



**The Regent's School
Pattaya Campus
Thailand**

**International Baccalaureate Diploma
Options Guide**

Year 12 August 2009



**International[®]
Baccalaureate**

World School

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An Introduction to the International Baccalaureate Diploma

International Baccalaureate Organization Mission Statement

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

To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21st century.

The learner profile provides a long-term vision of education. It is a set of ideals that can inspire, motivate and focus the work of schools and teachers, uniting them in a common purpose.

IB learners strive to be:

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

The IB at The Regent’s School.

In September 2002, The Regent’s School introduced the International Baccalaureate (IB) Diploma Programme, with a total of 9 students graduating in July of 2004. We have grown to the point where last year (2008) 16 students graduated with an IB Diploma. This represents an excellent 89% school pass rate (compared with the world average of 79%). We have an anticipated 30 graduating students in 2009 and 39 in 2010.

The IB Diploma is a prestigious international pre-university qualification and is recognised by universities and governments throughout the world. It has been in existence for over thirty years and the IB Diploma Programme is now offered in nearly 1600 schools in 119 Countries (May 2007 figures).

The IB Diploma programme, as reflected in its mission statement, also reflects the mission statement of The Regent’s School, its aims and Round Square philosophy. It is a two-year course of study for students aged sixteen to nineteen and is designed to be broad, comprehensive and academically demanding. All IB Diploma students take six subjects and

therefore maintain a breadth of study across a range of disciplines similar to that experienced in Key Stage 4. In addition to this, IB students study those subjects in much greater depth. For these reasons, it is best suited to students who are highly motivated and committed to serious study. Indeed, motivation, organisation and hard work could be said to be the prime pre-requisites for successful study at this level.

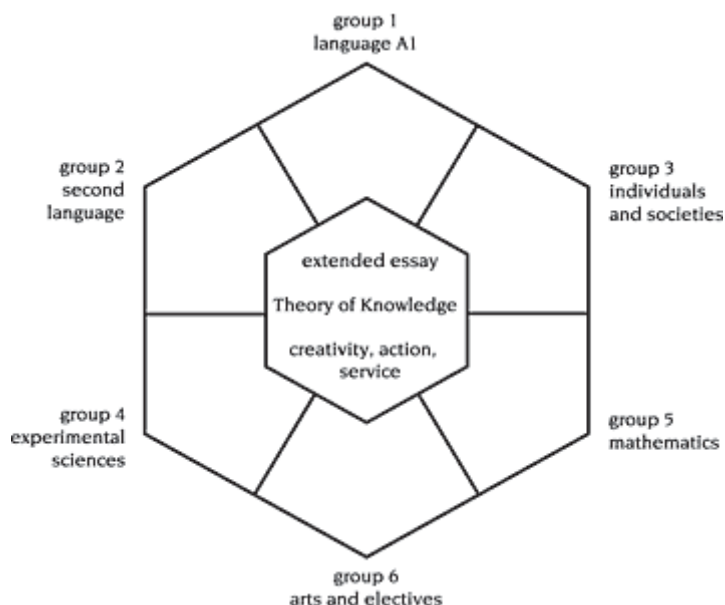
Learning how to learn, and to evaluate information critically, is an important part of the IB Diploma programme. Emphasis is placed on this through the Theory of Knowledge course but more importantly is an integral part of each subject's curriculum. This emphasis on critical thinking skills sets the IB Diploma apart from other post-16 qualifications. In addition, students have sufficient flexibility of choice in their subjects to allow them to follow their interests, whilst the deliberate combination of breadth and depth equips students with the skills and attitudes they require for higher education or employment. The students' programmes help to engender international understanding and responsible citizenship.

The international education gained through studying for an IB Diploma at The Regent's School recognises that we are all part of a globalised and integrated world and is designed to equip these young adults with an education that allows them to live and to succeed in this rapidly changing environment. Fully trained specialist teachers in all subjects ensure students have the best opportunity to succeed in their chosen course of study.

In deciding to study the IB at The Regent's School, students will take a fully integrated and active part in the life of the school. The Round Square philosophy of the school fits in very neatly with the IB philosophy and students are actively encouraged to take part in a range of Round Square activities over their two year programme.

Which subjects might you choose?

The Diploma Hexagon



The Diploma Hexagon visualises the subject requirements for the IB Diploma programme. Students select one subject from Groups 1 to 6, three of these at Higher Level (HL) and three at Standard Level (SL).

However, there is an exception to this:

You may select two subjects from Groups 3 or 4 and choose not to take an Arts subject from Group 6. This is made clear in the Options Choices form which accompanies this booklet. For example, if you do not wish to study an Arts subject, you may choose to take Chemistry in Group 6 as well as your first Science (say Physics) in Group 4.

Higher Level subjects are different to Standard Level subjects in three principal ways:

- They are broader in scope
- They are more challenging in their content
- The questions asked in examinations are more demanding.

At The Regent’s School, the subjects offered for 2009-2011 are as follows:

Group	Name of Group	Subjects	Higher Level	Standard Level
1	Language A1	English A1 Thai A1 Self Taught ⁽¹⁾	✓ ✓ ✓	✓ ✓
2	Language B, ab initio ⁽²⁾	English B Spanish ab initio Mandarin ab initio	✓ ✓ ✓	✓
3	Individuals and Societies ⁽³⁾	Geography Business & Management ITGS Psychology	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
4	Experimental Sciences	Biology Physics Design Technology	✓ ✓ ✓	✓ ✓ ✓
5	Mathematics ⁽³⁾	Maths HL Maths SL Maths Studies	✓	✓ ✓
6	The Arts	Visual Arts *Music Economics *Theatre Arts History Chemistry	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓

⁽¹⁾ Students may follow a self-directed course of study in exceptional circumstances

⁽²⁾ ab initio – ‘from the start’ i.e. no prior knowledge of the language

⁽³⁾ There are 3 levels of difficulty in the Maths programme

Subjects offered vary from year to year in accordance with staffing and student demand. The IB Coordinator and the Head of Sixth form consult with students individually before the start of Year 12 to ensure students are following an appropriate course of study.

Theory of Knowledge (TOK)

The TOK course enables the student to ask fundamental questions about ‘knowledge’ and its role in our society. The course is almost entirely made up of questions such as ‘How do we acquire knowledge?’ or ‘How do I know that a proof is true?’ The course is designed to make students think and challenge ideas and preconceptions in a critical way. The TOK course is central to the entire Diploma programme and a dedicated TOK teacher will teach the course. Each subject teacher will be highlighting the relevance of TOK in his/her subject.

The Extended Essay

The four thousand word Extended Essay is compulsory and is one of the key elements of the IB course. Its purpose is to develop the skills of critical research and independent study that will be required for higher education. A topic of interest, preferably one that will be studied later at university, should be chosen. A teacher will be assigned to each student to help and advise over several months in order to produce the final version of the essay. More information can be found in the Extended Essay handbook, a copy of which is issued to all IB students in April of their first year.

Creativity, Action, Service (CAS)

The CAS programme aims to challenge, extend and build all IB students' spirit of discovery as well as their interests and self-reliance.

In order to complete the IB Diploma, a student must acquire a minimum of 150 hours of CAS, distributed evenly among the three strands. A failure to do so will result in the Diploma not being awarded.

The school offers a wide range of CAS activities throughout the school year, mostly through the weekly activities programme and Round Square. However, it is expected that many CAS activities will also take place outside of school hours. School holidays are another good time to take part in CAS. Due to the fact that many important IB assessments and deadlines take place in Year 13, it is advisable to take part in as many CAS activities as possible in Year 12. An average of three to four hours each week should be the target.

Creativity

Creativity is the strand in which students generally take part in activities connected to the visual or performing arts. It is not strictly an arts course and could include projects like web design or organising advertising campaigns and producing posters for fundraising campaigns.

Action

The Action programme is associated with physical exercise and outdoor activities. It might include taking up a new sport like golf, although the focus is really upon team activities like the school sports teams or digging foundations for a hill tribe school as part of a Service project.

Service

Service can include community service and work within the Student Guild. It can also be much more than this. Students may find themselves teaching dance or sports to younger students, helping local children at the orphanage or working on environmental projects.

Although these three strands make up CAS, they are not mutually exclusive and are, in fact, closely interwoven. Many activities or projects could provide hours in all three strands. Before starting any new CAS activity, students get the approval of the CAS coordinator and ensure that an adult is willing to supervise their activity. On completion of each CAS activity, students fill in the standard forms that will allow them to reflect upon their learning and achievements.

A CAS logbook is completed over the two years and a final essay of 500 words is written to reflect each student's views and experiences during the CAS programme. The CAS Coordinator will check all logbooks periodically, but the student has the responsibility for completing the required number of hours in the right spirit.

Certificates

Some students may wish to continue their education at The Regent's School in order to benefit from the experience, but they may not be able to satisfy the requirements for a full Diploma course of study. Upon negotiation with subject teachers, the Key Stage 5 Co-ordinator and the IB Co-ordinator, these students may be offered a course not containing all of the elements of a full Diploma course of study. Students will normally be required to

attend Theory of Knowledge lessons, participate in the CAS programme and take at least five individual academic subjects in order to achieve individual certificates.

What universities say about the IB

The IB Diploma is recognised by universities around the world in more than 110 countries. Universities understand that the IB is a package which goes well beyond the academic disciplines. University admission offices recognise the considerable achievement of IB candidates across not only their three academically challenging Higher Level subjects, but also their three Standard Level subjects, the ToK course, the Extended Essay and CAS. Indeed, in university interviews, students can 'stand out from the crowd' by discussing their Extended Essay or their achievements in CAS.

If you would like to see the requirements for British universities, it is simply a case of going to the 'UCAS' website: www.ucas.co.uk. To find the requirements for a particular course, simply go to the courses/undergraduate courses, select the university or subject of your choice, go to course details and click on IB qualification requirements. For other countries, go to the IB's website www.ibo.org and click on 'Diploma Programme' then 'University Recognition'.

Given that most students in British schools only study three 'A-Level' subjects, each of which roughly equates to one Higher Level IB subject, it is clear the advantages that IB graduates enjoy over other graduates when it comes to gaining places at the top universities.

A fairly typical offer might be 28-32 points (see 'How is the IB marked?' below for an explanation of these 'points') which is about 4-5 points for each of the six subjects. Oxbridge might ask for around 38 points as well as a minimum of a grade 6 in particular subjects.

Some questions answered

Are there prerequisites for entry into the Diploma programme at The Regent's School?

As a general rule, students wishing to enter the IB programme should have five IGCSE passes of A* to C or the equivalent, and at least a grade B in each subject to be studied at Higher Level. (Of course, for some subjects such as Business & Management, it is not necessary to have studied it at IGCSE level to be accepted into the course.)

Can I change subjects if I find I don't like a particular subject?

Students are advised to choose subjects very carefully and consider the level at which they are studied realistically. Changing subjects on a whim is unacceptable. Bona fide changes will be accommodated until the end of September. Special cases only will be considered up to October half term.

How many periods per week does the Diploma programme take?

HL subjects will take 6 lessons and SL subjects 4. Hence, academic subjects take a total of 30 lessons per week. ToK will take 2 lessons per week and the last 2 lessons every Friday will incorporate a tutorial session and a full school assembly. In addition to this, all IB students will take part in 2 lessons of sporting activities each week. Hence, from the available 40 periods per week you will be occupied for 36, giving you 4 periods of 'independent study' where you will be able to work in the IB Study Suite or Library.

The Extended Essay should take around 40 hours in total and is finished by December of your second IB year. CAS activities usually take around 3 hours per week and run until March of your second IB year.

How much private study should I do?

This of course depends on many factors such as how conscientious you are, how quickly you work, how efficient you are in your study habits, how much reading around a subject you wish to do, and so on. However, as a general rule of thumb, if you wish to be successful in the IB Diploma you will need to spend a minimum of 3 hours per week of private study for each HL subject, and 2 hours for each SL subject.

How much coursework is there?

All IB courses have a coursework component, but the relative importance of coursework in contributing to your final grade varies from subject to subject. It is common for coursework to contribute 25% towards your final grade, with the final exams taking up the other 75% (though it is considerably different for Arts subjects). Some subjects, in particular the languages but also ToK, place considerable importance on oral presentations, as opposed to written assignments. Your teachers will explain the assessment requirements clearly to you at the beginning of the course.

How is the IB Diploma marked?

The IB exams take place at the end of the second year (May) and last for approximately three weeks. The maximum time for HL exams is 5 hours and 3 hours for SL exams, and most subjects have two separate papers, though some have three. The final results are published in early July and students can access these via a secure website using a PIN given to students in advance.

In each subject you can gain a score of 1 (lowest) to 7 (highest). The maximum for 6 subjects is therefore $6 \times 7 = 42$ points. There are up to an extra 3 points available for good performance in a combination of the Theory of Knowledge course and the Extended Essay. Hence, the total score possible is 45. Usually a minimum of 24 points gains you the Diploma, though there are some technical 'failing conditions' as well (for example you may not score a grade 2 in a HL subject – please refer to the section '*The Award of the IB Diploma*' at the end of this booklet). The average score at The Regent's over the past three years has been 33-34 points, which compares very favourably indeed with other similar institutions.

Last year, approximately 80 000 final year students were registered for post-16 IB Courses worldwide, with around 79% of the Diploma students successfully gaining the Diploma. The average worldwide score for May 2007 was 29.5 points.

Exam papers and the syllabi are written by teams of experienced IB examiners and teachers. Each team has members from many continents and cultures; to ensure the courses are kept relevant, each subject undergoes a stringent review process every five years.

Why take the IB Diploma?

Is it hard work? Yes!

Is it worth it? Yes!

Many students who finish Year 11 at The Regent's School with their IGCSEs are happy to pursue university studies at local (Thai) universities, and many do so very successfully. However, the IB Diploma, rather than being a 'key' to open doors to local universities, provides you with a 'passport' with which you can 'travel the world' and decide on a university of your choice from almost anywhere in the world!

Other than this major benefit, the IB Diploma course is also excellent preparation for life after school. With its international outlook and emphasis, students gain an understanding and appreciation of different cultures and ways of thinking, which fosters intercultural understanding and exposes you to various points of view. The individual courses place an emphasis on critical, 'higher order' thinking rather than 'rote learning' and demand that students take responsibility for their own learning. Students become very proficient at

forming their own opinions and being able to back them up! It provides a challenging and solid education as well as a foundation for a lifetime of learning.

The IB Mission Statement at the beginning of this booklet reflects the philosophy and beliefs of The Regent's School and in particular its Round Square philosophy. International education is a way of thinking that transcends national boundaries. In the words of a former director general of the IBO, Roger Peel:

'...the honesty of the IB stems from the fact that we require all students to relate first to their own national identity – their own language, literature, history and cultural heritage – no matter where in the world this may be. Beyond that we ask that they identify with the corresponding traditions of others. It is not expected that they adopt alien points of view, merely that they are exposed to them and encouraged to respond intelligently. The end result, we hope, is a more compassionate population, a welcome manifestation of national diversity within an international framework of mutual respect. Ideally, at the end of the IB experience, students should know themselves better than when they started, while acknowledging that others can be right in being different.'

There is a wider range of abilities in students taking the Diploma than you might imagine. The very few (around 50 students each year worldwide) who gain the maximum 45 points are very able indeed, but there are many far less academically able students who successfully gain the Diploma with a score of 24 points or more. The secret is no surprise: hard work!

General information on the IBO

The International Baccalaureate Organisation (IBO) is an educational, not-for-profit, Swiss foundation which was registered in 1968 by a group of educationalists with funding from UNESCO, the Ford Foundation and others. It arose from the efforts of teachers in a group of international schools who wanted to develop a shared academic experience, critical thinking and intercultural understanding amongst young people.

The IBO now administers three programmes in international education: the Primary Years Programme – PYP – for 4 to 11 year olds, the Middle Years Programme – MYP – for 11 to 16 year olds, and for Sixth Form students, the IB Diploma Programme.

The three official languages of the IBO are English, French and Spanish, and exams are held around the world in these three languages, depending on which language the school is officially registered in. (The Regent's School is obviously registered in English.) The number of students following IB programmes around the world is growing by about 10% per year – the actual demand is higher but the IB wants to limit its growth to around this figure!

There are several hundred employees in the IBO working in around 15 offices around the world, with the main 'curriculum and assessment centre' based in very impressive facilities in Cardiff, Wales. The 'headquarters' are based in Geneva, Switzerland.

The official IBO website www.ibo.org provides more information on the organisation and courses offered. Searching for 'IB' on your search engine will lead you to many more unofficial IB sites.

If you would like to find out more about the IB Diploma programme at The Regent's School, please contact **Mrs. Lynn Moses, the IB Coordinator**, on her email address:

ib-pty@regents.ac.th or by telephoning the school on (038) 734 777.

Alternatively, contact **Mr. Frank Carolan, Assistant Head of Secondary and Head of Sixth Form (Key Stage 5)** on: fcarolan@regents.ac.th or by telephone on the above number.

Individual Subject Information.

English Literature A1

Minimum Entry Requirements

Standard Level (SL): 'C' pass English and/or English Literature at IGCSE or equivalent.

Higher Level (HL): 'B' pass English and/or English Literature at IGCSE or equivalent.

Who is the course for?

'All books are either dreams or swords,
You can cut, or you can drug, with words.' *Amy Lowell*

The course is designed to increase the knowledge and appreciation of literature and to foster a life-long enjoyment of the subject. It is suitable for anyone who satisfies the entry requirements and has studied literature in the past.

What is the course content?

The course is designed in such a way that students study a wide range of literature from different times, cultures and traditions. HL students study 15 works of literature; SL students study 11. The course is divided into four parts:

Part One

World Literature. Students study three works originally written in a language other than English. The works studied come from a range of cultures and encourage reflection and discussion on ideas from different cultural and social traditions. Possible writers include Gabriel Garcia Marquez, Isabel Allende, Federico Garcia Lorca, Banana Yoshimoto, Nawal El Saadawi, Henrik Ibsen and Aleksandr Solzhenitsyn.

Part Two

Detailed Study. This part of the course encourages the study of writers who have made a significant contribution to English literature (HL: four works; SL: two works). Possible writers include William Shakespeare, Jane Austen, Sylvia Plath, Maya Angelou, Margaret Atwood, Siegfried Sassoon, Wilfred Owen and Ted Hughes.

Part Three

Group of Works. Students study the poetry of four poets (SL three poets) from a range of time periods. One of the works studied must be a World Literature work. Possible poets include William Wordsworth, William Blake, Judith Wright, Carol Ann Duffy, Robert Frost, Emily Dickinson and Seamus Heaney.

Part Four

School's Free Choice. The school chooses texts that suit the aptitudes and interests of the students taking the course (HL: four works; SL: three works). These must include one World Literature text. Possible writers include John Steinbeck, Tennessee Williams, Chinua Achebe, Rattawut Lapcharoensap, Oscar Wilde, Jean Rhys and Thomas Hardy.

How is the course assessed?

The course is assessed using a combination of examination and coursework. Students sit two examinations at the end of Year 13: these account for 50% of their grade and assess Part Three of the course. The remaining 50% of the marks are acquired through coursework: one (SL) or two (HL) essays on their Part One texts; an Individual Oral Presentation on the Part Four texts; an Oral Commentary on the Part Two texts.

Thai Literature A1

Minimum Entry Requirements

Students should be fluent in Thai and have previous experience of studying Literature.

Who Is The Course For?

The course is designed to increase knowledge and appreciation of Thai Literature and foster a life-long enjoyment of the subject. As such, it is suitable for anyone who satisfies the minimum entrance requirements.

What Is The Course Content?

The study is divided into four parts:

Part One

Part One is a study of World Literature. These are a selection of works that were originally written in a language other than Thai. The works studied here are diverse and interesting. They encourage discussion and reflection on ideas from a variety of cultures. This part of the course is assessed by an essay of between 1000 and 1500 words, the idea for which is generated by the student. Both Higher Level (HL) and Standard Level (SL) students study three works in total.

Part Two

These works are chosen from Thai Literature and include the study of Naowarat Pongpaiboon and other writers whose contribution to Thai literary history are regarded as significant. The skills and knowledge developed through these studies are tested by a 15-minute oral commentary on one extract from what has been studied. HL students study four works and SL students study two.

Part Three

These are works of a kind, for example, a group of novels or the works of several poets or dramatists. The assessment for this part of the course is through examination. One examination requires a written analysis on an unseen extract and the other is a general question in which two of the works studied are used for response. HL students study four works and SL students study three. Authors studied include Suwanee Sukontha and M.L. Aakantdamkaeng.

Part Four

A selection of the school's own choice from an IBO prescribed list. The assessment here is in the form of an oral presentation and is marked within the school. HL students study four works and SL students study three.

How Is The Course Assessed?

The course is assessed using a combination of examination and course work. Students will sit two examinations in May of their second year, which will account for 50% of their overall mark. The remaining 50% of the marks are divided between two essays on World Literature and an Oral Commentary chosen from one of the texts studied. Eleven works are studied at Standard Level and fifteen works are studied at Higher Level.

French Literature A1

Minimum Entry Requirements

Students should be fluent in French and have previous experience of studying literature.

Who Is The Course For?

The course is designed for native French speakers or students who are bilingual. It is intended to increase knowledge and appreciation of French Literature and foster a life-long enjoyment of the subject. As such, it is suitable for any French speakers who satisfy the minimum entrance requirements.

What Is The Course Content?

The study is divided into four parts:

Part One

Part One is a study of World Literature. These are a selection of works that were originally written in a language other than French. The works studied here are diverse and interesting. They encourage discussion and reflection on ideas from a variety of cultures. This part of the course is assessed by an essay of between 1000 and 1500 words. The student generates the idea for this. Both HL and SL students study three works in total.

Part Two

These works are chosen from the canon of French Literature and include the study of Baudelaire and other writers whose contributions to French Literature are regarded as significant. The skills and knowledge developed through these studies are tested by a 15-minute oral commentary on one extract from what has been studied. HL students study four works and SL students study two.

Part Three

These are works of a kind: for example, a group of novels or the works of several poets or dramatists. Authors include Verlaine, Flaubert, Balzac and Zola. The assessment for this part of the course is through examination. One examination requires a written analysis on an unseen extract and the other is a general question in which two of the works studied are used for response. HL students study four works and SL students study three.

Part Four

A selection of the school's own choice from an IBO prescribed list. The assessment here is in the form of an oral presentation and is marked within the school. HL students study four works and SL students study three.

How Is The Course Assessed?

The course is assessed using a combination of examination and course work. Students will sit two examinations in May of their second year, which will account for 50% of their overall mark. The remaining 50% of the marks are divided between two essays on World Literature and an Oral Commentary chosen from one of the texts studied. Eleven works are studied at Standard Level and fifteen works are studied at Higher Level.

Self-taught Language A1 (SL only)

The IB Diploma by its very nature appeals to a wide variety of students in many different educational circumstances. One of the unique aspects of the diploma is the ability to self-study your own A1 language. This is available in special circumstances where a class is not available due to low numbers, or the unavailability of a teacher. You will be assigned a tutor (usually an English teacher) to guide you through the work required. Please be aware that this teacher will not be able to mark any of your assignments.

This course should only be taken by students who have a first language other than English, French or Thai. Furthermore, the student must have a strong educational background in this language. It is not sufficient that the language is merely the spoken language at home. You will be required to read novels, poems and plays in this language and produce lengthy essays and commentaries on these works.

To complete the course the student must study eleven texts. The financial onus will be on the student to supply texts for such a course. More information regarding the options available is available from the IB Co-ordinator.

Syllabus Outline for self-taught languages

Standard Level (Self-Taught Candidates.)

The Standard Level syllabus for self taught candidates is divided into four compulsory parts.

Total Number of works : 11 (6 in the language being studied & 5 World Literature works)

Part 1. World Literature (3 Works)

- Three World Literature works studied as a group
- Each work chosen from IB Prescribed World Literature List (PWL) only
- All works linked by one or more aspects such as culture, genre, theme, period, style, type of literary study or methodology
- Each work originally written in a language that is NOT the language being studied
- Each work written by different author

Part 2. Detailed Study (2 Works)

- Two works in the language being studied in detail
- Each work chosen from a different genre category on the IB Prescribed Book List (PBL) for the language being studied
- Each work written by a different author

Part 3. Groups of Works (3 Works)

- Two works in the language being studied and one World Literature work studied as a group
- All three works chosen from the same genre category
- Both language studied works chosen from the appropriate PBL
- World Literature works chosen from the PWL
- World Literature work linked at least by genre to works in the language being studied

- Each work by a different author

Part 4. School's Free Choice (3 Works)

- Two works in the language studied and one World Literature work studied.
- Each work chosen from either the appropriate PBL or the PWL.
- World Literature work linked to the works in the language being studied by one or more aspects such as culture, genre, theme, period, style, type of literary study or methodology
- Each work by a different author.

Choosing Works

A Work

In the programme, a work is broadly defined and includes items such as:

- A single major text
- Two or more shorter texts
- A selection of short stories
- A selection of poems
- A selection of essays
- A selection of letters

Prescribed Book Lists (PBL)

The PBL consists only of works originally written in the language being studied.

Prescribed World Literature (PWL)

Only the specified works listed for an author may be studied, other works by the same author may not be chosen.

Single Author Choices

Although authors may not be repeated within a part of the syllabus the same author may be studied in two different parts of the syllabus.

Constructing a Course

Teachers and students should aim to construct a course which is well balanced. The choices should be such that students should be able to discuss, compare and contrast appropriately, aspects such as:

- The contents of the works
- Themes
- Styles and techniques
- Approaches of different authors

Assessment

Part 1: World Literature

The English A1 taught course is using:

- Chronicle of a Death Foretold by Gabriels Garcia Marquez
- House of Spirits by Isabelle Allende
- Blood Wedding by Garcia Lorca

Part 1 is assessed by an assignment of between 1000 and 1500 words written during the course; a comparative study of at least two Part 1 works.

Part 2: Detailed Study

Students must make personal responses to the two works chosen in the language being studied. Since this part of the syllabus is assessed by a 10 – 15 minutes individual oral commentary, students must develop the skill needed to talk about Literature. Candidates give a guided commentary on an extract, provided by the IBO, from one of the two works studied in Part 2.

Part 3: Group of Works

In Part 3, a group of works selected from the same genre category is studied. The works chosen should enable relevant comparisons be made on aspects such as the contents of the works, themes, styles and techniques, and the various approaches of the different authors.

The Part 3 WL work selected in this part should also provide a useful cross-cultural perspective on any common issues explored in the works in the language being studied in the group.

The English A1 taught course is using:

- Collected Poems by Judith Wright

Assessment is by a written examination. Paper 1 (1 ½ hours) consists of a written commentary based on poetry or another text to which the techniques of literacy criticism can be applied: In Paper 2 (1 ½ hours) candidates are presented with two essay questions on each genre in Part 3 and four essay questions of a general nature. One question only is to be answered.

Part 4: Free Choice

Students must choose two more text from the appropriate PBL booklist and one World Literature text from the PWL.

Assessment is by a 5-10 minutes oral examination. Candidates will answer one of two general questions, provided by IBO, each on a different Part 4 work. Each question will be based on different Part 4 work.

Students will need to be equipped with the information and skills to carry out the World Literature assignment (Part 1), the written commentary paper (Part 3) and the oral components (Part 2 & 4). They will be required to attend some English A1 lessons to acquire these skills.

All responses for assessment, both written and oral, must be in the language being studied.

Group 2: Languages

English Language (English B)

Minimum Entry Requirements

Standard Level: 'C' pass at IGCSE in ESL (English as a Second Language) or equivalent.

Higher Level: 'B' pass at IGCSE in ESL (English as a Second Language) or equivalent.

Previous study of English Literature would also be an advantage.

If you do not hold one of these qualifications, this course could still be suitable for you. We may ask you to complete a written entry test.

Who Is The Course For?

English Language or English B, is a language course for students who are not native English speakers. If you take English B in Group 2, you must study your first language in Group 1. To study English Language at Standard Level a student would normally need three to five years of previous experience in English. To study at Higher Level a student would normally need a full five years. Students who study English B aim to go on to use English for further studies or in their careers.

What Is The Course Content?

In lessons, students develop their skills in listening, speaking, reading and writing in English. They develop these skills through the study of challenging topics such as *Environmental Changes, Business and Trade, Major Twentieth Century Events* and *Theatre and Cinema*. Students also read some English literature. Speaking and listening are extremely important on this course, and there is a great focus on discussion. Some examples of the sorts of texts students read and write are shown in the table below:

Examples of reading material	Examples of student writing
news stories	letters
brochures	job applications
interviews	speeches
advertisements	factual reports
scientific writing	film reviews
factual reports	brochures
business letters	essays
poems	analyses of evidence
a novel	writing to persuade

How Is The Course Assessed?

The course is assessed using a combination of examination and course work. The examinations are in May in Year 13. There are two exams for speaking and listening. One is an individual oral exam. In the other exam, students are assessed as they take part in an activity such as a discussion, debate or presentation in class. There is also a 90-minute exam to test reading and written responses to texts and a ninety-minute exam to test writing (students write a minimum of 250 words at Standard Level and 400 words at Higher Level). The oral examinations each count for 15% of the final mark, the reading and written response paper provides 40% and the written paper provides 30%.

French Language (French B)

Minimum Entry Requirements

Standard Level: 'C' pass at IGCSE or equivalent.

Higher Level: 'A' pass at IGCSE or equivalent.

If you do not hold one of these qualifications, this course could still be suitable for you. We may ask you to complete a written entry test.

Who Is The Course For?

The course is designed for students who have some previous knowledge of the French language. To study French Language at Standard Level a student would normally need between three years of previous experience in French. To study at Higher Level a student would normally need a full five years. Students who study at Higher Level often aim to use French for further studies or in their chosen careers.

What Is The Course Content?

The emphasis is on language acquisition and development in the four main language skills (listening, speaking, reading and writing) to an advanced level. The four language skills will be developed through the study of challenging topics such as Environmental Changes, International Concerns and Theatre and Cinema. The material used should enable students to develop mastery of language skills and will be related to different aspects of culture in French-speaking countries.

Examples of reading material	Examples of student writing
news stories	letters
brochures	job applications
interviews	speeches
Advertisements	factual reports
scientific writing	film reviews
factual reports	Brochures (HL)
business letters	Essays (HL)
poems	analyses of evidence (HL)
a novel	writing to persuade (HL)

How Is The Course Assessed?

The course is assessed using a combination of examination and course work. The examinations are in May of the second year. There are two exams for speaking and listening. One is an individual oral exam. In the other exam, students are assessed as they take part in an activity such as a discussion, debate or presentation in class. There is also a 90-minute exam to test reading and written responses to texts and a 90-minute exam to test writing (students write a minimum of 250 words at Standard Level and 400 words at Higher Level). The oral examinations each count for 15% of the final mark, the reading and written response paper provides 40% and the written paper provides 30%.

Mandarin and Spanish ab initio

Minimum Entry Requirements

The course is designed for students who have no or little previous knowledge of the Spanish or French language. It is a beginner's course and, therefore, only available at Standard Level.

Who Is The Course For?

All students are required to study a foreign language as part of their IB diploma. This course is suitable for anyone wishing to develop basic skills in Spanish or French.

What Is The Course Content?

The ab initio course aims to prepare the learner to use the language appropriately in a range of situations for a variety of purposes. The four skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written texts. Students will independently research and present, in pairs, projects on subjects such as, History, Politics, Religion, Sport, Festivals, The Arts, Government etc.

The students will become familiar with the following core topics:

- The Individual
- Education
- Transport and Communication
- Food and Drink
- Leisure
- Environment
- Emergencies

How Is The Course Assessed?

There are two written papers and two oral activities.

- Written assessment

Paper 1 (40%): Text handling based on four written texts.

Paper 2 (30%): Two writing tasks (one short with a minimum of 60 words and one extended with a minimum of 120 words).

- Oral assessment

Individual (15%): 10 minutes interview with a teacher.

Interactive activity (15%): discussion, debate or role-plays in class.

Group 3: Individuals and Societies

Business and Management

Minimum Entrance Requirements

There are no specific prerequisites for this subject.

Who Is The Course For?

The IB Business and Management course is a two-year course designed to give students an understanding of business principles, practices and skills. The main focus of the course is placed on understanding the day-to-day business functions such as marketing, human resources and finance. Students should also be able to make sense of the forces and circumstances that drive change in the interdependent and multicultural world as well as develop an appreciation of the ethical concerns and issues of social responsibility in the business environment.

Do I Need A Good Knowledge Of Maths?

No. The only maths is in the accounting section of the syllabus and any student with a pass in GCSE Maths should be able to cope comfortably. Students may use a calculator in the final exams. However, weak maths students should recognise that Business contains significantly more maths than the other Humanities subjects. Hence, the other Humanities options may be more compatible with their strengths.

What Is The Course Content?

The Business & Management syllabus has the following 'Core' topics for both HL and SL:

Topic 1: Business organisation and environment

Topic 2: Human resources

Topic 3: Accounts and finance

Topic 4: Marketing

Topic 5: Operations management

The HL course also has Topic 6: Business strategy. Students studying at Higher Level are expected to cover all these modules in great detail. As well as their subject knowledge, great emphasis is placed on developing and assessing the students' ability to apply, analyse and evaluate key business concepts successfully.

For more information on Business & Management, as well as the differences between Economics and Business & Management, please see Mr. Masters.

How Is The Course Assessed?

The Higher Level and Standard Level courses are assessed very similarly. They both comprise two final written examinations, worth 75% of the overall grade for the subject. The other 25% is made up of a written assignment. The requirements for the written assignment differ considerably between HL and SL though are both based on analysing real problems or issues facing real organisations.

Economics

Minimum Entry Requirements

There are no specific requirements for this course, other than the broad requirement of having gained 5 Grade Cs or better at IGCSE.

Who Is The Course For?

Economics involves the use of concepts and theoretical 'tools' to analyse the (often bizarre but always interesting!) world of human behaviour. Whilst Business & Management focuses on the 'micro' behaviour of businesses, Economics focuses on broader issues centred on how we can improve living standards within a society as well as globally. If you enjoy a good argument, take an interest in politics and the world we live in, can accept that sometimes there is no correct answer, and have an enquiring mind, then Economics should be for you!

What Is The Course Content?

Economics is concerned with the search for acceptable and rising levels of economics well-being. Individuals, businesses and governments must constantly make choices, and the use of economic theory and knowledge helps to ensure the appropriate choices are made to maximise society's welfare.

Emphasis in the IB course is placed on the issue of economic development, whilst other key areas of study include: supply and demand analysis, business economics, unemployment and inflation, balance of payments issues and exchange rates.

Students are taught not only economic theory but, importantly, how to apply that theory to the real world and to interpret actual economic data and events. Much of the syllabus is inherently contentious and students are encouraged to express their own view of the economic environment.

For more information on Economics as well as the differences between Economics and Business & Management, please see Mr. Masters.

How Is The Course Assessed?

The course is assessed on the basis of the external examination and coursework. The exam comprises extended response, short-answer and data response style questions. Coursework contributes 25% of the final grade (SL) and 20% (HL).

Geography

Minimum Entry Requirements

Standard Level: 'C' pass at IGCSE or equivalent.

Higher Level: 'B' pass at IGCSE or equivalent

Students with no background in Geography will only be accepted for this course in exceptional circumstances.

Who Is The Course For?

The Geography course draws on a number of perspectives and methods of study. The answers to the broad and complex questions that you will be faced with will require the use of many approaches at a variety of geographical scales. Students should, therefore, have a keen interest in the subject.

What Is The Course Content?

The course content and structure is changing from August 2009. At both higher and standard level students will have to study a core theme 'Patterns and Change'. This looks at population, wealth, development, environmental quality and sustainability and resource consumption. Each level also has to study a number of optional themes. Standard Level students will study two options from the list below, with Higher Level students studying three:

Optional Themes

- A. Freshwater – Issues and Conflicts
- B. Oceans and their Coastal Margins
- C. Extreme Environments
- D. Hazards and Disasters- Risk Assessment and Response
- E. Leisure, Sport and Tourism
- F. The Geography of Food and Health
- G. Urban Environments

Higher level students will also have to follow a seven topic extension course. This includes the following topics;

HL Extension – Global Interactions

- 1. Measuring Global Interactions
- 2. Changing Space – The Shrinking World
- 3. Economic Interactions and Flows
- 4. Environmental Change
- 5. Socio-cultural Exchanges
- 6. Political Outcomes
- 7. Global Interactions at the Local Level

How Is The Course Assessed?

The course is assessed using a combination of exams and fieldwork. There are two exams, Paper 1 covering the core topics and Paper 2 the optional themes. The exams require long and short answers and test geographical skills. Standard and higher levels require one fieldwork investigation to be completed, leading to one written report of 2,500 words.

History

Minimum Entry Requirements

Standard Level: 'C' pass at IGCSE or equivalent.

Higher Level: 'B' pass at IGCSE or equivalent

Students with no background in History will only be accepted for this course in exceptional circumstances.

Who Is The Course For?

The aims of the History course at both higher level and standard level are to promote a lasting interest in history and develop a better understanding of the present through an understanding of the past. The course requires considerable reading, therefore, students should have a keen interest in the subject.

What Is The Course Content?

The difference between the higher level and standard level courses is that higher level candidates study History for a greater number of hours and will, therefore, have an increased breadth of knowledge and more opportunity to develop and refine the core skills.

Prescribed Documentary Studies: (one from a choice of three)

The USSR under Stalin, 1924 to 1941

The Emergence and Development of the People's Republic of China

The Cold War 1960 -1979

Twentieth Century World History Topics: (two from a choice of six)

Causes, Practices and Effects of War

Nationalist and Independent Movements, Decolonisation and Challenges Facing New States

The Rise and Rule of Single Party States

Peace and Co-operation: International Organizations and Multiparty States

The Cold War

The State and its Relationship with Religion and Minorities

How Is The Course Assessed?

Standard Level and Higher Level students take two common examinations and a Historical Investigation. The Historical Investigation is assessed internally. Paper 1 is a source-based examination on the chosen prescribed topic. Paper 2 consists of essay questions about the Twentieth Century History topics chosen. In addition, Higher Level students are required to sit Paper 3, which covers the regional option of European History.

Information Technology in a Global Society (ITGS)

Minimum Entry Requirements

It is preferred that students have a passing grade in IGCSE Computer Studies or Information Technology but it is not essential for this subject.

Who Is The Course For?

The ITGS course is the study and evaluation of the impact of information technology on individuals and societies. It explores the advantages and disadvantages of the use of digitised information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of Information Technology (IT) within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of Philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS offers an opportunity for a systematic study of these issues whose range is such that they fall outside the scope of any other single discipline.

What Is The Course Content?

The theoretical components of the course are as follows:

Areas of Impact (select three only for SL – All for HL)

Business and Employment (compulsory); Education; Health; Arts, Entertainment and Leisure; Science and the Environment and Politics and Government.

IT Systems in a Social Context (compulsory)

Basics: Hardware and Networks; Applications; Communication Systems and Integrated Systems.

Social and Ethical Issues (compulsory)

Reliability; Integrity; Security; Privacy and Anonymity; Authenticity; Intellectual Property; Equality of Access; Control; Globalisation and Cultural Diversity; Policies and Standards; and People and Machines.

How Is The Course Assessed?

External assessment		HL 80%	SL 70%
Written papers			
Paper 1 (1 hour)	HL and SL common paper	HL 20%	SL 25%
Paper 2 (2 hours)	HL and SL different papers	HL 35%	SL 45%
Paper 3 (1 hour)	HL – The Case Study		HL only 25%
Internal assessment		HL 20%	SL 30%
Practical			
The Portfolio (20 hours)	HL - 3 Essays		HL 20%
The Extension (10 hours)	HL - 1 Essay		included in the 20%
The Project (20 hours)	SL – application development		SL 30%

Psychology

Minimum Entry Requirements

No prior study of psychology is expected. Students must demonstrate a strong English Language competency, preferably having achieved at least an IGCSE English Language C Grade.

Who Is The Course For?

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. This course would benefit students considering a career in Human Resources, Human Relations, Personnel management, Business Management, and the Social Sciences.

IB psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and socio-cultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

How Is The Course Assessed?

SL: External assessment (3 hours)	75%
Paper 1 (2 hours)	50%
Section A: Three compulsory questions on part 1 of the syllabus.	
Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks)	
Paper 2 (1 hour)	25%
Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form.	
HL External assessment (4 hours)	80%
Paper 1 (2 hours)	35%
Section A: Three compulsory questions on part 1 of the syllabus.	
Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks)	
Paper 2 (2 hours)	25%
Fifteen questions on part 2 of the syllabus. Students choose two questions to answer in essay form.(44 marks)	
Paper 3 (1 hour)	
Three compulsory questions based on an unseen text, covering part 3 of the syllabus.(30 marks)	
Internal assessment	
SL: A report of a simple experimental study conducted by the student.	25%
HL: A report of a simple experimental study conducted by the student.	20%

Group 4: Experimental Sciences

Biology

Minimum Entry Requirements

Standard Level: 'C' pass in Coordinated Science at IGCSE or equivalent.

Higher Level: 'B' pass in Coordinated Science at IGCSE or equivalent.

Who Is The Course For?

Any student wishing to take a broad pre-university course that opens up areas of study in cell biology, ecology, biochemistry, medical, physiology, botany, and genetics, to name but a few of the main areas of study. This course has wide scope and terminology so students must be confident in English.

What Is The Course Content?

Students study the following topics:

Cells, Biochemistry, Genetics, Ecology and Evolution, Human Physiology, and Plant Science. Higher Level students study each of these in great depth. Two option subjects are studied as well, to be chosen by individual teachers.

How Is The Course Assessed?

The external assessment consists of three papers:

Paper 1 - Multiple Choice questions

Paper 2 - Short answer and extended response questions

Paper 3 - Based on the two options chosen

Higher Level students are also required to spend 60 hours (Standard Level=40 hours) on practical activities (excluding time spent writing up work). These times include the Group 4 project and altogether add up to 24% of the final assessment.

Chemistry

Minimum Entry Requirements

Standard Level: 'C' pass in Chemistry or Coordinated Science at IGCSE or equivalent.

Higher Level: 'B' pass in Chemistry or Coordinated Science at IGCSE or equivalent.

Students with no background in Chemistry will only be accepted for this course in exceptional circumstances.

Who Is The Course For?

All students are required to take a Science course as part of their diploma. The IB Chemistry course offers students a chance to build on the knowledge of the subject gained at IGCSE level. Students should have a keen interest in the subject.

What Is The Course Content?

All students study the following topics:

Core Level:

- Quantitative Chemistry
- Atomic Theory
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acids and Bases
- Oxidation and Reduction
- Organic Chemistry

Higher Level students use the knowledge gained at core level to examine these different areas in greater depth.

In addition, there are two options to be studied from the lists below:

Standard Level Only: Higher Physical / Organic Chemistry

Standard and Higher Level: Medicines and Drugs, Human Biochemistry, Environmental Chemistry, Chemical Industries, Fuels and Energy

Higher Level Only: Modern Analytical Chemistry, Further Organic Chemistry

How Is The Course Assessed?

The external assessment consists of three papers:

Paper 1 - Multiple Choice questions

Paper 2 - Short answer and extended response questions

Paper 3 - Based on the two options chosen

Higher Level students are also required to spend 60 hours, and Standard Level students 40 hours, on practical activities (excluding time spent writing up work). These times include 10 to 15 hours for the Group 4 project and altogether add up to 24% of the final assessment.

Physics

Minimum Entry Requirements

Standard Level: 'C' pass at IGCSE in Physics or Coordinated Science and 'B' pass in Mathematics or equivalent.

Higher Level: 'B' pass at IGCSE in Physics or Coordinated Science and 'A' pass in Mathematics or equivalent.

Students with no background in Physics will only be accepted for this course in exceptional circumstances.

Who Is The Course For?

All students are required to take a Science course as part of their diploma. The IB Physics course offers students a chance to build on the knowledge of the subject gained at IGCSE level. Students should have a keen interest in the subject.

What Is The Course Content?

All students study the following topics: Physical Measurements, Mechanics, Thermal Physics, Oscillations & Waves, Electricity, Fields & Forces, Atomic & Nuclear Physics, and Energy, Power & Climate Change. The following subjects are studied at Higher Level only: Mechanics & Gravitational Fields, Thermodynamics, Wave Phenomena, Electromagnetism & Alternating Current, and Quantum, Nuclear & Particle Physics.

In addition, all students must complete two options from the following list:

Standard Level

Sight and Wave Phenomena
Quantum Physics and Nuclear Physics
Digital Technology
Relative and Particle Physics

Standard and Higher Level

Astrophysics
Communications
Electromagnetic Waves

Higher Level Only

Relativity
Medical Physics
Particle Physics

How Is The Course Assessed?

The external assessment consists of three papers:

Paper 1 - Multiple Choice questions
Paper 2 - Short answer and extended response questions
Paper 3 - Based on the two options chosen

Higher Level students spend 60 hours and Standard Level students 40 hours, on practical activities (excluding time spent writing up work). These times include the Group 4 project and altogether add up to 24% of the final assessment.

Design Technology

Minimum Entry Requirements

Study in Design Technology to GCSE level will be a distinct advantage, especially for the practical components of the course. Previous studies in GCSE Science subjects, (Physics and Chemistry), will also be valuable.

Who Is The Course For?

All students are required to take a Group 4, Experimental Science course, as part of their diploma. The IB Design Technology course offers students a chance to build on the knowledge of the subject gained at GCSE level and may be studied as an alternative to other Science subjects, or as an additional Group 4 subject.

What Is The Course Content?

All students study the following topics:

Core Level:

- Design process
- Product Innovation
- Green Design
- Materials
- Product Development
- Product Design
- Evaluation

Higher Level

- Energy
- Structures
- Mechanical Design
- Advanced Manufacturing Techniques
- Sustainable Development

Optional Subjects

- CAD/CAM
- Human Factors Design
- Electronic Product Design

How Is The Course Assessed?

External assessment (Total 64%)

Paper 1 - Multiple Choice questions

Paper 2 - Short answer and extended response questions

Paper 3 - Based on the option chosen

Internal Assessment (Total 36%)

Higher Level students are required to spend 81 hours, and Standard Level students 55 hours, on practical activities (excluding time spent writing up work). These times include 10 hours for the Group 4 project.

Group 5: Mathematics

Mathematics Higher Level

Minimum Entrance Requirements:

Higher Level: 'A' pass at IGCSE or equivalent.

Who Is The Course For?

This is a rigorous Mathematics course that builds on topics students should already be familiar with. It is designed to extend the knowledge base of students who have a genuine interest and love of Mathematics. Many of the topics covered are equivalent to A-level topics, but will be studied in slightly more depth, up to university level. This course will only be suited to those students who will be pursuing a university course in Mathematics or a Science based subject.

What Is The Course Content?

The course is made up of the following components:

- Statistics and Probability
- Number and Algebra including progressions and logarithms
- Functions and Equations, building on the algebra to introduce graphing and transformations
- Circles and Trigonometry
- Introduction to Calculus, basic differentiation, integration and their applications
- Vectors
- Further Statistics, including analysis of statistical data, chi-squared tests, normal distributions and sampling.

How Is the Course Assessed?

Throughout the course students will be expected to produce a portfolio of four or five pieces of coursework. From this the teacher will select the best 2 to be assessed as part of the course. This will count for 20% of the final mark. The final examination in May of the second year of the course will be worth 80% of the final mark.

Mathematics (Standard Level)

Minimum Entrance Requirements

Students studying this course should have a competency in Mathematics to a standard of IGCSE grade B or equivalent.

Who Is The Course For?

The course is a rigorous further mathematics course that builds on topics students should already be familiar with. It is designed to extend those students who are competent in Mathematics, but do not wish to take the higher level course. This course is ideal for those students who are taking courses in Science and Geography where many of the skills learned can be applied. It is also an excellent grounding for students who will be studying courses at university that involve some mathematics or statistics, for example, medicine, engineering, geography, or psychology.

What Is The Course Content?

The course is made up of the following components:

- Statistics and Probability
- Number and Algebra, including progressions and logarithms
- Functions and Equations, building on the algebra to introduce graphing and transformations
- Circles and Trigonometry
- Introduction to Calculus, basic differentiation, integration and their applications
- Vectors
- Further Statistics, including analysis of statistical data, chi-squared tests, normal distributions and sampling.

How Is The Course Assessed?

Throughout the course the students will be expected to produce a portfolio of four or five pieces of coursework. From this the teacher will select the best 2 to be assessed as part of the course. This will count for 20% of the final mark. The final examination in May of the second year of the course will be worth 80% of the final mark.

Maths Studies (SL Only)

Minimum Entrance Requirements

Standard Level: 'C' pass at IGCSE or equivalent. Students without this qualification may still be allowed to take this course.

This course is only available at Standard Level.

Who Is The Course For?

The Maths Studies course aims to build on skills already learnt by students to the age of 16. It is not as rigorous as the Methods course and is often the option chosen by students who have studied the IGCSE core syllabus. The course aims to supplement work in other subjects such as the Sciences and Geography (particularly statistics), and apply the concepts of Mathematics to everyday life.

What Is The Course Content?

The course components are listed below. In the second year of the course the students will also be expected to produce a project where they will demonstrate their skills in the subject. The project will require the student to have a clear task. The task will involve the collection of data; an analysis of the data; and an evaluation of the task. The project will take up to 25 hours of study time.

The course is made up of the following components:

- Statistics and Probability
- Number and Algebra, including progressions, types of numbers and estimation
- Sets and Logic, the use of sets, Venn diagrams, logic, and truth tables
- Geometry and trigonometry, including equations of lines. In non-right angled triangles, geometry of 3d shapes and vectors in 2d
- Functions, completing the square, graphing, mapping, domain and range
- Financial mathematics, converting currencies, compound interest and loan schemes, linear programming
- Further statistics, including analysis of statistical data, chi-squared tests, normal distributions, correlation and bi-variate data

How Is The Course Assessed?

The student has to complete a 2000 word project involving the collection and/or generation of data and the analysis and evaluation of that data. This counts for 20% of the final mark. There are also two external examination papers that account for the remaining 80%.

Group 6: The Arts and Electives

Music

Minimum Entrance Requirements

No specific requirements, but students normally would have passed Music GCSE with an 'A' or 'B' grade and/or passed instrumental grade exams on at least one instrument or voice.

Who Is The Course For?

The course you study for IB Music is exciting, varied, practical and theoretical. The IB course and the IB teachers at the Regent's acknowledge that there are many different kinds of musicians interested in lots of different ways of making music, so we try to offer a broad and inclusive response to the interests and skills of the students.

Higher Level:

This is a course for the specialist Music student. You will need to be interested, motivated, and already capable of performing on an instrument (or voice) to a reasonable standard. You will probably have studied theory, have some knowledge of historical, cultural and theoretical aspects of music, and you will probably have taken examinations in Music.

Standard Level:

This is a course for less knowledgeable and experienced musicians. You will specialise in either composition or performance (solo or in a group) and you will need some experience in one or the other. You will probably have studied some theory, have some knowledge of historical, cultural and theoretical aspects of music, and you might have taken exams in Music.

What Is the Course Content?

The course consists of three major areas. HL students study all areas. SL students choose Composition or Solo Performance or Group Performance and Perception and Analysis.

Composition: You will learn about ways to compose and explore compositional techniques to find out how to apply them to your own work.

Performance: You will have a weekly lesson on your chosen instrument. You will develop your skills and technique and have the chance to enter for ABRSM grade exams. You will perform regularly, and develop ensemble and solo skills.

Perception and Analysis: You will study a wide range of music issues, genres and styles focussing on contextual, structural and musical characteristics. Examples of the kind of work covered are: Renaissance Music (with links to Shakespeare); Baroque Music; Jazz, Music for Film, Romantic Impressionism and World Fusion music. You will study a set work in detail. This year it is Purcell's, Dido and Aeneas..

How is the Course Assessed?

Composition: (25% HL) (50% if chosen for SL)

You will compose three contrasting compositions for assessment. The compositions can be of any genre or style.

Performance: (25% HL) (50% if chosen for SL)

You will give a performance lasting approximately 20 minutes.

Perception and Analysis: (50% for HL and SL)

You will make a detailed research investigation into two different genres of music (20%).

You will sit a listening examination and answer questions on the set work and a range of other music examples (30%).

IB Theatre Arts

Introduction

The aims of the programme in Theatre Arts are to help students understand the nature of theatre; to understand it by making as well as by studying it; to understand it not only with their minds but with their senses, their bodies and their emotions; to understand the forms it takes in cultures other than their own; and through this understanding better to understand themselves, their society and their world. It is a demanding course that will appeal to students who are committed to all aspects of performance and production.

Course Outline

The new course (introduced in September 2007 for first examination in 2009) is divided into three interrelated areas. Students are required to explore these areas from the perspective of 'dramaturg', director, performer, group ensemble, production team and spectator.

1. Theatre in the making

The focus of theatre in the making is on the process of theatre making rather than the presentation of theatre. It encompasses the acquisition and development of all skills required to present and observe theatre. It is exploratory in nature.

2. Theatre in performance

The focus of theatre in performance is on the application of skills developed in theatre in the making. This involves students in various aspects of presenting theatre, where the practical skills can be applied in different roles (as performers and as part of the production team), while also building upon the knowledge they have acquired in other areas.

3. Theatre in the world

The focus of theatre in the world is on a practical and theoretical exploration of a range of theatrical traditions of a variety of theatre conventions and practices from diverse cultures and historical contexts.

Assessment: Higher and Standard

External Assessment	50%
Research Investigation	25%
Students are required to produce a research investigation of 2000- 2500 words (Standard: 1500-1750) with supporting visual material.	
Practical performance proposal	25%
Students are required to produce a proposal of 250 words with supporting visual materials and a report of 1000-1250 words (Higher only)	
Internal Assessment	50%
Performance and production presentations	25%
Oral presentation lasting 30 minutes	
Independent project portfolio	25%

Students are required to produce a portfolio of 3000 words (Standard 2000 words) on their own independent project (either option A or option B) and its connection to their experiences in the core syllabus.

Visual Arts

Minimum Entrance Requirements:

You should strongly consider Visual Arts if you have been predicted an 'A' or 'B' grade at GCSE Art. Candidates with a predicted 'C' grade or lower **must** discuss the matter further with their art teacher. If you haven't studied Art before, you can opt to take IB Visual Arts, but you should be prepared to show the art department proof of your ability and commitment. (Sketchbook or other drawings / paintings).

Who Is The Course For?

IB Visual Arts is a demanding and challenging course for the most able and enthusiastic art students in each year group. If you find Art lessons interesting and are prepared to spend considerable time outside lessons researching, thinking about and making artworks, then this is probably the course for you. If you are considering a career in an area like Graphic Design, Fashion Design, Fine Art, Illustration, Architecture or Advertising, Visual Arts is an excellent choice at IB Level.

What Is The Course Content?

The course starts with an intensive series of projects, which aim to develop the skills you need at IB Level. These include practical skills (drawing, painting, printing etc), analytical skills (writing about and criticising artworks) and contextual skills (linking your own work with that of other artists). At this stage, you will have the full support and guidance of your teacher. As the course progresses, you will be given an increasing amount of freedom to develop your own style and methods of working. There is a significant written component to this course and good research / investigation skills are essential.

There are **FOUR** options available in Visual Arts.

Higher Level Option A (HLA) – strongly recommended

You will spend two years developing your *studio work* (producing 12-18 finished artworks in a range of different media). These make up 60% of your final grade.

You are also expected to spend considerable time developing a series of *investigation workbooks* (similar to sketchbooks). These make up 40% of your final grade.

Standard Level Option A (SLA)

At Standard Level, the quality and quantity of work you are expected to achieve is similar to that at Higher Level, although you are given less time. Over two years, you produce 8 – 12 final pieces of artwork, which make up 60% of your final grade. You are also expected to spend considerable time developing a series of *investigation workbooks* (similar to sketchbooks). These make up 40% of your final grade. As making artworks can be very time-consuming, SLA Art is actually a more challenging option than Higher Level.

HL and SL Option B

These courses are similar to Option A courses, but there is a greater emphasis on the *investigation workbooks*, which are worth 60% of the final IB grade. Studio Works are worth 40% of the final grade and investigation workbooks are worth 60%. This course is recommended for students who are better at sketchbook production, conducting research, written art criticism and written evaluation, rather than producing finished studio works.

How Is The Course Assessed?

Visual Arts is primarily assessed through your coursework – there is no written examination. After two years spent developing studio work and investigation workbooks, you will be assessed at a final art exhibition. You will also be interviewed by an external examiner about your work and development during the course.

The Award of the IB Diploma

A maximum of seven points is available for each of the six subjects studied. In addition, a maximum of three points is available from the Theory of Knowledge and Extended Essay matrix, making a combined total of forty-five points available. A total of 24 points must be obtained in order to receive the IB Diploma.

Conditions for the Award of a Diploma

- Grades have been awarded in the six subjects of the diploma.
- A course of Theory of Knowledge (TOK) has been followed and the TOK assessment requirements have been met.
- An Extended Essay has been submitted and assessed.
- The student has engaged appropriately in creativity, action, service (CAS) activities.
- There is no grade 1 in any Higher Level subject.
- A student with 24, 25, 26, or 27 points does not have a failing condition (see below).
- A student with 28 points or more has only one failing condition.
- The final award committee has not confirmed the student as guilty of malpractice, defined as the attempt by the students to gain unfair advantage in any assessment practice.

Failing Conditions

- An elementary grade for both Theory of Knowledge and the Extended Essay.
- A grade 2 in any Higher Level.
- Each grade 3 in a Higher Level subject not compensated by a grade 5 or above in another Higher Level subject.
- A grade 1 in any Standard Level subject.
- Two or more grade 2 in any Standard Level subjects.
- Four or more grade 3.
- Two or more grade 3 with a grade 2 at Standard Level.

A Bilingual Diploma

The IB awards bilingual diplomas for

- two languages A1,
- a language A1 taken together with a language A2, or
- a group 3 or 4 subject taken in a language other than the candidate's language A1, or
- an extended essay in a group 3 or group 4 subject written in a language other than the candidate's language A1.