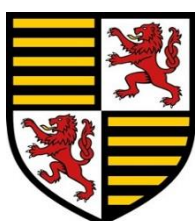


# Warminster School

## Sixth Form Prospectus

### International Baccalaureate

#### 2022 - 2024



1707

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## **WARMINSTER SIXTH FORM**

Warminster School has a vibrant and diverse Sixth Form community. Boarding pupils live in our Sixth Form house, Stratton House. 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 house and 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 their respective Head of House to ensure that all Sixth Form pupils are appropriately supported during their time here.

Since September 2020, Sixth Form pupils have had the use of a newly refurbished Sixth Form Centre, Townroe Lodge, which the School has fully refurbished. Facilities include numerous social spaces, a kitchen and numerous study rooms each with a different feel and focus; individual study, group work and computer rooms.

### **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.

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.

### **Sport**

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.

### **Co-Curricular Activities and Trips**

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. Every Wednesday afternoon also sees all Sixth Form pupils giving something back to the community through our EDGE programme with sessions including working with elderly members of the community through to our own nursery group. Many outdoor and adventure training activities have taken place in recent years including adventure trips to Morocco and Tanzania.

### **Enrichment Programme**

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.

### **Independent Study**

Study skills are very important, and need to be developed in the Lower Sixth from the very start. Supervised private study enables pupils to make the transition from the largely teacher-

directed work at GCSE, to the more self-reliant approach needed in the Sixth Form. Goal setting and personal development planning (PDP) guided by the personal tutor allow pupils to take a balanced and objective view of their academic and personal progress.

### **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 assist the Head of Sixth Form in organising social events including dinners, dances and concerts. Many Sixth Formers hold senior ranks in the Combined Cadet Force (CCF) and embark on the Duke of Edinburgh Gold Award.

### **International Baccalaureate entry requirements and making your choice**

Whilst we consider each pupil individually prior to them embarking on their Sixth Form journey, the general entry requirements for Warminster Sixth Form is **a minimum of five passes at grade 5 or above at GCSE and a minimum grade 6 in the subject(s) they wish to study, grade 7 in Maths HL and the HL Sciences.**

When designing your study programme you should select subjects which complement each other well. You should also be aware of the particular qualifications or combinations of subjects that may be required for particular university degree courses.

This prospectus contains descriptions of all the subjects available at Warminster School 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 post-16 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, your Tutor, your subject teachers and possibly fellow pupils who are already in the Sixth Form before coming to any final decision.

### **Higher Education and Careers Advice**

In recent years, nearly all of our Upper Sixth pupils have moved into Higher Education on leaving Warminster School, with 95% of leavers gaining a place at their first choice university in September 2020. 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.

There are also dedicated programmes available to those applying for Oxbridge, Medical and Veterinary courses.

### **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 strong results 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.

## International Baccalaureate



The International Baccalaureate is a world-leading international qualification founded in Geneva in 1968 with the goal of creating a better world through education. The IB fosters critical thinking and builds problem-solving skills, while encouraging diversity, international mindedness, curiosity, and a healthy appetite for learning and excellence.

The IB is highly regarded by universities and employers across the globe. Universities are now actively seeking IB graduates as they are better prepared for university study and adjust better to university life, while employers are recognizing IB students as having the necessary skill set and character traits to grow and develop in a healthy and happy way.

**Mission statement:** *The IB aims to develop inquiring, knowledge and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. IB students across 159 countries are encouraged to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.*

## IB Learner Profile



# IB Diploma Programme

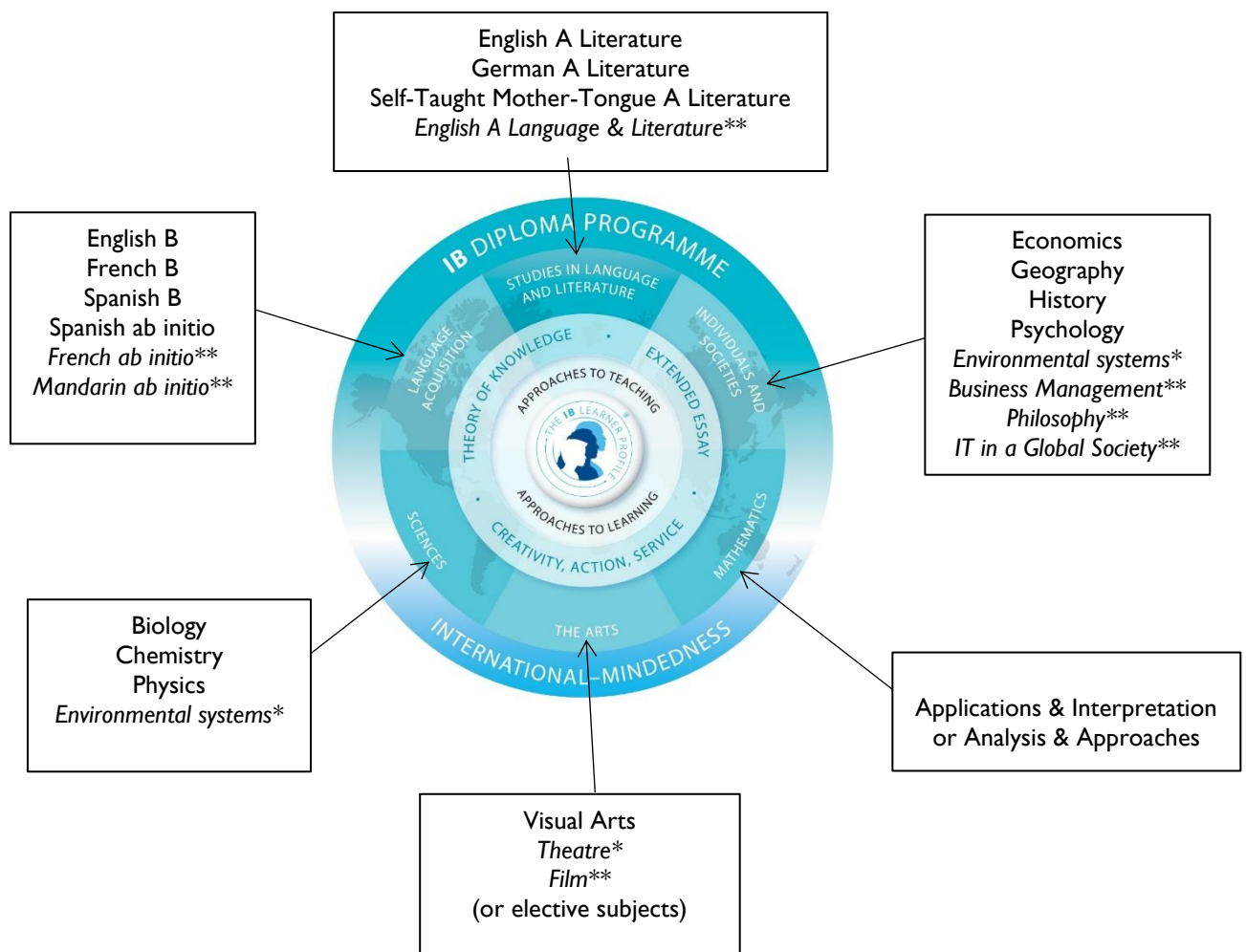


The International Baccalaureate Diploma Programme allows pupils to maintain a breadth to their curriculum studies. This breadth firstly matches the multi-disciplinary world we now live in and offers better creativity and skill in solving real-world problems including the environment, development, conflict resolution, rights, cooperation, and governance at local, national and international levels. Maintaining breadth is also useful for those who are undecided about their career path and want to keep options open.

IB diploma students select **one** subject from each of the following groups:

1. Studies in language and literature
2. Language acquisition
3. Individuals and societies
4. Mathematics
5. Sciences
6. Arts, OR a 2<sup>nd</sup> subject from group 2 to 4

Three subjects are studied at Higher Level and three at Standard Level.



\* These subjects are dependent on numbers

\*\* These subjects are via an online learning platform

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 Winter Term of the Upper Sixth.

### ***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.

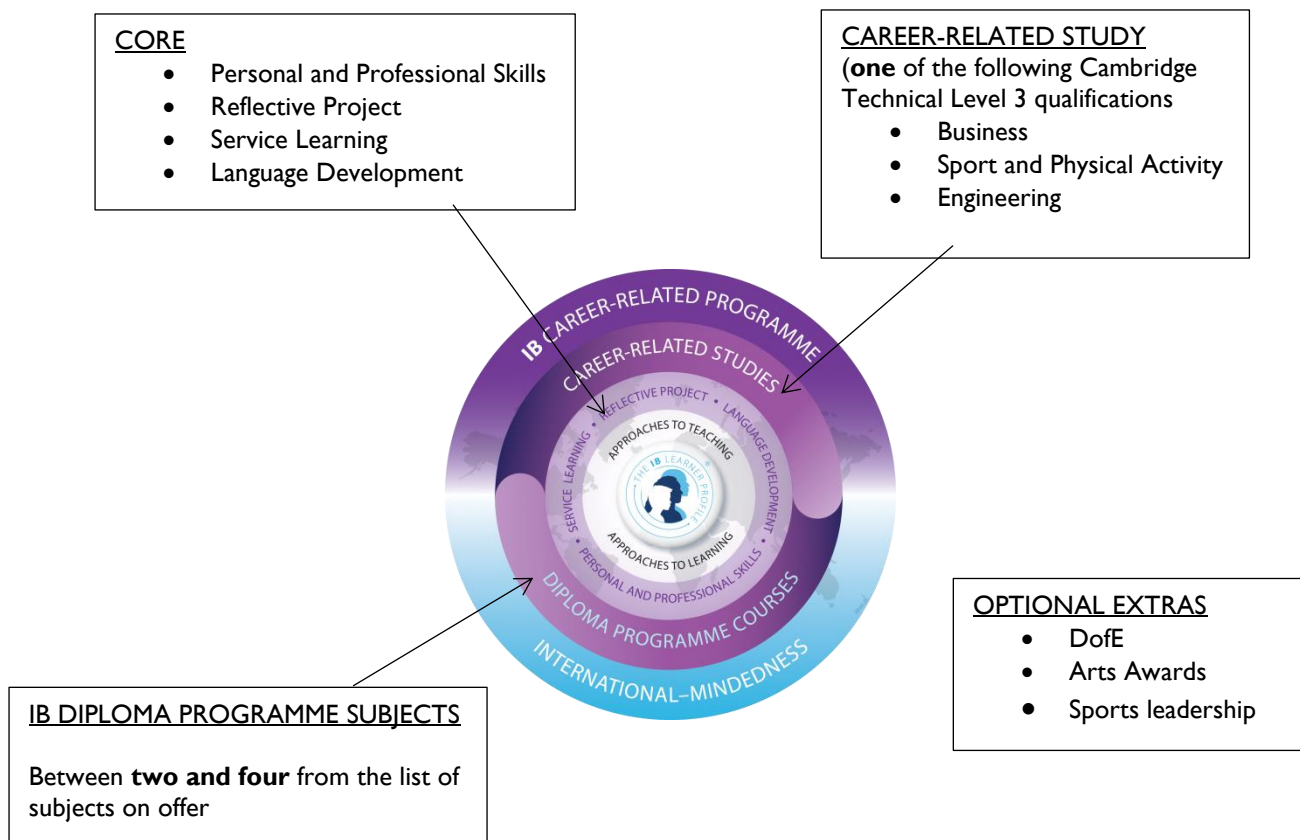


# IB Career-Related Programme



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 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.



## Guidance with making your choice

Choosing between IBDP and IBCP and then selecting your CTECH or diploma subjects can feel 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, IB Coordinator, your Tutor, your subject teachers and possibly fellow students who are already in the Sixth Form before coming to any final decision.

Mr Mark Sully	Deputy Head (Academic)
Mrs Gill Walmsley	Head of Sixth Form
Mr Simon Hall	IB Co-ordinator

September 2021

## IB English Literature A (SL & HL)

<b>Do I need a GCSE to study this subject?</b>	Essential in both Language and Literature
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	5/6
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

You will need to enjoy reading and be capable of reading independently as well as in class; you need to be willing to engage with both the set texts that will be studied and with some challenging critical, secondary material. An open mind, and a willingness to develop and express your views on texts and the issues raised by them is very important.

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

You will, of course, learn much about the set texts studied for A Level and about the differences between texts that have been written in different genres and produced at different times. Every member of staff in the department is passionate about literature and you will benefit from their enthusiasm and knowledge. More fundamentally, however, you will learn how to read and how to write: how to read critically and imaginatively and how to write with precision and in a critical style. You will develop skills of argumentation, and will learn how to analyse and evaluate writers' choices, as well as how to compare and contrast texts and ideas. Along the way, you will study the context in which texts are produced and consumed and how social, historical and cultural factors influence the choices that writers make. English will help you develop important study skills, such as good organisational habits, effective time management and the ability to work independently. Crucially, it should enable you to grow in confidence as you practise expressing your views in a safe and supportive classroom environment, and listening to and building upon the views of others. Hopefully, you will also develop an enquiring mind and a lifelong love of literature!

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

English provides many opportunities to work both independently and collaboratively so will suit a wide range of different learning styles. This course is suitable for students who enjoy reading, literature, and debate, and who enjoy grappling with sometimes complex ideas. This course will also appeal to you if you enjoy finding out more about the historical, social and cultural contexts in which texts are read and produced. You need to be willing to have a go, to argue your case, and perhaps even to challenge accepted or conventional views – in short, to contribute fully to the life of the class.

### **What assessments will I have to take to get my qualification?**

13 texts to be studied at Higher Level and 9 at Standard Level

- a minimum of 5 works must have been originally written in the language studied, i.e. English for Higher Level and 4 for Standard
- A minimum of 4 works must be in translation; 3 for Standard
- 4 texts can be chosen freely at Higher; 2 at Standard.

Works must cover 4 literary forms, (such as prose, plays, poetry and non-fiction), and cover 3 different periods of time and 4 different places. 4 different forms are covered for Standard.

The areas of study are:

Readers, Writers and Texts

Time and Space

Intertextuality: connecting texts

### **Assessment**

Higher Level Paper 1 is a guided literary analysis, there will be two passages from two literary forms, each accompanied by a question. Write an analyse of each of the passages.

For Standard Level, pupils choose one of the extracts to analyse.

Paper 2 is a comparative essay and the paper consists of 4 questions. Choose one question and write a comparative essay based on two works you have studied. It is the same for both Higher and Standard.

**Higher Level only: an essay of 1200 to 1500 words on one work studied in the course.**

#### **Individual oral**

Supported by an extract from a work originally written in English and one from a work in translation, offer a response to the prompt: “Examine the ways in which the global issue of your choice is presented through the content and form of two works that you have studied.” Students will also be expected to keep a portfolio of their work which is not marked, but may be used as a resource.

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

Studying English Literature opens many doors and closes very few - it is a challenging and academically rigorous subject and is highly regarded by universities. Obviously, you could study English Literature at university, but the subject will also prove invaluable should you go on to study courses such as History, Law, or Politics – any subject, really, which requires you to demonstrate skills of analysis and argumentation and a fluent writing style. Some students of English work in journalism or the media, but also in government and the civil service, culture, including museum and gallery work, or librarianship. Should you choose to go to university, you could later undertake postgraduate work in any number of different areas.

For further information on this subject please speak to Mrs Parrack

## German A Literature (IB exam board)

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	NA
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	NA

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

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

This is a literature course, taught in German, in which pupils will focus on adopting a variety of approaches to textual criticism. Pupils explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

The German A: Literature course explores elements of language, literature and performance and focuses on:

- the relationships between readers, writers and texts
- the range and functions of texts across geographical space and historical time
- aspects of intertextuality
- 

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

#### **The learner portfolio**

The learner portfolio is a central element of the German A: literature course and is mandatory for all students. It is an individual collection of student work compiled during the two years of the course.

The work carried out for the learner portfolio forms the basis of preparation for the assessment, although the portfolio itself will not usually be directly assessed or moderated by the IB. However, it is a fundamental element of the course, providing evidence of the student's work and a reflection of his or her preparation for the assessment components. Schools may be required to submit these learner portfolios.

**The distinction between Higher Level (HL) and Standard Level (SL) is as follows:**

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

In addition to the above, both SL and HL pupils will have a Paper 2 (External Assessment - end of course exam) on comparative literature.

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

If you are a native language German speaker and you have no other language that you want to study in the obligatory “Language A (native language)” category, then this is the course for you.

**What assessments will I have to take to get my qualification?**

The syllabus of this course has been re-designed and the first assessment will take place in May 2021. The assessment in German A: Literature looks as follows:

## Standard Level Assessment

Assessment component	Weighting
<p><b>External assessment (3 hours)</b></p> <p><b>Paper 1: Guided literary analysis (1 hour 15 minutes)</b></p> <p>The paper consists of two passages from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)</p>	<p><b>70%</b></p> <p><b>35%</b></p>
<p><b>Paper 2 Comparative essay (1 hour 45 minutes)</b></p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p><b>35%</b></p>
<p><b>Internal assessment</b></p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b></p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p><b>30%</b></p>

## Higher Level Assessment

Assessment component	Weighting
<p><b>External assessment (4 hours)</b></p> <p><b>Paper 1: Guided literary analysis (2 hours 15 minutes)</b></p> <p>The paper consists of two literary passages, from two different literary forms, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)</p>	<p><b>80%</b></p> <p><b>35%</b></p>
<p><b>Paper 2 Comparative essay (1 hour 45 minutes)</b></p> <p>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)</p>	<p><b>25%</b></p>
<p><b>Higher level (HL) essay</b></p> <p>Students submit an essay on one literary text or work studied during the course. (20 marks)</p> <p>The essay must be 1,200–1,500 words in length.</p>	<p><b>20%</b></p>
<p><b>Internal assessment</b></p> <p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral (15 minutes)</b></p> <p>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:</p> <p>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks)</p>	<p><b>20%</b></p>

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

After the course, you will have developed the skills of analysis and succinct explanation and justification of opinions of a text; this will be invaluable in areas of work where reports and presentations have to be evaluated or created.

You will also have acquired a greater understanding of your own language as it has been used across time and various German-speaking countries, and should be able to use much of that language at university and in the workplace.

For further information on this subject please speak to Mrs Coldwell or Miss Klasan.



## French B (IB exam board) Higher and Standard Level

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	7 (or B)
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	no

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

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.

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

#### **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.

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

If you are taking the full Diploma Programme, you have to study a “Language B (learned language)”. If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, then this IB course could be suitable for you. Similarly, if you are interested in the business world, in travel or tourism, in literature, or in journalism and the media, then you are also likely to find the course appropriate. There is a number of options in the course where you can choose your topic or question to suit your interests. You will also develop your analytical skills. Whether you want to use languages for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

### **What assessments will I have to take to get my qualification?**

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 individual, recorded oral exam towards the end of your second year. The external assessment consists of Listening, Reading and Writing papers (each worth 25%) at the end of the course in May of the second year.

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 5<sup>th</sup> term of your course. 25%

Other exams at the start of the 6<sup>th</sup> term of your course:

**Paper 1: Writing** paper 25%

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

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

Specifically, it is often said that French is the only real “world language” since there are countries in every continent that use French as at least one of their languages. It is also traditionally the language of diplomacy. In the arts, French cinema and literature, as well as painting, are famous and admired all over the world.

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

The IB syllabus provides a sound basis for many different career opportunities such as translating (UN/EU/Foreign Office), interpreting, teaching, working in any international environment, broadcasting, civil service, librarianship, international relations, world trade and international banking. Many universities offer joint courses involving a language with a wide range of arts, science, law and business subjects.

As you are probably already aware, fewer and fewer students of your age are studying languages, and by taking a language you are already placing yourself in an elite group of people whose linguistic skills will be highly sought after later in life.

Your knowledge of a language may well open doors to you in the future that are hard to imagine at the moment so congratulations for having made it this far and we wish you luck as you embark on your linguistic journey.

For further information on this subject please speak to Mrs Coldwell

## Spanish ab initio (IB exam board)

<b>Do I need a GCSE to study this subject?</b>	No, at least you don't need a Spanish GCSE (this is a beginners' course)
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	n/a
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	no

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

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.

### What will I learn on this course?

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 and North American continents. 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 other's cultures.

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.

### 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 will be introduced to 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. Teachers use and adapt authentic texts for use in the classroom and these texts might include advertisements, diary entries, poems, speeches, travel guides, emails, invitations, articles from a journal or magazine or a radio programme.

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

If you are interested in languages and communication, and you enjoy learning about other

cultures and ways of life, then this IB course could be suitable for you, especially if you want to broaden your language base. For example if you have learned French for many years and want to try a different language, this would be your option within the IBDP framework and would count as your “learned language”.

**What assessments will I have to take to get my qualification?**

Assessment component	Weighting
<p><b>External assessment (2 hours 45 minutes)</b></p> <p><b>Paper 1 (1 hour)</b> 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><b>Paper 2 (1 hour 45 minutes)</b></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><b>Internal assessment</b></p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Individual oral assessment</b> A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)</p>	<p>25%</p>

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

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. Another language may enable you to take a year of your university studies abroad, and of course language students often go on to take up international law or language degrees.

For further information on this subject please speak to Mrs Coldwell

## Spanish B (IB exam board)

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	7 (or B)
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

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 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.

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

#### **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 and understanding the power of language.

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.

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

If you are taking the full Diploma Programme, you have to study a “Language B (learned language)”. If you are interested in languages and communication, and you enjoy learning about other cultures and ways of life, then this IB course could be suitable for you. Similarly, if you are interested in the business world, in travel or tourism, in literature, or in journalism and the media, then you are also likely to find the course appropriate. There is a number of options in the course where you can choose your topic or question to suit your interests. You will also develop your analytical skills. Whether you want to use languages for work, for further study, training, or for leisure, this course will equip you with the necessary skills and knowledge.

### **What assessments will I have to take to get my qualification?**

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 individual, recorded oral exam towards the end of your second year. The external assessment consists of Listening, Reading and Writing papers (each worth 25%) at the end of the course in May of your second year.

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 5<sup>th</sup> term of your course. 25%

Other exams at the start of the 6<sup>th</sup> term of your course:

**Paper 1: Writing** paper 25%

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

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

Specifically, Spanish is a world language and Spanish-speaking countries (of which areas of the United States form a part) are increasingly important for world trade, the financial system and international relations.

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



The IB syllabus provides a sound basis for many different career opportunities such as translating (UN/EU/Foreign Office), interpreting, teaching, working in any international environment, broadcasting, civil service, librarianship, international relations, world trade and international banking. Many universities offer joint courses involving a modern language with a wide range of arts, science, law and business subjects.

As you are probably already aware, fewer and fewer students of your age are studying languages, and by taking a language you are already placing yourself in an elite group of people whose linguistic skills will be highly sought after later in life.

Your knowledge of a language may well open doors to you in the future that are hard to imagine at the moment so congratulations for having made it this far and we wish you luck as you embark on your linguistic journey.

For further information on this subject please speak to Mrs Coldwell

## IB English Language B

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	

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

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 England and the very many other English-speaking countries. Usually students taking Standard Level will either have found English more challenging than those taking it at Higher Level, or will be wanting to study other subjects at university and therefore English 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.

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

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. 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.

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

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

### **What assessments will I have to take to get my qualification?**

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

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.

For further information on this subject please speak to the English department

## IB Economics Standard/Higher Level

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	N/A
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	English Grade 6 Maths Grade 6 (if taking Higher Level)

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

You do not need to know anything particular about Economics before taking IB Economics but there is a need for students to be able to write extended responses and deal with information, both written and numerical.

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

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 global economics, looking at methods different countries might use to achieve sustainable economic growth and the potential problems with such strategies.

Economists use models to explain and analyse problems and events. Students will learn about different models and how to apply those models.

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

It is more important that pupils have an active interest in how the world works and in current affairs and economic events than any particular qualifications.

However, there is a need for pupils to be able to write extended analytical and evaluative answers to various questions, drawing on and using what they have learned during the course. There is also numerical skills needed, particularly at Higher Level.

IB Economics is suitable for students who are independent and enquiring thinkers. Economics is a discipline that involves intelligent discussion and students need to be able to consider different views and ideas while also being prepared to justify their own views.

### **What assessments will I have to take to get my qualification?**

#### 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 (70%)
- Internal Assessment: Portfolio of three commentaries on up to date economic news articles which must be selected by the student and written unaided (30%)

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

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 Economics and Higher Level Mathematics.

For further information on this subject please speak to Adam Jacob, Head of Economics and Business.

## IB GEOGRAPHY

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	5
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	English 4 Maths 4

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

A GCSE in Geography will equip you with the desired subject knowledge as a starting point for IB. An interest and understanding of global issues such as climate change, geopolitics, population growth, the global economic system and changes in industry would be beneficial too. The examinations are a mix of short answer responses and essay based so an ability to write extended evidence based answers is essential.

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

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 opportunity for students to study the natural environment and its management 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'.

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

Geography students tend to be problem solvers, enquirers, able to judge opinion and facts and be able to be self-managing in respect of fieldwork and coursework. Critical thinking and an ability to challenge long held beliefs is also key.

### **What assessments will I have to take to get my qualification?**

#### **Paper 1: Geographical themes (SL/HL)**

Two options are required at SL.

Three options are required at HL.

- A. Leisure, tourism and sport.
- B. Oceans and their coastal margins
- C. Geophysical hazards

#### **Paper 2: Core theme—patterns and change (SL/HL)**

There are four compulsory topics in this core theme:

1. Populations distribution – changing population
2. Global Climate – vulnerability and resilience

3. Global resource consumption and security

**Paper 3: HL extension—global interactions (HL only)**

There are seven compulsory topics in the HL extension:

1. Power, places and networks
2. Human development and diversity
3. Global risks and resilience

**Internal Assessment- a written report based on fieldwork.**

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

Geography is a broad-based academic subject which will open up options for you in your future. Employers and universities see geography as a robust academic subject rich in skills, knowledge and understanding. As a subject linking the arts and the sciences it is highly flexible in terms of what you can combine it with. If you choose to take geography on to university, there are literally hundreds of courses to choose from and the range of career areas accessed by graduates of geography will probably surprise you.

If you are considering not going to university, geography can open doors to careers in the world of business, law, human rights, international relations, welfare, travel, GIS, surveying and planning.

For further information on this subject please speak to Sarah Roberts or Harry Phillips.

## IB HISTORY

<b>Do I need a GCSE to study this subject?</b>	Yes, although this isn't an absolute pre-requisite. Please speak to HoD.
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Level 6 or above in GCSE History/IGCSE History (if studied).
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Level 6 or above in GCSE English/IGCSE English.

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

- **Have a passion for the past. This is essential.**
- Have strong English language and literacy skills, as evidenced by your GCSE/IGCSE English level.
- Have a broad, enquiring and open mind.
- Enjoy arguing and debating – both orally and in writing.
- Enjoy reading, thinking and writing. This is an academic, text-based course.

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

You can choose to study IB History at either Standard **or** Higher Level.

#### **Standard and Higher Level**

- The Civil Rights Movement in the USA, 1954-1965
- Apartheid in South Africa, 1948-1964
- Causes and effects of 20<sup>th</sup> century wars
- 20<sup>th</sup> century Authoritarian States

#### **Higher Level only**

All of the above and:

- Europe and the First World War (1871–1918)
- European states in the inter-war years (1918–1939)
- Versailles to Berlin: Diplomacy in Europe (1919–1945)

#### **Internal Assessment (Standard Higher and Higher Level)**

The internal assessment requirements at SL and at HL for history are the same. All students complete a historical investigation into a historical topic of their choice. The internal assessment allows flexibility for students to select a topic of personal interest. The topic need not be related to the syllabus and students should be encouraged to use their own initiative when deciding on a topic. The free choice of topic means that the historical investigation provides a particularly good opportunity for students to engage with topics that are of personal interest, or topics related to their own local or national history.



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

IB History is a suitable course for anyone who has a passion for the past. In this course you will study a considerable breadth and depth of British, European and global history over the 19<sup>th</sup> and 20<sup>th</sup> centuries. In addition to this, both Standard Level and Higher-Level candidates also complete an Internal Assessment. This is a c.2000-word research-based extended essay on a historical topic of your own choosing.

This course is suitable for anyone considering reading an arts or humanities subject at university, such as: Archaeology, International Relations (IR) History, History of Art, Law, Politics, Philosophy and Economics (PPE), Sociology or similar.

### **What assessments will I have to take to get my qualification?**

IB History is a two-year linear course. If you study IB History at Standard Level you will sit a 1 hour and a 1.30 hour paper at the end of Year 13. If you study IB History at Higher Level, you will sit the above plus another 2.30 hour paper. These papers will assess your knowledge and understanding of the content you've learned and the skills you've developed throughout the course. In addition to this, both Standard Level and Higher Level candidates also complete an Internal Assessment. This is a 2000-word research-based extended essay on a historical subject of your choosing.

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

Studying IB History is an excellent course if you want to read an arts or humanities subject at university, such as: Archaeology, International Relations (IR), History, History of Art, Law, Politics, Philosophy and Economics (PPE), Sociology or similar.

Beyond university the skills you will gain in IB History are highly sought after in most high-profile careers, including academia, advertising, the Armed Forces, the Civil or Diplomatic Service, journalism, law, teaching or similar.

For further information on this subject please speak to or email Mr Kirby, Head of History and Politics: [dkirby@warminsterschool.org.uk](mailto:dkirby@warminsterschool.org.uk)

## IB PSYCHOLOGY (HL/SL)

<b>Do I need a GCSE to study this subject?</b>	No
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	NA
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Preferably Biology, English language and Mathematics at grade 5 or above

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

You don't need any prior knowledge of Psychology in order to start the IB course, but you do need a solid complement of GCSEs: with mostly C grades at GCSE you may well find Psychology very demanding. The requirement to write essays means that you should also have a good grasp of the English language. As Psychology is a science, a GCSE in Science (especially Biology) would be advisable, and you do need to be comfortable with numbers.

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

#### *Paper 1 – Core*

- **Biological approach** is about how our anatomy and physiology influence behaviour, and includes the study of the nervous system, neuroplasticity, endocrine system, pheromones, localization of function, evolution, genetics, and animal research (HL only)
- **Cognitive approach** is about mental processes influencing behaviour, and includes the study of schemas, memory, decision-making, the influence of emotions on cognition, and the influence of the digital world on cognition (HL only)
- **Sociocultural approach** is about the power of the situation and other people to influence individual behaviour, and includes the study of social identity theory, social cognitive theory, stereotypes, cultural dimensions, enculturation, acculturation, and globalisation (HL only)

#### *Paper 2 – Options*

- **Abnormal psychology** studies the prevalence, causes and treatment of mental disorders, with a specific focus on depression
- **Relationships psychology** studies helping behaviour, interpersonal relationships and group dynamics (HL only)

#### *Paper 3 – Research methods (HL only)*

- Research methods and sampling
- Ethics
- Generalizability, credibility and bias

More details on the course and assessment models can be found on this link:

<https://www.ibo.org/contentassets/5895a05412144fe890312bad52b17044/psychology-sl-hl-2019-en.pdf>

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

IB Psychology is suited to students who can absorb and apply knowledge in different contexts, who are open-minded to there being multiple explanations for each behaviour or phenomenon, who can think critically about the theories and their supporting research, and who enjoy discussions with classmates about psychological phenomena. Students tend to choose Psychology because they a) are interested in pursuing a degree in Psychology, b) want to try a new subject, or c) have a genuine curiosity about why we do what we do.

### **What assessments will I have to take to get my qualification?**

IB Psychology is a linear subject, assessed both externally and internally at the end of two years of study.

- Paper 1 Core – 2 hour paper with three short essays (9 marks) and one long essay (22 marks)
- Paper 2 Options – SL has a 1 hour paper with one long essay (22 marks), while HL is twice as long
- Paper 3 Research methods – 1 hour paper answering short questions about a stimulus piece of research
- Internal assessment – simple experiment carried out in groups with a report of 1800-2200 words

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

A degree in Psychology does not require you to have studied IB Psychology. However, many courses ask for a science subject, of which Psychology is one. IB Psychology will provide you with the skills required of an undergraduate - an inquiring mind and the ability to use scientific research findings to support and challenge various claims about why people behave the way that they do.

For further information on this subject please speak to Mr Simon Hall

## BIOLOGY (IB)

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 6
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	A Mathematics qualification is valuable

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

We recommend that you start the course with at least a grade 6 in GCSE Biology, or in an equivalent qualification. You should also have at least a grade 4 in GCSE Mathematics, as numerical and mathematical skills are important and examined in Biology. You will need to be able to communicate effectively, be able to plan and carry out research and think critically about problems.

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

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

Biology is a fascinating subject and great to learn about, but there is more to it than that. In Biology you will develop practical skills by planning experiments, collecting data, analysing experimental results and making conclusions. You will also learn how scientific models are developed and the applications and implications of Biology.

Everyone will study the following topics (these are the Standard level topics):

Cells  
Biochemistry  
Conservation  
Ecology  
Evolution  
Genetics  
Human health and physiology

If you intend to study Biology at Higher level then you will study the following topics in addition to those above:

Nucleic acids  
Cell respiration and photosynthesis

Kidney structure and function  
Meiosis and gene linkage  
Muscles and movement  
Nucleic acids and proteins  
Plant science

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

Biology at IB level is suitable if you:

- have an interest in and enjoy Biology and want to find out about how things work in the biological world by application of imaginative, logical thinking.
- want to use Biology to progress onto further studies in Higher Education or support other qualifications or enter Biology-based employment.
- are studying other relevant courses such as Chemistry, Geography or Psychology and want to take another course that will support those studies.

### **What assessments will I have to take to get my qualification?**

This pattern of assessment 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	Pupils are tasked with the research, design, performance, and write up their own investigation known as an <b>internal assessment (IA)</b> . Pupils spend 10 hours doing this investigation which will provide 20% of the overall assessment for their IB biology score.

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

Studying Biology within the IBDP could give you access to a range of University degrees and careers such as marine biology, veterinary science, education or research.

For further information on this subject please speak to Mrs Tammy Reynolds.

## CHEMISTRY IB

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 6 Desirable
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Grade 5 in Maths desirable

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

Past experience shows that students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.

However, for most students considering the study of a group 4 subject at HL some previous exposure to formal science education is necessary. Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

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

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.

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

The profile aims to develop learners who are:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### **What assessments will I have to take to get my qualification?**

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.

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

Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

For further information on this subject please speak to Kate Langdown

## IB PHYSICS

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	GCSE grade 6 in Physics
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	GCSE grade 6 in Mathematics

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

An ability to communicate effectively is vital as you will need to be able to present your experimental work with accuracy both verbally and in written form, carry out research independently and think critically about problems.

### What will I learn on this course?

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). 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.

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

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.

### **What assessments will I have to take to get my qualification?**

#### **External assessment for Higher Level**

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

Paper 1 (1hr) 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 to 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 could I go on to do at the end of my course?**

Physics can provide a pathway to a huge number of careers, from engineering, to medicine, architecture, IT, business, finance, research, communications and many more. The problem-solving and analytical skills of a physicist are highly prized in many fields.

Physics provides a foundation for a vast array of Higher and Further Education courses. For example, studying physics could support a move on to further studies including a BTEC or a

degree course such as: physics or the other sciences; veterinary medicine; medicine; midwifery; architecture; ecology; meteorology; metrology; nanotechnology; space exploration; and all types of engineering amongst many, many others.

For further information on this subject, or the opportunities that it offers, please speak to the Head of Physics, Mr Moxham.

## ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL only)

<b>Do I need a GCSE to study this subject?</b>	No
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	N/A
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Preferably Geography and/or Biology and/or Chemistry desirable

Environmental Systems and Societies is an interdisciplinary subject that brings together knowledge and skills from Biology, Geography and Chemistry to look at a wide range of issues including conservation, food production, climate change, energy production and resource use.

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

You don't need any prior knowledge of Environmental Systems and Societies (ESS) in order to start the IB course, but you do need a solid complement of GCSEs that preferably include at least one of Geography, Biology or Chemistry. As a course requirement is to write structured essays, you should also have a good grasp of the English language. Most important though, is that you have a genuine interest in environmental systems and issues.

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

The core content of ESS includes the following topics:

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

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

This course is suitable for a student that wishes to gain a deeper understanding of our environment to better be able to tackle some of today's big issues around food production, climate change, energy use and sustainable living.

This course is also suitable for an IB student who is interested in the scientific exploration of environmental systems in their structure and function, and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment.

Because ESS can be used in either Group 3 Individuals and Societies, or Group 4 Sciences, this course is also suitable for an IB student who might not feel confident in Physics, Chemistry

and Biology but is looking to fulfil the science requirement, or a student who does not feel confident in Economics, History or Geography but is looking to fulfil the individuals and societies requirement.

### **What assessments will I have to take to get my qualification?**

ESS is only offered at Standard Level. The assessment consists of the following:

- Paper 1 (1 hour): Case study
- Paper 2 (2 hours): Short answer and structured essays
- Internal assessment: Written report of a research question designed and implemented by the student

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

A degree in Environmental Science at university does not require you to have studied IB Environmental Systems and Societies. However, many courses ask for a science or a humanities subject, of which Environmental Systems and Societies is both. ESS also provides you with the skills required of an undergraduate – an inquiring mind and the ability to use scientific research to support arguments on a range of environmental issues.

For further information on this subject please speak to Sarah Roberts or Tammy Reynolds or Kate Langdown.

## IB Mathematics (Analysis and Approaches)

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	A GCSE grade at Level 8 or higher for HL and Level 6 or higher at SL
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	

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

You must be confident at algebraic manipulation such as expanding brackets, factorising, solving quadratic equations, plotting quadratic graphs and solving linear inequalities. The ability to problem solve and structure your working is essential.

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

The Analysis and Approaches vein of IB Mathematics focusses on the algebraic and structured elements of mathematics, such as Differential equations, Calculus and Vector algebra. You will study a range of topics organised to prepare you for university courses that feature Mathematics heavily. You will need the HL course if you plan to study Mathematics at university.

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

The Analysis and Approaches course would suit a student for whom mathematics comes naturally. You will need a strong knowledge of algebra and number to successfully complete the course.

### **What assessments will I have to take to get my qualification?**

Paper 1 – Non-Calculator (90 minutes for SL and 120 minutes for HL)

Paper 2 – Calculator (90 minutes for SL and 120 minutes for HL)

Paper 3 – Calculator (60 minutes HL ONLY)

Internal Assessment – 20%

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

Higher Education courses or careers that either require IB Mathematics: Analysis and Approaches or are strongly related include: Economics, Accountancy, Computing, Medicine, Teaching, Information Technology, Architecture, Psychology, Environmental Studies and Engineering.

For further information on this subject please speak to Mr Hill.

## IB Mathematics (Applications and Interpretations)

<b>Do I need a GCSE to study this subject?</b>	Essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	A GCSE grade at Level 8 or higher for HL and Level 5 or higher at SL
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	

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

For HL, you must be confident at algebraic manipulation such as expanding brackets, factorising, solving quadratic equations, plotting quadratic graphs and solving linear inequalities. The ability to problem solve and structure your working is essential.

For SL, you should be comfortable with solving simple linear equations, linear factorisation and working with numbers. You are permitted to use a calculator for each paper.

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

The Applications and Interpretations vein of IB Mathematics focusses on the applications of mathematical skills; statistics and mechanics feature heavily throughout the course. You will learn matrix algebra and how to apply mathematics to real-world situations and problems.

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

The Applications and Interpretations course at HL is designed for students wanting to study Engineering at university. The SL course is for those interested in finance, Business or Economics.

### **What assessments will I have to take to get my qualification?**

Paper 1 – Calculator (90 minutes for SL and 120 minutes for HL)

Paper 2 – Calculator (90 minutes for SL and 120 minutes for HL)

Paper 3 – Calculator (60 minutes HL ONLY)

Internal Assessment – 20%

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

Higher Education courses or careers that either require IB Mathematics: Applications and Interpretations or are strongly related include: Economics, Accountancy, Computing, Medicine, Teaching, Information Technology, Architecture, Psychology, Environmental Studies and Engineering.

For further information on this subject please speak to Mr Hill.

## Visual Arts

### Higher Level and Standard Level

<b>Do I need a GCSE to study this subject?</b>	<b>Desirable</b>
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	<b>6</b>
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	<b>No</b>

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

- The best foundation for success in IB Visual Arts is a good grade at GCSE or equivalent.
- An aptitude for the subject - if you are creative or good at drawing you should have the basic skills to succeed.
- IB Visual Arts is not easy option and you should be prepared to work hard at developing your abilities.
- You should have an understanding of the basic elements of art - colour, tone, form etc, and also some understanding of the place art, craft and design in the world - its history and its purpose.
- Above all you should have an understanding of art and the determination to develop that interest.

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

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

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

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

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

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

- Students who wish to undertake further studies in art, craft and design, usually at Art College or in Further Education.
- Students who are looking to take up careers for which an art background is relevant. These might include advertising, publishing, architecture, museums, theatre or art gallery work.
- Students who have an interest in and aptitude for the subject, but who do not intend to take the subject beyond the IB Diploma.

### **What assessments will I have to take to get my qualification?**

#### **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.

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

There are many careers in art, craft and design. Most of these require further study at an Art School, Further Education College or University. Most students do a one year Foundation course at an Art College before applying to degree courses in more specialist areas of Art and Design.

For further information on this subject please speak to Mrs Louisa Clayton, Head of Art.



## IB Theatre

Do I need a GCSE to study this subject?	Not Essential
What minimum GCSE grade should I be aiming for to study this subject?	6
Do I need any other GCSEs at a certain grade to access this subject?	NO

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

You will need skills in two different areas: practical and theoretical. Not only do you need to enjoy reading, and be able to write essays, but you also need a commitment to live theatre and a capacity to work collaboratively, with your class-mates, on the practical elements of the course.

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

This qualification emphasises practical creativity alongside research and theoretical understanding.

Students learn through experience, seeing theatre and making theatre for themselves. Students are introduced to a wide range of theatrical styles and contexts as they explore plays practically, devise and work on performances.

Students are required approach their study from the perspective of the Creator, designer, director, performer.

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

Someone who enjoys going to the theatre and creating, researching and discovering independently. Someone who is interested in world traditions, theatre history and working collaboratively.

### **What assessments will I have to take to get my qualification?**

**Task 1: Solo theatre piece (HL only).** Students research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment:

- a report (3,000 words maximum)
- a continuous, unedited video recording of the whole solo theatre piece (4–8 minutes)

**Task 2: Director's notebook.** Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment:

- a director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience

- a list of all sources cited.

**Task 3: Research presentation.** Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theatre tradition they have not previously studied. Each student submits for assessment:

- a continuous, unedited video recording of the live presentation (15 minutes maximum)
- a list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.

**Task 4: Collaborative project.** Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment:

- a process portfolio (15 pages maximum)
- a video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theatre-maker choices made by the student
- a list of all sources cited.

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

Students who study this course will enhance their skills in creative thinking, teamwork, analysis and presentation skills. Business enjoys the students who have taken Drama as they are often creative and unusual thinkers. It is also a good subject to study if you wish to go in to law.

For further information on this subject please speak to Rosalind Johnson

## Cambridge Technical Level 3 Extended Certificate in Business

<b>Do I need a GCSE to study this subject?</b>	Not essential
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Grade 4 (if taken)
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Mathematics Grade 4 English Grade 4

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

It is not a requirement that you should have studied Business 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.

Pupils need to be able to work independently (but supported) and work to deadlines.

### **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

Over the two years of the course, pupils will study and be assessed on the following:  
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

### **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
- Pupils who perform well in coursework as well as exams will do well in this course.

### **What assessments will I have to take to get my qualification?**

Pupils will take at least 2 examination papers with a 3<sup>rd</sup> exam possible (although unlikely), 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.

Pupils will have to complete assignments for the internally assessed units (likely to be 3 units).

### **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.

For further information on this subject please speak to Adam Jacob

## Cambridge Technical Engineering

<b>Do I need a GCSE to study this subject?</b>	Essential/Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	Pupils embarking on this course will generally be to have achieved a grade 5 or higher in Maths and Physics at GCSE level (or equivalent) and would benefit from having achieved a similar grade in Design and Technology. However, having completed GCSE Design and Technology is not essential to embarking on this course.
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	Maths and Physics essential DT desirable

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

Cambridge Technicals are vocational qualifications for students aged 16+ and are designed with the workplace and progression to higher education in mind. The CTECH in Engineering has refreshing and exciting content that's up to date and fit for purpose, based on consultations with universities, employers and industry specialists. It has the right combination of knowledge, understanding and skills required for the 21<sup>st</sup> century. This course works well as a stand-alone course, or in combination with A Level courses such as Design and Technology, Maths and Physics, or as part of an IB programme of study.

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

The course will comprise six taught units over the course of two years, with the teaching being split between the Design and Technology, Maths and Physics teams. The taught units are likely to be as follows:

- Mathematics:
  - Unit 01 – Mathematics for Engineering
- Physics:
  - Unit 02 – Science for Engineering
  - Unit 03 – Principles of Mechanical Engineering
  - Unit 04 – Principles of Electrical and Electronic Engineering
- Design and Technology:
  - Unit 10 – Computer Aided Design (CAD)
  - Unit 17 – Computer Aided Manufacture (CAM)

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

It is important that pupils are genuinely interested in Engineering and have a clear focus on this as a possible/probable area of work for their future. Anyone who has applied for the Arkwright Engineering Scholarships would also benefit from considering this course as it will tie in neatly with any planned Engineering futures at college, university or in the world of work.

### **What assessments will I have to take to get my qualification?**

Units 01, 02, 03, and 04 (see above) are externally assessed by an OCR set and marked examination similar to the exams sat for most other subjects.

Units 10 and 17 (see above) are internally assessed and then externally moderated by OCR. These units are similar to the Non-Examined Assessment (NEA) units in other subjects such as Design and Technology and Geography.

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

A qualification in Engineering at this level will help candidates gain access to institutes of Higher or Further Education. Alternatively, they may wish to use this qualification to help gain access to study a wide range of Engineering focused apprenticeships. Typically the qualification could lead to a potential career in a wide range of areas of Engineering.

For further information on this subject please speak to Mr Hill, Mr Moxham or Mr Rossiter.

## Cambridge Technical Sport and PE (OCR)

<b>Do I need a GCSE to study this subject?</b>	Desirable
<b>What minimum GCSE grade should I be aiming for to study this subject?</b>	5
<b>Do I need any other GCSEs at a certain grade to access this subject?</b>	No

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

To study the Cambridge Technical extended certificate in sport and physical activity, it would be advantageous to have previously studied GCSE PE and have high levels of interest in developing skills through sport and PE. Although useful, prior sporting experience is not essential.

### What will I learn on this Cambridge technical course?

The course explores sport and physical activity through a number of different lenses and lends itself to the independent style of learning found in most higher education pathways. The course consists of thirteen mandatory units. These units will be covered across the two-year course and are usually delivered by subject specialists where available. As part of the Cambridge technical extended diploma in sport, we must meet the 'meaningful employer involvement' criteria. This means that students will undertake structured work experience in a specialist sporting field or be led by an industry professional for an extended period. The list of mandatory units are found below:

Unit number	Unit name	Guided learning hours	Method of assessment
1	Body systems and the affect of physical activity	90	External
2	Sports coaching and activity leadership	90	Internal
3	Sports Organisation and Development	60	External
4	Working Safely in Sport, Exercise, Health and Leisure	90	External
5	5 Performance Analysis in Sport and Exercise	60	Internal
7	Improving Fitness for Sport and Physical Activity	60	Internal
8	Organisation of Sports Events	60	Internal
11	Physical Activity for Specific Groups	30	Internal

12	Nutrition and Diet for Sport and Exercise	30	Internal
14	Working in Active Leisure Facilities	60	Internal
17	Sports Injuries and Rehabilitation	60	Internal
18	Practical Skills in Sport and Physical Activities	60	Internal
21	The Business of Sport	90	External

Optional units; which will be chosen each year to compliment the cohort and their interests are listed below:

Unit number	Unit name	GLH	Method of assessment
6	Dance to music	60	Internal
10	Biomechanics and movement analysis	60	Internal
13	Health and fitness testing	60	Internal
19	Sport and exercise psychology	60	Internal
20	Sport and exercise sociology	60	Internal

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

This course would complement individuals who have a real passion for sport and Physical education and have interests in the different aspects of sport. Unlike the A level alternative, the Cambridge Technical extended diploma is a full immersive sixth form experience which equated to three A levels. The Cambridge technical extended diploma is tailored to the cohort and can facilitate a student's own interests and aspirations in sport.

### **What assessments will I have to take to get my qualification?**

The Cambridge Technical varies its assessment methods from unit to unit. Students will sit four externally assessed exams across the two years. The other units will be internally assessed through coursework. Internally assessed content can be done using various modalities, ranging from interviews and presentations to written reports. Please contact the Head of Academic PE (Sam Loud - [sloud@warminsterschool.org.uk](mailto:sloud@warminsterschool.org.uk)) for more information regarding specific units and assessments.

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

The Cambridge Technical extended diploma lends itself to life beyond school. Many students go onto further education, many onto sport related courses, but not exclusively. The independent learning style adopted by students on the Cam Tech course is highly transferable to higher education. Other avenues for Cam Tech sport students include apprenticeships and going into the working world.

For further information on this subject please speak to Sam Loud ([sloud@warminsterschool.org.uk](mailto:sloud@warminsterschool.org.uk))



