only

History of Europe

Students are expected to study a period of approximately 100 years in depth.

Topics may include:

- Russia and eastern Europe in the second half of the 19th century
- 19th century economic and social developments
- 19th century educational, cultural and intellectual developments
- Tsarist Russia to Communist USSR; the unification of Germany; the unification of Italy.

Biology

Higher Level and Standard Level

Course Description

The IB [International Baccalaureate] Biology Diploma course focuses on developing key knowledge and understanding in the concepts and skills of the biological sciences. In particular students will have the opportunity to develop a broad understanding of the subject, with the following underlying biological themes:

- The relationship between structure and function
- The balance between universal features and biological diversity
- The concept of evolution leading to diversity and adaptation

Students will understand the value of Biology in a global society and develop an awareness of its application throughout society. Significant individuals from all societies will be highlighted whilst teaching the course, so as to foster an appreciation of the international development of the biological sciences. For example: Gregor Mendel of Austria through his work in genetics.

Students will develop skills in collaboration with others. Teaching will follow well established methods. Examples include, practical investigations and demonstrations, teacher led explanations, electronic projection, worksheets, debates and teamwork. Student learning will involve the use of ICT for computer simulations, interactive projections, the use of spreadsheets, databases, data logging, the internet and presentations. Students will be given opportunities in problem solving and thinking skills. The course will actively foster effective time management. Students will be assessed by homework and class exercises, during laboratory and field work activities, through experimental reports and finally by examination preparation exercises.

The Biology Diploma has relevance in the “Theory of Knowledge” (TOK) programme. For example a TOK issue could address the following: “How do we know the difference between the living and non-living environment?” The course content will cover the important ethical and social aspects of modern Biology. Students will be introduced to moral and ethical issues and will be given opportunities to reason and appreciate different viewpoints.

Topics

Core topics

Cells
Biochemistry
Conservation
Ecology
Evolution
Genetics
Human health and physiology

Higher Level topics

Nucleic Acids
Cell respiration and photosynthesis
Kidney structure and function
Meiosis and gene linkage
Muscles and movement
Nucleic acids and proteins
Plant science

Assessment

Paper 1	Multiple choice questions
Paper 2	Data analysis, then a choice of longer questions
Paper 3	Longer questions on Ecology
Practical	An individual investigation chosen by the student

Chemistry

Higher Level and Standard Level

Course description:

Chemistry is an experimental science. It therefore combines both investigative practical skills and the academic ability of the student. The course aims to aid students in developing their knowledge and understanding of the scientific facts and concepts that are essential to the study of Chemistry. In doing so, they will also expand their understanding of Chemistry in a global society and appreciate its value and application. The course is offered at the Higher Level and at the Standard Level. This enables the school the flexibility to accommodate those students who wish to study science in higher education (as it is a prerequisite for many courses) and those who do not. The course includes the fundamental principles of the subject and the option aspect provides teachers with the opportunity to tailor the course, to a certain degree, to meet the needs of the students. The course will be delivered using a number of different techniques and styles. These will include teacher led sessions, individual study tasks, group work, student and practical investigations, teacher demonstrations, ICT sessions, digital video clips and pupil and staff use of simulation and animation interactive Whiteboard activities. Various methods will also be employed, throughout the course, in order to monitor the progress of the student. These will consist of class and prep exercises, tests and practical work, which will include the use of ICT. Assessment for Learning, Gifted and Talented and Personal Learning and Thinking Skill exercises and activities are also used.

Topics:

The core topics are: Stoichiometry, Atomic theory, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and bases, Oxidation and reduction and Organic chemistry. The more detailed Higher Level work, based on the same topics, will be incorporated and assessed as and when it's appropriate.

Assessment:

The external assessment consists of three papers.

Paper 1 is comprised of multiple-choice questions. These are designed to be short, one or two-stage problems. No calculator is allowed in this paper.

Paper 2 consists of short-answer and extended response questions all compulsory; only one section.

Section A is comprised of short-answer questions as well as a data analysis question.

In section B students will be required to choose and answer more extended questions.

Both papers 1 and 2 will test the knowledge of the core (Higher Level material for Higher Level students and the core material only for the Standard Level students).

Paper 3 consists of a Data based question and several short-answer questions on experimental work (the experimental design question), and short-answer and extended-response questions on one option.

For the Higher Level students, the paper consists of short-answer questions and an extended response question in each of the two options studied.

For Standard Level students only short-answer questions are set for the two options studied.

Students will be expected to carry out a number of practicals which will be internally assessed.

Physics

Higher Level and Standard Level

Course Description

The Physics course places a strong emphasis on practical investigation to enhance development of scientific procedure, stimulate interest and integrate many aspects of the Theory Of Knowledge (TOK) and the Nature Of Science (NOS). A unique aspect of the Diploma course is the Group 4 Project, enabling students to develop team work and gain a better understanding of the many links between the different sciences.

The syllabus for the Physics course is divided into three parts: the Standard Level Core, the Additional Higher Level material and the option subjects.

Students study the Standard Level topics and, if taking Physics at Higher Level, extend their study with additional topics from the Higher Level syllabus.

Topic 1: At Standard Level all students study physical measurement including measurement and uncertainties, vectors and scalars.

Topic 2: This topic features mechanics, specifically: kinematics; forces and dynamics; work, energy and power; and momentum and impulse. Additional Higher Level work features the study of parts of **Topic 10**, encompassing fields and fields at work.

Topic 3: In this topic the kinetic model of the ideal gas is studied as well as internal energy, specific heat capacity and specific latent heat. It includes consideration of thermal concepts and thermal properties of matter.

Topic 4: This introduces waves, with the study of the kinematics of simple harmonic motion (SHM), energy changes during simple harmonic motion (SHM), forced oscillations and resonance, wave characteristics and wave properties. This is extended at Higher Level with **Topic 9**, which includes wave phenomena featuring the study of standing (stationary) waves, the Doppler effect, diffraction, resolution and polarization.

Topic 5: The study of electric currents includes electric potential difference, current and resistance and electric circuits. At Higher Level this is extended through **Topic 11**, with consideration of electromagnetic induction, induced electromotive force (emf), alternating current, the transmission of electrical power and capacitance.

Topic 6: Circular motion and gravitation is examined, including gravitational force and fields, and the forces involved when bodies perform circular motion. **Topic 10** (Higher Level only) features the study of motion in fields by looking at gravitational field potential and energy, and electric field potential and energy.

Topic 7: Atomic and nuclear physics looks at the historical background of atomic modelling and the current ideas about the atom, radioactive decay, nuclear reactions, fission and fusion. This is extended at Higher Level in **Topic 12** through the study of quantum physics and the interaction of matter with radiation.

Topic 8: This examines energy production, looking at topical issues and the science behind energy degradation and power generation, world energy sources, fossil fuel power production, non-fossil fuel power production and the greenhouse effect.

External assessment for Higher Level

Three written papers covering material on the Core and Higher Level syllabi.

Paper 1 (1 hr)	40 multiple choice questions, with a 20% weighting
Paper 2 (2 ¼ hrs)	Short answer and extended-response questions on the Core and AHL material, with a 36% weighting
Paper 3 (1 ¼ hrs)	Section A: one data-based question and several short-answer questions on experimental work; and Section B: one extended response questions from one option, together with a 24% weighting

External assessment for Standard Level

Three written papers covering material on the Core syllabus only.

Paper 1 (¾ hr)	30 multiple choice questions, with a 20% weighting
Paper 2 (1 ¼ hrs)	Short answer and extended-response questions on the core and AHL material, with a 36% weighting
Paper 3 (1 hr)	Section A: one data-based question and several short-answer questions on experimental work; and Section B: one extended response questions from one option, together with a 24% weighting

Internal assessment

Practical skills will be assessed in two different ways: the internally assessed (and externally moderated) investigation; and the externally assessed question on Paper 3 on a list of prescribed practicals. The investigation is a 10 hour, 6 – 12 page scientific paper on some aspect of Physics that interests you. It accounts for 20% of the final grade. The investigation could take the form of a traditional lab report but can also be based on simulations, databases or other forms of modelling.

Mathematics Higher and Standard Level

Mathematical Studies Standard Level only

Course Description

Mathematics is probably the most important and fundamental of subjects. It has a notation and language which can cross national and cultural boundaries. By studying mathematics students learn to analyse and model the relationships between quantities and the behaviour of materials and people.

Mathematics possesses a unique power to prove the truth of a conjecture or to interpret problems, providing convincing and precise solutions to them. These solutions, which often involve complicated ideas, can be communicated with clarity and precision and it is the concise nature of mathematics that many feel reveals the beauty within the subject.

These courses, both at Standard Level and Higher Level, are designed to help students fulfill their potential by taking and enjoying mathematics courses that are relevant to their needs post-16. This involves four key elements: breadth, depth, being up-to-date and providing students with the ability and opportunity to use their mathematics. The courses actively promote the use of modern technology and provide opportunities, with the portfolio and the project, for the students to develop their ability to investigate and communicate independently.

The presumed knowledge needed for these courses is similar to GCSE Mathematics. All courses require the student to own a graphic display calculator (GDC) e.g. Texas 84i. This needs to be purchased before the start of the course.

Mathematics Higher Level

Syllabus Outline

The course includes Algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus, and one individual piece of work. Students study one of the following optional topics: statistics and probability; sets; relations and groups; series and differential equations; discrete mathematics.

This course caters for students with a strong 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.

Assessment consists of: Three written examination papers and an exploration

Paper 1 (2 hrs) (30%): 15 compulsory questions needing a small number of steps, based on the core of the syllabus. No graphic display calculator allowed.

Paper 2 (2 hrs) (30%): 15 compulsory questions, each requiring an extended response, based on the core of the syllabus. GDC allowed.

Paper 3 (1 hr) 20%: Small number of questions requiring an extended response on the option topic. GDC allowed.

Exploration 20%: one individual piece of work based upon mathematical investigation.

Mathematics Standard Level

Syllabus Outline

The course includes Algebra, functions and equations, circular functions and trigonometry, vectors, statistics and probability, calculus and one individual piece of work.

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.

Assessment consists of two written examination papers each lasting 1 hour 30 minutes

Paper 1 (40%): Section A: 7 short response questions – no GDC allowed
Section B: 3 extended response questions – no GDC allowed

Paper 2 (40%): Section A: 7 short response questions – graphic display calculator allowed
Section B: 3 extended response questions - graphic display calculator allowed

Exploration 20%: one individual piece of work based upon mathematical investigation.

Mathematics Studies - Standard Level

Syllabus Outline

The course includes number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus, financial mathematics and one individual piece of work.

This course is available at Standard Level only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

Assessment consists of two written examination papers each lasting 1 hour 30 minutes

Paper 1 (40%): 15 compulsory questions based on the whole syllabus – GDC allowed

Paper 2 (40%): 6 extended response questions – GDC allowed

Project (20%) One individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurement.

Visual Arts

Higher Level and Standard Level

The arts aims

The aims of the arts subjects are to enable pupils to:

1. Enjoy lifelong engagement with the arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills.

Visual arts aims

In addition, the aims of the Visual Arts course at SL and HL are to enable pupils to:

1. Make artwork that is influenced by personal and cultural contexts
2. Become informed and critical observers and makers of visual culture and media
3. Develop skills, techniques and processes in order to communicate concepts and ideas.

Having followed the visual arts course at SL or HL, pupils will be expected to:

Assessment objective 1: demonstrate knowledge and understanding of specified content

- a. Identify various contexts in which the visual arts can be created and presented
- b. Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
- c. Recognize the skills, techniques, media, forms and processes associated with the visual arts
- d. Present work, using appropriate visual arts language, as appropriate to intentions

Assessment objective 2: demonstrate application and analysis of knowledge and understanding

- a. Express concepts, ideas and meaning through visual communication
- b. Analyse artworks from a variety of different contexts
- c. Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making

Assessment objective 3: demonstrate synthesis and evaluation

- a. Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
- b. Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
- c. Demonstrate the use of critical reflection to highlight success and failure in order to progress work
- d. Evaluate how and why art-making evolves and justify the choices made in their own visual practice

Assessment objective 4: select, use and apply a variety of appropriate skills and techniques

- a. Experiment with different media, materials and techniques in art-making
- b. Make appropriate choices in the selection of images, media, materials and techniques in art-making
- c. Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
- d. Produce a body of resolved and unresolved artworks as appropriate to intentions

Assessment Outline

Part 1: Comparative study 20%

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

Part 2: Process portfolio 40%

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

Part 3: Exhibition 40%

Pupils submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.