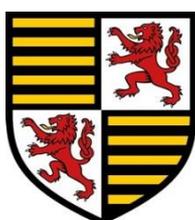


Warminster School

Sixth Form Prospectus

International Baccalaureate

2019 - 2021



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Warminster School Sixth Form

General Information

Warminster School has a vibrant and diverse Sixth Form community. 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.

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 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, and in the School's Activity programme. This involvement 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 also required to complete CAS (Creativity, Activity and Service) as part of their course, to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.

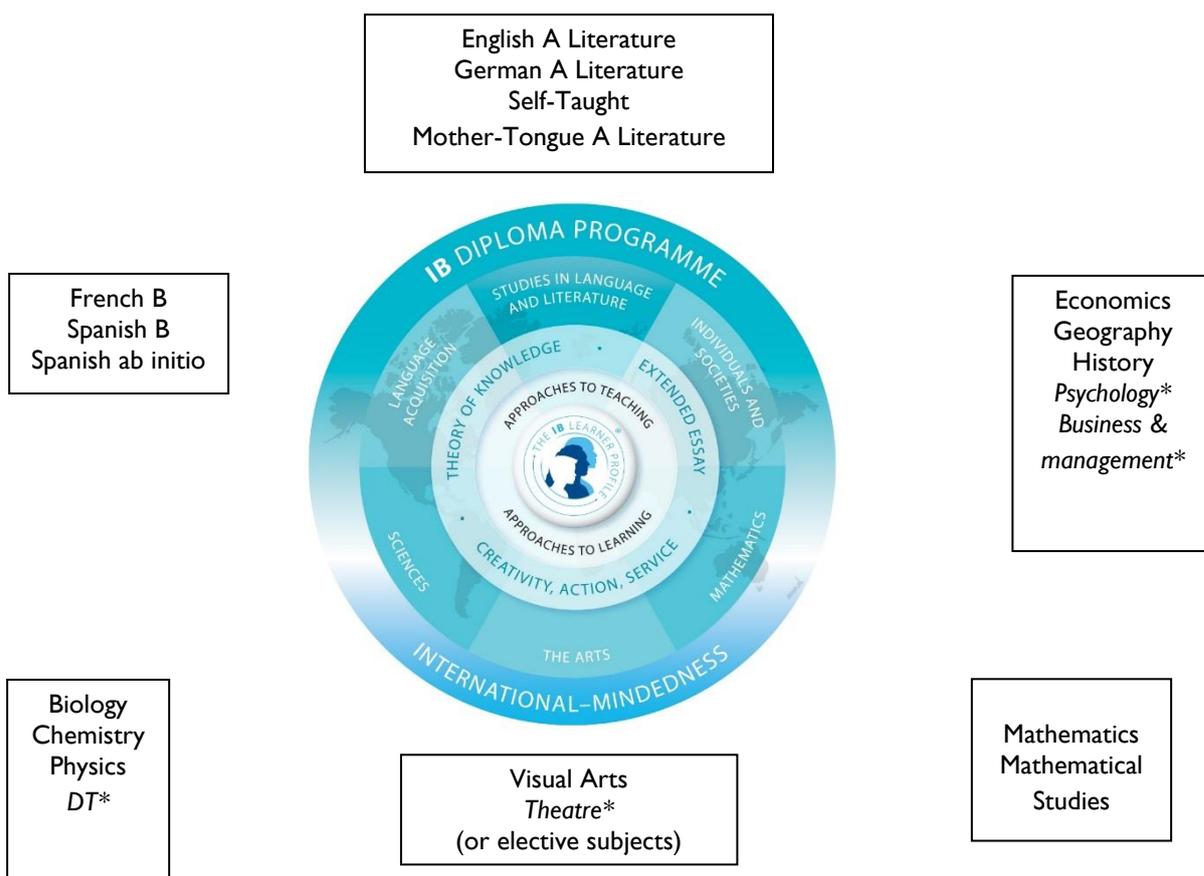
Leadership Opportunities

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.

International Baccalaureate Diploma Programme

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):



* These subjects are dependent on numbers

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 the Lower Sixth and is finished in the Autumn Term of the Upper Sixth.

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, Activity, Service (CAS)

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- **Creativity** – arts, and other experiences that involve creative thinking.
- **Activity** – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- **Service** – a voluntary exchange that has a learning benefit for the pupil.

In order to demonstrate these concepts, students are required to undertake a CAS Project. The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

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

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

International Baccalaureate Career-Related Programme

The IBCP is a post-16 qualification which incorporates the values of the IB into a unique programme addressing the needs of pupils engaged in career-related education. The programme leads to further/higher education, apprenticeships or employment. Pupils undertake academic study through IB Diploma Programme subjects, accredited career-related learning, and through the IBCP core ‘learn how to learn’ and engage with real-world issues. The course also includes a substantial amount of work experience in a career-related place of work. The IBCP Core, good performance in two Diploma Programme subjects and in the Career-Related study combined can yield the equivalent of BBB at A Level.

IBCP pupils are in the same Diploma Programme classes as IBDP (Diploma Programme) pupils, promoting collaboration and the sharing of ideas. The IBCP is increasingly well-regarded by universities, including—among many others—Kent, Canterbury Christ Church, Brighton, and UWE. The IBCP provides the required mixture of academic, personal and career-related development to prepare pupils for a fast-paced, ever-changing world which values work experience more than ever.

<u>CORE</u>	
Personal and Professional Skills	Reflective Project
Service Learning	Language Development



<u>IB DIPLOMA PROGRAMME SUBJECTS</u> (between two and four from)			
English Literature	English B	German Literature	Spanish B
Spanish ab initio	Self-Taught Literature	Economics	History
Geography	Art	Physics	Chemistry
Biology	Maths Studies	Maths HL	Maths SL



<u>CAREER-RELATED STUDY</u> (one of the following Cambridge Technical Level 3 qualifications)		
Business	Art and Design	Sport and Physical Activity



<u>OPTIONAL EXTRAS</u>		
DofE	Arts Awards	Sports leadership

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 Level 6 (Or B grade) 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 IB Coordinator, 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.

If you have any queries, please do not hesitate to contact us.

Dr M Martin

IB Co-ordinator

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	In Cold Blood by Truman Capote

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.

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. **As the list slightly changes every year, we would recommend not buying books in advance.** The German teacher will order all necessary works for the pupils as the year goes on. These are then put on their school bill unless otherwise stated:

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: Heinrich Böll: Wanderer, kommst du nach Spa - Kurzgeschichten)

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
- Erich Fried: Gedichte
- Gotthold Ephraim Lessing: Emilia Galotti

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 French B course is designed for non-native-speaking students with 2-5 years' previous experience of learning French, and aims to help foreign language learners become better able to use that language in different contexts and for different purposes.

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 other French-speaking countries.

Students who have already experienced learning the language at GCSE /IGCSE level, and who wish to continue their language studies at university or for a career, will want to study Higher Level. Usually students taking Standard Level will either have found French more challenging than those taking it at Higher Level, or will be wanting to study other subjects at university and therefore French only needs to be Standard Level. At Standard Level the language is slightly less sophisticated and the vocabulary is less extensive than at Higher Level.

The topics studied are the same at both Standard and Higher level, including topics such as identities, experiences, human ingenuity, social organization and sharing the planet.

Intercultural understanding

The purpose of this course is both language acquisition and intercultural awareness. Beyond understanding and using the language in many different contexts, you will develop your intercultural understanding and acquire a great set of transferable skills, such as learning to work with complex (linguistic) systems.

Through the study of texts and social interaction, you will increase your awareness and appreciation of the different perspectives of people from other cultures. Getting to know other languages and cultures also unlocks new perspectives beyond your own. The skills you pick up will open doors to further study and work opportunities. Language skills are highly sought after both by universities and employers and are a great asset in fields ranging from Arts to Law, from Business to Science, from History to Engineering.

After the course, you might find yourself using foreign language sources for your university essays, giving presentations to international business partners or impressing friends with your intercultural knowledge and sensibility. Previous students have studied abroad, and some have gone on to take up international law or language degrees.

Conceptual understanding is key to IB language B as you will be asked to consider five concepts throughout the course: Audience, Context, Purpose, Meaning and Variation. You will learn to recognise how these concepts shape any written and/or spoken piece, and demonstrate your understanding of different concepts when determining the overall purpose of a text, for example, or choosing a text type to respond to a written production prompt.

Syllabus outline

Assessment:

Students will be assessed both internally and externally. At both Higher and Standard Level, the internal assessment represents 25% of the final mark. This is comprised of an end of course individual oral. The external assessment consists of Listening, Reading and Writing papers at the end of the course (each worth 25%)

At Higher Level students will also study two works of literature, and will have to refer to these in their speaking exam, but literary criticism as such is not an objective of Language B HL course.

Oral exam in 5th term of your course. 25%

Other exams at the start of the 6th term of your course:

Paper 1: Writing paper 25%

Paper 2: Listening and Reading paper 25% + 25% = 50%

What can I do to get ahead before I start this course?

Watch French films – Le Fabuleux Destin d'Amélie Poulain or Les Choristes would be good places to start.

Explore websites such as Radio France International (RFI) which has a section specially for learners where they read the news in slightly slower French!

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 : Students understand, both aurally and in writing, simple sentences and some more complex sentences relating to the five prescribed themes and related topics. They understand simple authentic and adapted written and audio texts and related questions in the target language.

Productive skills: Students express information fairly accurately, in both writing and in speech, using a range of basic vocabulary and grammatical structures. They communicate orally and respond appropriately to most questions on the five prescribed themes and related topics.

Interactive skills: Students understand and respond clearly to some information and ideas within the range of the five prescribed themes and related topics. They engage in simple conversations. They use strategies to negotiate meaning and foster communication.

Themes

Prescribed themes

Five prescribed themes are common to the syllabuses of language ab initio and language B; the themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

The themes allow students to compare the target language and culture(s) to other languages and cultures with which they are familiar. The themes also provide opportunities for students to make connections to other disciplinary areas in the DP. Students and teachers of language ab initio with experience of the Primary Years Programme (PYP) or the MYP will recognize that the themes are inspired by the transdisciplinary themes of the PYP and the global contexts of the MYP. In this way, the DP language ab initio course can enhance the continuity of the educational experience of long-standing IB students, while also being suitable for students who are new to the IB.

Prescribed topics

Because a structured learning environment is crucial for the success of beginning language learners, the language ab initio syllabus prescribes four topics for each of the five prescribed themes. Thus, in total there are 20 topics that must be addressed in the language ab initio course. Although the themes and topics are prescribed, the possible questions are suggestions linked to the themes and are not prescribed.

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.

Assessment

Assessment component	Weighting
<p>External assessment (2 hours 45 minutes)</p> <p>Paper 1 (1 hour) Productive skills—writing (30 marks)</p> <p>Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.</p> <p>Paper 2 (1 hour 45 minutes)</p> <p>Receptive skills—separate sections for listening and reading (65 marks)</p> <p>Listening comprehension (45 minutes) (25 marks)</p> <p>Reading comprehension (1 hour) (40 marks)</p> <p>Comprehension exercises on three audio passages and three written texts, drawn from all five themes.</p>	<p>75%</p> <p>25%</p> <p>50%</p>
<p>Internal assessment</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral assessment A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>

Spanish Language B Higher and Standard Level

Course Description

The Spanish B course is designed for non-native-speaking students with 2-5 years' previous experience of learning Spanish, and aims to help foreign language learners become better able to use that language in different contexts and for different purposes.

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 Spain and the very many other Spanish-speaking countries.

Students who have already experienced learning the language at GCSE /IGCSE level, and who wish to continue their language studies at university or for a career, will want to study Higher Level. Usually students taking Standard Level will either have found Spanish more challenging than those taking it at Higher Level, or will be wanting to study other subjects at university and therefore Spanish only needs to be Standard Level. At Standard Level the language is slightly less sophisticated and the vocabulary is less extensive than at Higher Level.

The topics studied are the same at both Standard and Higher level, including topics such as identities, experiences, human ingenuity, social organization and sharing the planet.

Intercultural understanding

The purpose of this course is both language acquisition and intercultural awareness. Beyond understanding and using the language in many different contexts, you will develop your intercultural understanding and acquire a great set of transferable skills, such as learning to work with complex (linguistic) systems.

Through the study of texts and social interaction, you will increase your awareness and appreciation of the different perspectives of people from other cultures. Getting to know other languages and cultures also unlocks new perspectives beyond your own. The skills you pick up will open doors to further study and work opportunities. Language skills are highly sought after both by universities and employers and are a great asset in fields ranging from Arts to Law, from Business to Science, from History to Engineering.

After the course, you might find yourself using foreign language sources for your university essays, giving presentations to international business partners or impressing friends with your intercultural knowledge and sensibility. Previous students have studied abroad, and some have gone on to take up international law or language degrees.

Conceptual understanding is key to IB language B as you will be asked to consider five concepts throughout the course: Audience, Context, Purpose, Meaning and Variation. You will learn to recognise how these concepts shape any written and/or spoken piece, and demonstrate your understanding of different concepts when determining the overall purpose of a text, for example, or choosing a text type to respond to a written production prompt.

Syllabus outline

Assessment:

Students will be assessed both internally and externally. At both Higher and Standard Level, the internal assessment represents 25% of the final mark. This is comprised of an end of course individual oral. The external assessment consists of Listening, Reading and Writing papers at the end of the course (each worth 25%)

At Higher Level students will also study two works of literature, and will have to refer to these in their speaking exam, but literary criticism as such is not an objective of Language B HL course.

Oral exam in 5th term of your course. 25%

Other exams at the start of the 6th term of your course:

Paper 1: Writing paper 25%

Paper 2: Listening and Reading paper 25% + 25% = 50%

What can I do to get ahead before I start this course?

Watch Spanish films – El Palo or El Laberinto del Fauno would be good places to start.

Explore websites such as RTVE.es which, amongst other things, produces a daily “the news in 4 minutes” section which is very helpful for vocabulary extension.

Ask your teacher for an easy Spanish reading book.

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 marketplace, 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 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 three extra lessons per fortnight 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 largely mathematical economics paper.

Assessment

Ongoing 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 presentations

Formal assessment leading to the IB Diploma:

Higher Level Assessment

- Three examinations in May of the second year (80%)
- Internal Assessment: 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%)
- Internal Assessment: 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 at least one day's field work in support of their Internal assessment. There is a small cost for this of around £30.

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 the Year 12 field trip, which will incur a charge of approximately £100. 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: Options (SL/HL)

Two options are required at **SL**.

Three options are required at **HL**.

- Freshwater—issues and conflicts
- Oceans and their coastal margins
- Leisure and Tourism and Sport

Part 2: Core theme—Global change (SL/HL)

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

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

There are 3 compulsory topics in the HL extension:

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

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 Spanish Civil War, 1936-39
 - The Chinese Civil War, 1927-37 and 1946-49
 - The Second World War, 1939-1945
 - The Falkland / Malvinas War, 1982

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 Lenin and Stalin, 1917-1953
 - 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 include:

- Imperial Russia and Revolution, 1855-1917
- Europe and the First World War, 1871–1918
- Inter-war domestic developments in European states, 1918–1939

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 Pupils 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

Pupils 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.

Pupils 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. Pupil learning will involve the use of ICT for computer simulations, interactive projections, the use of spreadsheets, databases, data logging, the internet and presentations. Pupils will be given opportunities in problem solving and thinking skills. The course will actively foster effective time management. Pupils 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. Pupils will be introduced to moral and ethical issues and will be given opportunities to reason and appreciate different viewpoints.

The level of study

IB Biology can be taken at either higher level or at standard level.

Topics of study

Standard level 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

This pattern is common to both higher level and standard level.

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 pupil

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 but students will be provided with a periodic table.

Paper 2 consists of short-answer and extended response questions - all compulsory. Students are allowed to use a calculator and a data book is provided.

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 two sections as follows, Section A: One data-based question, and several short-answer questions on experimental work (the experimental design question) & Section B: short-answer and extended-response questions on one option. Students are allowed to use a calculator and a data book is provided.

Students will be expected to carry out a number of compulsory class practicals, which will be assessed in the written papers, as part of their external exams. The students will also carry one major project style investigation, which will be internally assessed and marks sent to the IB exam board, as it will count towards their overall grade.

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 (3/4 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.

What can I do after I have completed the course?

Physics underpins a vast range of Higher Education courses and employment opportunities, including Veterinary Medicine, Medicine, Midwifery, Architecture, Ecology, Meteorology, Medicine, Metrology, Nanotechnology, Space Exploration, and all types of Engineering amongst many, many others.

Is IB Physics right for you?

IB Physics is suitable if you:

- have curiosity, determination and an enthusiasm for Physics;
- have a willingness to give things a go, make mistakes and try again;
- want to find out about how things work and enjoy solving problems; and
- enjoy carrying out investigations by the application of imaginative, logical thinking.

Mathematics

The course structure of IB Mathematics is changing from September 2019. The course will be split into the following two components, covering both SL and HL:

Analysis and approaches (SL or HL)

This pathway has a greater focus on algebra and calculus.

OR

Applications and interpretation (SL or HL)

This pathway has a greater focus on applications of mathematics, such as Mechanics and Statistics.

For employers and universities alike, critical thinking in mathematics is becoming an increasingly valued skill, especially as technology advances making some traditional skills redundant.

Critical thinking in the context of mathematical learning is the ability to recognize where the subject can be used, understand and synthesise technical documents, apply relevant mathematical approaches to familiar and unfamiliar situations, structure logical arguments, be risk aware, understand that technology and mathematics can go hand-in-hand, and interpret the meaning and relevance of solutions. These are all becoming increasingly important and sought-after skills.

Mathematics will focus on developing the skills of analysis, abstraction and generalization, risk awareness and statistical literacy, algorithmic thinking, modelling and inquiry.

Mathematics: Analysis and approaches

It is designed for pupils who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. Pupils will explore real and abstract applications, sometimes with technology, and will enjoy the thrill of mathematical problem solving and generalization.

Mathematics: Applications and interpretations

This course is designed for pupils who are interested in developing their mathematics for describing our world, modelling and solving practical problems using the power of technology. Pupils who take Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context.

Assessment

Although final assessment criteria has not been released, all pupils will conduct an exploration investigating an area of maths of their choice. This will contribute to 20% of the overall grade. Those taking SL in either variation of Mathematics will have two exam papers and those doing HL will conduct three exam papers.

Comparisons to the current Mathematics model

Mathematics: Applications and interpretations at Standard Level will be roughly equivalent to the current Mathematical Studies SL course.

Mathematics: Analysis and approaches at Higher Level will be roughly equivalent to the current Mathematics HL course.

Mathematics: Analysis and approaches at Standard Level will be roughly equivalent to the current Mathematics SL course.

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.

Level 3 Certificate OCR Cambridge Technical Art and Design

This qualification provides an understanding of art, design and craft through engagement with the work of artists and designers. Students have the opportunity to gain practical and creative skills by working with the 2D and 3D materials, processes and techniques of their choice. Available options include Graphic Design, 3D Design, and Fine Art. This qualification has been designed to develop the skills, knowledge and understanding required to enable progression to Higher Education Institutes.

What are the Benefits?

- The Cambridge Technical qualifications are exam-free so suit all learning styles.
- There's no external assessment, so you can choose when to assess your students.
- Includes hands-on practical experience based upon real life scenarios.
- UCAS points available at Level 3 to support progression to higher education.

A brief structure to the course

The qualification consists of multiple units including one compulsory core unit (Unit 01 – Art and Design in Context). A total of 3 units are required to gain the level 3 certificate, however pupils will work towards completion of 6 units (an introductory diploma) which is equivalent to an A-level. The remaining units can be selected by pupils and taught by staff specialists in various Art and Design fields. These will include:

- How artists and designers use 3D materials
- Planning, researching and developing ideas for a specialist art or design brief
- Realising an outcome for a specialist art or design brief
- Art and design illustration
- Design for advertising
- Branding and corporate design
- 3D product design

Learners will be awarded a Pass, Merit, Distinction or Distinction* qualification grade by the aggregation of points gained through the successful achievement of individual units. It is possible to obtain 70 UCAS points with a Distinction* grade Level 3 certificate, while a pass (40%) would represent 20 UCAS points.

Level 3 Cambridge Technical Extended Certificate in BUSINESS (Exam Board - OCR)

What kind of student is this course suitable for?

This course will appeal to those students who:

- Have an interest in current affairs and the business world
- Have an interest in how a business operates
- Enjoy studying a subject that is relevant to their own lives and experiences
- Would like to explore a subject that offers opportunities for the further study of the subject at undergraduate level
- Would like to learn how to make business decisions and solve business problems

How can I develop my full range of skills by doing this course?

As well as covering Business content, this course will enable you to develop some key skills, which will be essential to you whatever you go on to do afterwards, these are:

- Communication (both written and oral)
- Application of numerical techniques to business and financial data
- Information Technology
- Problem Solving
- Working With Others
- A thirst for the world of business
- Independent learning skills and mindset
- Research skills
- Timekeeping and organisation skills

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

Students with a Cambridge Technical Business qualification have access to a wide range of possible career and higher education opportunities. Many students will go on to study the subject or related subject at undergraduate level. Alternatively, you can start a career in business armed with an excellent knowledge of how businesses operate. In particular, you will have a head start in careers within accountancy, marketing, sales and human resources.

What will I learn on this course?

- The dynamic, competitive, uncertain and frequently hostile environment in which businesses operate
- How businesses adapt to their internal and external environment
- Different types of business structures
- How the ownership of business and its objectives are interrelated
- The importance of different business functions and how they work together
- The internal workings and management of organisations
- How a range of people and organisations including customers, managers, creditors, owner/shareholders and employees can influence business behaviour

- How to develop a critical understanding of organisations, the markets they serve and the process of adding value
- The importance of the customer experience and how businesses communicate with customers
- The importance of customer satisfaction and customer loyalty
- Techniques to analyse and potentially solve business problems

Course Structure (two years)

Mandatory units:

- The Business Environment
- Working in Business
- Customers and Communication

2 optional units from:

- Business Decisions
- Marketing and Market Research
- Introduction to Human Resources
- Accounting Concepts
- Principles of Project Management
- Responsible Business Practices
- International Business
- Business Events
- Being Entrepreneurial – Evaluating Viable Opportunities

Assessment

Ongoing assessment to gauge progress:

Students will be assessed on an ongoing basis through:

- Internal assignments
- Current affairs quizzes
- Regular testing with marks stored 'centrally' to identify strengths and weaknesses
- Student presentations

Formal assessment leading to A Level Business:

External assessment:

Pupils will take at least 2 examination papers with a 3rd exam possible, depending which optional units they study. They are required to carry out research into real businesses in preparation for the exams. There is the opportunity to resit each exam once.

Pupils will have opportunities to practise each of the different types of questions.

Internal assessment:

Pupils will have to complete assignments for the internally assessed units.

Prerequisites

It is not a requirement that you should have studied Business Studies at GCSE level in order to take a Level 3 Cambridge Technical Extended Certificate in Business. It is more important that you have a strong interest in business and current affairs and want to learn how a business is organised, operates, plans and makes its decisions.

NB – The level of mathematical ability and written English ability is recommended to be at least grade 4/C for GCSE.

Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity (Exam Board - OCR)

Why Cambridge Technical?

The Cambridge Technical in Sport and Physical Activity has been developed to meet the changing needs of the sector, and prepare pupils for the challenges they'll face in university or employment. Designed in collaboration with experts spanning the breadth of the sector, the Cambridge Technical in Sport and Physical Activity focus on the knowledge, understanding and skills that today's universities and employers demand. Pupils will practically apply their knowledge and skills in preparation for further study or the workplace.

What's included in the course?

The Level 3 Cambridge Technical Extended Certificate in Sport and Physical Activity has been designed as the perfect vocational alternative to A Level Physical Education. Made up of either five or six specific units (depending upon units chosen), this qualification provides pupils with the knowledge and skills required for progression – making sure they're prepared to progress to degree level, an apprenticeship or employment. These units are tailored to suit the pupil and the route they want to take.

There are three mandatory units;

Unit 1

- Body Systems and the Effects of Physical Activity is assessed by a 90 minute written exam made up of multiple, short or long answer questions.

Unit 2

- Sports Coaching and Leadership is internally assessed through a Centre set assignment, involving either written coursework or a series of presentations. Plus, there are external partnerships to enhance this unit, support the delivery, and make sure pupils gain the right knowledge and skills required for coaching and leadership.

Unit 3

- Sports Organisation and Development that's assessed by a 60 minute written exam made up of short and long answer questions. Pupils also choose either two or three units from a selection of nine optional units that are all internally assessed. Again this is done through a series of coursework tasks/ presentations/ practical assessments.

Optional Units

- Performance analysis in sport and exercise
- Organisation of sports events
- Biomechanics and movement analysis
- Physical activity for specific groups
- Nutrition and diet for sport and exercise
- Sports injuries and rehabilitation
- Practical skills in sport and physical activities
- Sport and exercise psychology
- Sport and exercise sociology