



Year 12 & Year 13

**International Baccalaureate Diploma
Programme (IBDP) and Courses**

**Course Outlines
2020-21**

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Diploma Programme CORE

**Creativity, Activity, Service (CAS)
Theory of Knowledge (TOK)
Extended Essay (EE)**

IBDP CAS Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	CAS (Community, Activity & Service)

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students. CAS is one element of the IBDP's 'Core' programme.

Aims of this part of the Core

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles
- actively participate in planned, sustained, and collaborative CAS projects
- understand they are members of local and global communities with responsibilities towards each other and the environment

CAS timeline

Year 12

Term 1	Introduction to CAS
Term2	CAS 1st interview, Self-reflection from Term 1, CAS experiences + reflections, Identify project with an action plan
Term 3	CAS experiences + reflections, CAS 2nd interview

Year 13

Term 1	CAS experiences + reflections
Term2	CAS experiences + reflections, CAS 3rd interview
Term 3	Updation and submission of CAS portfolio to CAS Coordinator

How you can support your CAS projects at home

- Reflect on, discuss and seek out opportunities for contributing to local development via community, activity and service
- Make sure that all CAS related work is updated on ManageBac

How your progress will be assessed

Successful completion of CAS is a requirement for the award of the IB Diploma. Students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students engage in CAS experiences involving one or more of the three CAS strands. A CAS experience can be a single event or maybe an extended series of events.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes reflection which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

IBDP TOK Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12/13	TOK (Theory of Knowledge)

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students. TOK is one element of the IBDP’s ‘Core’ programme.

Aims of this part of the Core

The overall aim of TOK is to encourage students to formulate answers to the questions “how do you know” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge. Specifically, the aims of the TOK course are for students to:

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action

TOK timeline

Year 12

Term 1	Introduction to TOK; Core Theme - Knowledge & the Knower; Optional Theme 1
Term2	Optional Theme 2; The Areas of Knowledge; The Exhibition
Term 3	The Exhibition; Closing analysis of Core Theme

Year 13

Term 1	TOK Essay
Term2	TOK Essay

TOK assessment format

TOK and the extended essay offer students the opportunity to score an additional 3 bonus points, bringing the total possible score to 45. The TOK component is based on two assessments:

Exhibition: For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. The exhibition consists of three objects, or images of objects, and an accompanying written commentary on each object. The exhibition is worth **33%** of the TOK assessment.

Essay: Each year, the IB prescribes six titles that the students can choose to write about. Each title asks a generic question that crosses disciplines. As students answer the question, they should demonstrate their ability to use the tools of TOK, such as Areas of Knowledge and Ways of Knowing, to discuss claims and counterclaims and formulate their own conclusion. The essay should not be more than 1,600 words, not including acknowledgements, references, diagrams or the bibliography. The essay is worth **67%** of the TOK assessment.

IBDP Extended Essay Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	EE (Extended Essay)

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students. The Extended Essay is one element of the IBDP's 'Core' programme.

Aims of this part of the Core

The aims and objectives of the Extended Essay are to enable students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process

Extended Essay timeline

Year 12

Term 1	Introduction to the Extended Essay, Submission of Research proposal & Research Question
Term2	Appointment of Extended Essay Supervisors and submission of Supervisor's Agreement form, Initial meeting between students and supervisors, 500 words submission
Term 3	1500 words submission

Year 13

Term 1	A full draft of 4,000(max) words submission
Term2	Final submission of the Extended Essay Reflections submission through Managebac Extended Essay Viva-Voce

Extended Essay grading Total

Total marks : 34

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none"> • Topic • Research question • Methodology 	<ul style="list-style-type: none"> • Context • Subject-specific terminology and concepts 	<ul style="list-style-type: none"> • Research • Analysis • Discussion & evaluation 	<ul style="list-style-type: none"> • Structure • Layout 	<ul style="list-style-type: none"> • Process • Research focus

Group 1 Subjects
Language & Literature

English A
French A

English A Language and Literature Higher Level Y12 & Y13 IBDP Course Outline (first assessment 2021)

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	English A: Language & Literature HL (first assessment 2021)

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of Language A Language and Literature HL are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

What we will cover in this course

Year 12

Term 1	Examine 3 areas of exploration through two texts
Term2	Examine 3 areas of exploration through two texts (prepare for IOC)
Term 3	Examine 3 areas of exploration through two texts (Prepare for IOC)

Year 13

Term 1	Examine 3 areas of exploration through two texts (Prepare for IOC & HL Essay)
Term2	HL Essay & Revision
Term 3	Revision & Final

Three Areas of exploration**Readers, Writers and Texts:**

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Exam Format**Paper 1: Guided textual analysis (2 hours 15 minutes) 35%**

The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.

Paper 2: Comparative essay (1 hour 45 minutes) 25%

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.

HL Essay 20%

Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course. The essay must be 1,200–1,500 words in length.

Individual oral (15 minutes) 20%

Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: 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.

English A Language & Literature Standard Level Y12 & Y13 IBDP Course Outline (First assessment 2021)

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	English A: Language & Literature SL (first assessment 2021)

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of English Language and Literature SL are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature.
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose

What we will cover in this course

Year 12

Term 1	Examine 3 areas of exploration through two texts
Term2	Examine 3 areas of exploration through one texts
Term 3	Examine 3 areas of exploration through one texts (Prepare for IOC)

Year 13

Term 1	Examine 3 areas of exploration through texts (Prepare for IOC)
Term2	Revision (Paper 1 & 2)
Term 3	Revision & Final (Paper 1 & 2)

Three Areas of exploration

Readers, Writers and Texts:

Non-literary texts are chosen from a variety of sources and media to represent as wide a range of text types as possible, and works are chosen from a variety of literary forms. The study of the non-literary texts and works focuses on the nature of language and communication and the nature of literature and its study. This study includes the investigation of how texts themselves operate as well as the contexts and complexities of production and reception. Focus is on the development of personal and critical responses to the particulars of communication.

Time and space

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media that reflect a range of historical and/or cultural perspectives. Their study focuses on the contexts of language use and the variety of ways literary and non-literary texts might both reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives, and an awareness of the ways in which context is tied to meaning.

Intertextuality: connecting texts

Non-literary texts and literary works are chosen from a variety of sources, literary forms and media in a way that allows students an opportunity to extend their study and make fruitful comparisons. Their study focuses on intertextual relationships with possibilities to explore various topics, thematic concerns, generic conventions, modes or literary traditions that have been introduced throughout the course. The focus is on the development of critical response grounded in an understanding of the complex relationships among texts.

Exam Format

Paper 1: Guided textual analysis (1 hour 15 minutes)

The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of one of the passages.

Paper 2: Comparative essay (1 hour 45 minutes)

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.

Individual oral (15 minutes)

Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: 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.

<p>Term2</p>	<p>DEUXIÈME PARTIE :Espace et temps</p> <ul style="list-style-type: none"> . Langue et croyance . Langue et relations sociales . Représentations et stéréotypes . Questions de méthodologie . Le Portfolio de l'apprenant <p>Oeuvres littéraires :</p> <p style="padding-left: 40px;">Pigments, Leon Gontran Damas Richard III, Shakespeare</p> <p>Textes non littéraires : La campagne Banania</p> <p>Composante de l'évaluation : Entraînement à l'épreuve 1 : Analyse de texte dirigée Entraînement à l'épreuve 2 : Composition comparative Evaluation interne</p>
<p>Term 3</p>	<p>TROISIÈME PARTIE : L'intertextualité</p> <p>L'influence des textes La réécriture Oeuvre littéraire La métamorphose, Kafka L'Etranger, A.Camus</p> <p>Composante de l'évaluation : Entraînement à l'épreuve 1 : Analyse de texte dirigée Entraînement à l'épreuve 2 : Composition comparative</p>

How the course is assessed

L'ÉVALUATION AU NIVEAU MOYEN et SUPERIEUR

NIVEAU MOYEN

Épreuve 1 : analyse de texte dirigée Durée : 1 heure 15 minutes

Pondération : 35 %

L'épreuve 1 contient deux passages non littéraires jamais vus auparavant et les élèves doivent rédiger une analyse dirigée de l'un de ces passages . (20 points)

Epreuve 2 : composition comparative (1 heure 45 minutes)

Pondération : 35 %

L'épreuve comprend quatre questions générales. En réponse à une question imposée, les élèves rédigent une composition comparative portant sur deux œuvres étudiées pendant le cours. (30 points)

Évaluation interne

Cette composante consiste en un examen oral individuel qui est évalué en interne par l'enseignant et dont la notation est révisée en externe par l'IB à la fin du programme.

NIVEAU SUPERIEUR

Epreuve 1 : analyse de texte dirigée (2 heures 15 minutes)

Pondération : 35 %

L'épreuve est composée de deux passages non littéraires relevant de deux types de textes différents, chacun accompagné d'une question. Les élèves rédigent une analyse de chacun des passages. (40 points)

Épreuve 2 : composition comparative (1 heure 45 minutes)

Pondération : 20 %
L'épreuve comprend quatre questions générales. En réponse à une question imposée, les élèves rédigent une composition comparative portant sur deux œuvres étudiées pendant le cours. (30 points)

+

Composition du niveau supérieur (NS)

Les élèves remettent une composition sur un texte non littéraire ou sur un ensemble de textes non littéraires du même auteur, ou encore sur un texte ou une œuvre littéraires étudiés pendant le cours. (20 points)

La composition doit comprendre entre 1 200 et 1 500 mots.

How you can support your learning at home

Travaux et apprentissages à domicile; exposés en classe sur les personnages d'une oeuvre par exemple.

How your progress will be assessed

Les exposés en classe sont notés ainsi que certains travaux à domicile. Mais l'essentiel de l'évaluation s'effectue en classe sous forme de devoirs surveillés, de contrôles de lecture, ou d'examens prévus par l'établissement.

Term2	<p>DEUXIÈME PARTIE :Espace et temps</p> <ul style="list-style-type: none"> . Langue et croyance . Langue et relations sociales . Représentations et stéréotypes . Questions de méthodologie . Le Portfolio de l'apprenant <p>Oeuvres littéraires :</p> <p style="padding-left: 40px;">Pigments, Leon Gontran Damas Richard III, Shakespeare</p> <p>Textes non littéraires : La campagne Banania</p> <p>Composante de l'évaluation : Entraînement à l'épreuve 1 : Analyse de texte dirigée Entraînement à l'épreuve 2 : Composition comparative Evaluation interne</p>
Term 3	<p>TROISIÈME PARTIE : L'intertextualité</p> <p>L'influence des textes La réécriture Oeuvre littéraire La métamorphose, Kafka</p> <p>Composante de l'évaluation : Entraînement à l'épreuve 1 : Analyse de texte dirigée Entraînement à l'épreuve 2 : Composition comparative</p>

How the course is assessed

L'ÉVALUATION AU NIVEAU MOYEN et SUPERIEUR

NIVEAU MOYEN

Épreuve 1 : analyse de texte dirigée Durée : 1 heure 15 minutes

Pondération : 35 %

L'épreuve 1 contient deux passages non littéraires jamais vus auparavant et les élèves doivent rédiger une analyse dirigée de l'un de ces passages . (20 points)

Epreuve 2 : composition comparative (1 heure 45 minutes)

Pondération : 35 %

L'épreuve comprend quatre questions générales. En réponse à une question imposée, les élèves rédigent une composition comparative portant sur deux œuvres étudiées pendant le cours. (30 points)

Évaluation interne

Cette composante consiste en un examen oral individuel qui est évalué en interne par l'enseignant et dont la notation est révisée en externe par l'IB à la fin du programme.

NIVEAU SUPERIEUR

Epreuve 1 : analyse de texte dirigée (2 heures 15 minutes)

Pondération : 35 %

L'épreuve est composée de deux passages non littéraires relevant de deux types de textes différents, chacun accompagné d'une question. Les élèves rédigent une analyse de chacun des passages. (40 points)

Épreuve 2 : composition comparative (1 heure 45 minutes)

<p>Pondération : 20 %</p> <p>L'épreuve comprend quatre questions générales. En réponse à une question imposée, les élèves rédigent une composition comparative portant sur deux œuvres étudiées pendant le cours. (30 points)</p> <p style="text-align: center;">+</p> <p>Composition du niveau supérieur (NS)</p> <p>Les élèves remettent une composition sur un texte non littéraire ou sur un ensemble de textes non littéraires du même auteur, ou encore sur un texte ou une œuvre littéraires étudiés pendant le cours. (20 points)</p> <p>La composition doit comprendre entre 1 200 et 1 500 mots.</p>
<p>How you can support your learning at home</p>
<p>Travaux et apprentissages à domicile; exposés en classe sur les personnages d'une oeuvre par exemple.</p>
<p>How your progress will be assessed</p>
<p>Les exposés en classe sont notés ainsi que certains travaux à domicile. Mais l'essentiel de l'évaluation s'effectue en classe sous forme de devoirs surveillés, de contrôles de lecture, ou d'examens prévus par l'établissement.</p>

Group 2 Subjects
Language Acquisition

English B
French B
French Ab initio
Spanish B

English B Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IB DP (International Baccalaureate Diploma Programme)	12 & 13	English B HL

Overview of IB Diploma Programme

The IB DP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

IB DP English B Course Aims

The aims and objectives of English Language B are to enable students to:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts

What we will cover in the course

Year 12

Term 1	Introduction to English B Diploma language, skills and text types Themes: Overview of 5 course themes, <i>Identities</i> Text types: Informal & formal emails, blog, leaflet Literary Text: Text 1
Term 2	Themes: <i>Experiences, Human Ingenuity</i> Text Types: Informal & formal letters, diary, travel guide, speech
Term 3	Themes: <i>Social Organisation, Sharing the Planet</i> Text Types: interview, article, news article, opinion column Literary Text: <i>Text 2</i> Preparation for oral assessment

Year 13

Term 1	Themes: <i>Human Ingenuity, Identities, Experiences</i> Text Types: Reports, proposals, questionnaires, reviews, Revision of text types covered previously & timed practice Revision of <i>Texts</i> ORAL ASSESSMENT
Term 2	Themes: <i>Social Organisation, Sharing the Planet</i> Revision of 5 themes, language, skills and text types

Term 3	EXTERNAL EXAMS PAPER 1 & PAPER 2
IB DP English B Exam Format	
<p>Paper 1 (external) Writing, 25% of total: assesses the candidate's written productive skills. Higher Level candidates are presented with a choice of three tasks (each one based on a different theme from the syllabus) and selects one of these to which to respond in 450–600 words.</p> <p>Paper 2 (external) Reading & Listening, 50% of total: assesses the candidate's receptive skills. For the listening comprehension component, candidates will be presented with three audio passages covering topics drawn from the five themes. For the reading component candidates will be presented with three written passages covering topics drawn from the five themes.</p> <p>Individual oral assessment (conducted internally, moderated externally), 25% of total: assesses the candidate's interactive skills. It is designed to determine to what extent the candidate is able to verbally interact in the target language with appropriate language, structures and register. The candidate is also assessed on the ability to present an organized response to a passage taken from a literary text studied in class.</p>	

English B Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IB DP (International Baccalaureate Diploma Programme)	12 & 13	English B SL

Overview of IB Diploma Programme

The IB DP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

IB DP English B Course Aims

The aims and objectives of English Language B are to enable students to:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts

What we will cover in the course

Year 12

Term 1	Introduction to English B Diploma language, skills and text types Themes: Overview of 5 course themes, <i>Identities</i> Text types: Informal & formal emails, blog, leaflet
Term 2	Themes: <i>Experiences, Human Ingenuity</i> Text Types: Informal & formal letters, diary, travel guide, speech
Term 3	Themes: <i>Social Organisation, Sharing the Planet</i> Text Types: interview, article, news article, opinion column

Year 13

Term 1	Themes: <i>Human Ingenuity, Identities, Experiences</i> Text Types: Reports, proposals, questionnaires, reviews, Revision of text types covered previously & timed practice Preparation for oral assessment
Term 2	Themes: <i>Social Organisation, Sharing the Planet</i> Revision of 5 themes, language, skills and text types ORAL ASSESSMENT

Term 3	EXTERNAL EXAMS PAPER 1 & PAPER 2
IB DP English B Exam Format	
Paper 1 (external) Writing: assesses the candidate's written productive skills. Standard Level candidates are presented with a choice of three tasks (each one based on a different theme from the syllabus) and selects one of these to which to respond in 250–400 words.	
Paper 2 (external) Reading: assesses the candidate's receptive skills. For the reading component candidates will be presented with three written passages covering topics drawn from the five themes.	
Individual oral assessment (conducted internally, moderated externally): assesses the candidate's interactive skills. It is designed to determine to what extent the candidate is able to verbally interact in the target language with appropriate language, structures and register. The candidate is also assessed on the ability to present an organized response to a passage taken from a literary text studied in class.	

French B Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	French B HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of French B are to enable students to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of enquiry, with opportunities for intellectual engagement and the development of critical- and creative- thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning

What we will cover in this course

Year 12

Term 1	<u>Identités / Identities</u> : styles de vie, santé et bien-être, convictions et valeurs, langue et identité Œuvre littéraire : <i>Oscar et la dame rose</i> , E. Schmitt
Term 2	<u>Expériences/ Experiences</u> : loisirs, vacances et voyages, récits de vie, rites de passage, coutumes et traditions, migrations Œuvre littéraire: <i>Petit Pays</i> , Gaël Faye
Term 3	<u>Ingéniosité humaine/ Human Ingenuity</u> : communication et médias, technologie et innovations scientifiques

Year 13

Term 1	<u>Partage de la planète/ Sharing the planet</u> : Environnement, droits humains, paix et conflits, environnements ruraux et urbains Oeuvre littéraire: <i>L'Homme qui plantait des arbres</i> , Jean Giono
Term2	<u>Organisation sociale/ Social organization</u> : relation sociales, communauté, engagement social, Education, monde du travail Oeuvre littéraire : <i>La Vie devant soi</i> , Romain Gary <u>Ingéniosité humaine/ Human ingenuity</u> : divertissements, expressions artistiques, technologie et innovations scientifiques
Term 3	Review of extensive text types together with preparation and practice for exams Final exams

NB: Chacun des sous-thèmes sera traité à travers de multiples supports:

article de presse, blog, brochure, chronique d'opinion/courrier des lecteurs, courriel/lettre, critique, discours/exposé/débat, dissertation, entretien/interview, directives, journal intime, lettre de motivation, forum en ligne, proposition, rapport officiel, reportage

Exam Format

External assessment (3 hours 30 minutes)

Paper 1 (1 hour 30 minutes) 25%

Productive skills—writing (30 marks)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (2 hours) 50%

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

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

Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)

French B Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	French B SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of French B are to enable students to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of enquiry, with opportunities for intellectual engagement and the development of critical- and creative- thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

What we will cover in this course

Year 12

Term 1	Introduction to English B Diploma language, skills and text types Themes: Overview of 5 course themes, <i>Identities</i> Text types: Informal & formal emails, blog, leaflet
Term 2	Themes: <i>Experiences, Human Ingenuity</i> Text Types: Informal & formal letters, diary, travel guide, speech
Term 3	Themes: <i>Social Organisation, Sharing the Planet</i> Text Types: interview, article, news article, opinion column

Year 13

Term 1	Themes: <i>Human Ingenuity, Identities, Experiences</i> Text Types: Reports, Proposals, Questionnaires, Reviews, Revision of text types covered previously & timed practice Preparation for oral assessment
Term2	Themes: <i>Social Organisation, Sharing the Planet</i> Revision of 5 themes, language, skills and text types ORAL ASSESSMENT
Term 3	EXTERNAL EXAMS PAPER 1 & PAPER 2

Exam Format

External assessment (3 hours) Paper 1 (1 hour 15 minutes) 25%

Productive skills—writing (30 marks)

One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (1 hour 45 minutes) 50%

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

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

Individual oral assessment A conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional theme. (30 marks)

French Ab Initio Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IB DP (International Baccalaureate Diploma Programme)	12 & 13	French Ab Initio SL

Overview of IB Diploma Programme

The IB DP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

IB DP French Ab Initio Course Aims

The aims and objectives of French Ab Initio are to enable students to:

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual texts

What we will cover in the course:

Year 12

Term 1	<p>Theme: Identity Aim : to explore the nature of the self and how we express who we are.</p> <p>Topics : Personal attributes, Personal relationships, Eating and drinking and p physical well- being</p>
Term2	<p>Theme: Experiences Aim: to explore and tell the stories of the events, experiences and journeys that shape our lives.</p> <p>Topics: Daily routine, Leisure, Holidays and Festivals and celebrations</p>
Term 3	<p>Themes: Human Ingenuity Aim : to explore the ways in which human creativity and innovation affect our world.</p> <p>Topics: Transport , Entertainment , Media and Technology</p>

Year 13

Term 1	<p>Theme: Social Organisation Aim: to explore the ways in which groups of people organize themselves, or are organized, through common systems or interests.</p>
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	Topics : Neighbourhood ,Education ,The workplace and Social issues
Term2	<p>Theme: Sharing the planet Aim : to explore the challenges and opportunities faced by individuals and communities in the modern world.</p> <p>Topics : Climate , Physical geography , The environment and Global issues</p> <p><i>Practising on the Individual oral assessment</i> Revision of 5 themes, language, skills and text types</p>
Term 3	Final Exams (Paper 1 & Paper 2)

IB DP French *Ab Initio* Exam Format

Paper 1 (1 hour) (25%)

Productive skills—writing (30 marks)

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.

Paper 2 (1 hour 45 minutes) (50%)

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Individual oral assessment (25%)

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

Spanish B Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Spanish B HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Spanish B HL are to enable students to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of enquiry, with opportunities for intellectual engagement and the development of critical- and creative- thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning

What we will cover in this course

Year 12

Term 1	Theme - Identities: lifestyle, health & well-being, beliefs & values, cultures and subcultures, language & identity Introduction to course language, skills and text types Literary Text: <i>Requiem por un campesino español</i> , Ramón J Sender
Term2	Theme - Experiences: leisure, holidays & travel, life stories, rites of passage, costumes and tradition, migration Language, skills and text types development
Term 3	Theme - Human ingenuity: entertainment, artistic expression, communication & media, technology & scientific innovation Language, skills and text types development Literary Text : <i>Como agua para chocolate</i> , Laura Esquivel

Year 13

Term 1	Theme - Social Organisation: relationships, community, social engagement, education, law and order, the world of work Language, skills and text types development
Term 2	Theme - Sharing The Planet: the environment, human rights, war & peace, equality, globalisation, ethics, rural & urban environments Language, skills and text types revision ORAL ASSESSMENT
Term 3	Language, skills and text types revision FINAL EXAMS

Exam Format

External assessment (3 hours 30 minutes)

Paper 1 (1 hour 30 minutes) 25% Productive skills—writing (30 marks)

One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2 (2 hours) 50%

Receptive skills—separate sections for listening and reading (65 marks)

Listening comprehension (1 hour) (25 marks)

Reading comprehension (1 hour) (40 marks)

Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

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

Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)

Spanish B Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Spanish B SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims (taken from IBDP Guide)

The aims and objectives of this qualification are to enable students to:

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of enquiry, with opportunities for intellectual engagement and the development of critical- and creative- thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning

What we will cover in this course:

Year 12

Term 1	Identities: lifestyle, health & well-being, beliefs & values, cultures and subcultures, language & identity
Term2	Experiences: leisure, holidays & travel, life stories, rites of passage, costumes and tradition, migration
Term 3	Human ingenuity: entertainment, artistic expression, communication & media, technology & scientific innovation

Year 13

Term 1	Social organisation: relationships, community, social engagement, education, law and order, the world of work
Term2	Sharing the planet: the environment, human rights, war & peace, equality, globalisation, ethics, rural & urban environments

Term 3	Review of extensive text types together with preparation and practice for exams Final exams
Exam Format (taken from IBDP Guide)	
<p>External evaluation</p> <ul style="list-style-type: none"> • Paper 1 : <ul style="list-style-type: none"> • Written expresión (30 minutes) • A written expression task of 250 à 400 words (text length can be penalised) chosen from three possibilities, each reflecting a different theme, with a choice of kind of text according to the list provided in the exam instructions • Paper 2 <ul style="list-style-type: none"> • Aural comprehension and writing in two separate sections • Aural comprehension (45 minutes) • Writing comprehension (1 hour) • Comprehension exercises based upon three audio extracts and three written texts, based upon the five themes studied in the course <p>Internal evaluation</p> <p>Individual oral A conversation with the teacher, based upon a visual or textual stimulus, followed by a discussion based upon another one of the themes of the course</p>	
How you can support your learning at home	
<ul style="list-style-type: none"> • Regular homework • Revision and summarising of class notes • Practice past papers • Background reading • Research (online) 	
How your progress will be assessed	
<ul style="list-style-type: none"> • Class and end of term tests/ mock exams • Presentations and discussions • Marked past papers • Written assignments 	
Equipment you need for this course	
Exercise book (Spanish B for the IB Diploma, Suso Rodríguez-Blanco and Ana Valbuena, Oxford, 2012), black pens, simple translation dictionary	

Group 3 Subjects
Individuals and Societies

Business Management
Geography
History

Business Management Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Business Management HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of the Business Management HL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organisational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
6. develop an understanding of the importance of innovation in a business environment.

What we will cover in this course

Year 12

Term 1	Business organisation and environment <ul style="list-style-type: none"> ● Introduction to business management ● Types of organisations ● organisational objectives ● Stakeholders ● External environment ● Growth and evolution ● organisational planning tools
Term 2	Human resource management <ul style="list-style-type: none"> ● Functions and evolution of human resource management ● Organisational structure ● Leadership and management ● Motivation ● organisational (corporate) culture ● Industrial/employee relations
Term 3	Finance and accounts <ul style="list-style-type: none"> ● Sources of finance ● Costs and revenues ● Break-even analysis ● Final accounts ● Profitability and liquidity ratio analysis ● Efficiency ratio analysis

	<ul style="list-style-type: none"> • Cash flow • Investment appraisal • Budgets
Year 13	
Term 1 Y13	Marketing <ul style="list-style-type: none"> • The role of marketing • Marketing planning (including introduction to the four Ps) • Sales forecasting • Market research • The four Ps (product, price, promotion, place) • The extended marketing mix of seven Ps • International marketing • E-commerce • Completion of Internal Assessment commentary
Term 2	Operations management <ul style="list-style-type: none"> • The role of operations management • Production methods • Lean production and quality management • Location • Production planning • Research and development • Crisis management and contingency planning
Term 3	Systematic and detailed review of all topics covered in Year 12 and Year 13 FINAL EXAMS
Exam Format	
External assessment	
<p>Paper 1 (2 hours 15 minutes) 35% Based on a case study issued in advance, with additional unseen material for section B. Section A Syllabus content: Units 1–5 Students answer two of three structured questions based on the pre-seen case study. Section B Syllabus content: Units 1–5 Students answer one compulsory structured question primarily based on the additional stimulus material.</p> <p>Paper 2 (2 hours 15 minutes) 40% Section A Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. Section B Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. Section C Syllabus content: Units 1–5 Students answer one of three extended response questions primarily based on two concepts that underpin the course.</p> <p>Internal assessment (30 teaching hours) 25% This component is internally assessed and externally moderated by the IB at the end of the course.</p> <p>Written commentary Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. Maximum 2000 words.</p>	

Business Management Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Business Management SL/HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of Business Management SL/HL are to:

1. encourage a holistic view of the world of business
2. empower students to think critically and strategically about individual and organisational behaviour
3. promote the importance of exploring business issues from different cultural perspectives
4. enable the student to appreciate the nature and significance of change in a local, regional and global context
5. promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organisations
6. develop an understanding of the importance of innovation in a business environment.

What we will cover in this course

Year 12

Term 1	Business organisation and environment <ul style="list-style-type: none"> ● Introduction to business management ● Types of organisations ● organisational objectives ● Stakeholders ● External environment ● Growth and evolution
Term 2	Human resource management <ul style="list-style-type: none"> ● Functions and evolution of human resource management ● Organisational structure ● Leadership and management ● Motivation ● Working on Internal Assessment commentary
Term 3	Finance and accounts <ul style="list-style-type: none"> ● Sources of finance ● Costs and revenues ● Break-even analysis ● Final accounts (some HL only) ● Profitability and liquidity ratio analysis ● Efficiency ratio analysis (HL only) ● Cash flow

	<ul style="list-style-type: none"> Working on Internal Assessment commentary
Year 13	
Term 1	Marketing <ul style="list-style-type: none"> The role of marketing Marketing planning (including introduction to the four Ps) Sales forecasting (HL only) Market research The four Ps (product, price, promotion, place) E-commerce Completion of Internal Assessment commentary
Term2	Operations management <ul style="list-style-type: none"> The role of operations management Production methods Location
Term 3	Systematic and detailed review of all topics covered in Year 12 and Year 13 FINAL EXAMS
Exam Format	
External assessment	
<p>Paper 1 (1 hour and 15 minutes) 35% Based on a case study issued in advance, with additional unseen material for section B. Section A Syllabus content: Units 1–5 Students answer two of three structured questions based on the pre-seen case study. Section B Syllabus content: Units 1–5 Students answer one compulsory structured question primarily based on the additional stimulus material.</p> <p>Paper 2 (1 hour and 45 minutes) 40% Section A Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. Section B Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. Section C Syllabus content: Units 1–5 Students answer one of three extended response questions primarily based on two concepts that underpin the course.</p> <p>Internal assessment (15 teaching hours) This component is internally assessed and externally moderated by the IB at the end of the course.</p> <p>Written commentary SL Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. Maximum 1500 words.</p>	

Geography Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12/13	Geography HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Geography HL are to enable students to:

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including: acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
- synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
- Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

What we will cover in this course

Year 12 HL

Term 1	Geographic perspectives— global interactions <ul style="list-style-type: none"> • Power, places and networks · • Human development and diversity · • Global risks and resilience
Term2	<ul style="list-style-type: none"> • Global climate— vulnerability and resilience • Global resource consumption and security
Term 3	Geographic perspectives— global change <ul style="list-style-type: none"> • Population distribution— changing population

Year 13

Term 1	Geographic perspectives— global interactions <ul style="list-style-type: none"> • Power, places and networks · • Human development and diversity ·
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	<ul style="list-style-type: none"> • Global risks and resilience
Term2	<p>Geographic Theme: Option E: Leisure , tourism and sport.</p> <ul style="list-style-type: none"> • Tourism and sport at the local and national scale • Changing leisure patterns • Tourism and sport at the international scale • Managing tourism and sport for the future <p>Geographic Theme: Option G: Urban Environments</p> <ul style="list-style-type: none"> • Urban environmental and social stresses • Building sustainable urban systems for the future
Term 3	<p>Revision and exam preparation FINAL EXAMS</p>
Exam Format	
<p>External Assessment (80%)</p> <p>Paper 1 (2 hours 15 minutes) (35%) Geographic themes—three options</p> <p>Paper 2 (1 hour 30 minutes) (25%) Geographic perspectives—global change</p> <p>Paper 3 (1 hour) (20%) Geographic perspectives—global interactions</p> <p>Internal Assessment (20%) Fieldwork and Written report</p>	

Geography Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12/13	Geography SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Geography SL are to enable students to:

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues, including: acquiring an in-depth understanding of how geographic issues, or wicked problems, have been shaped by powerful human and physical processes
- synthesizing diverse geographic knowledge in order to form viewpoints about how these issues could be resolved
- Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

What we will cover in this course

Year 12

Term 1	Geographic perspectives— global change <ul style="list-style-type: none"> • Population distribution— changing population
Term 2	<ul style="list-style-type: none"> • Global climate— vulnerability and resilience • Global resource consumption and security
Term 3	Geographic perspectives— global interactions <ul style="list-style-type: none"> • Power, places and networks · • Human development and diversity · • Global risks and resilience

Year 13

Term 1	Geographic theme option F: The geography of food and health <ul style="list-style-type: none"> • Measuring food and health • Food systems and spread of diseases Geographical theme option E: Leisure tourism and sport.
Term2	Geographic theme option F: The geography of food and health

	<ul style="list-style-type: none"> • Stakeholders in food and health • Future health and food security and sustainability
Term 3	Revision and exam preparation FINAL EXAMS
Exam Format	
<p>External Assessment</p> <p>Paper 1 (1 hour 30 minutes) (35%) Geographic themes—two options</p> <p>Paper 2 (1 hour 30 minutes) (40%) Geographic perspectives—global change</p> <p>Internal Assessment (20 hours) (25%) Fieldwork and Written report</p>	

History Higher Level Year 12 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12/13	History HL

Course Aims

The aims and objectives of History HL are to enable students to:

- Develop an understanding and continuing interest in the past
- Encourage students to engage with multiple perspectives and appreciate the complex nature of historical concepts, issues, events and developments
- Promote international mindedness through the study of history from more than one region of the world. Develop an understanding of history a discipline and to develop historical consciousness including a sense of chronology and context and an understanding of different historical Perspectives
- Develop key historical skills including engaging effectively with sources
- Increase students' understanding of themselves and of contemporary society by encouraging reflection on the past

What we will cover in this course

Term 1	<p>Prescribed subject Topic 2: Conquests and Impacts(Paper 1)</p> <p>Final stages of Muslim rule in Spain</p> <p>Political context in Iberia and Al-Andalus in the late 15th century; internal conflicts and alliances in Granada in the late 15th century •</p> <p>Social and economic context in Iberia and Al-Andalus in the late 15th century; coexistence of population; intercultural exchange; economic decline; heavy taxation</p> <p>Motives: political motives; religious motives and the role of the church Key events and actors</p> <p>The Granada War and the conquest of Granada (1482–1492) • Treaty of Granada (1491); Alhambra decree (1492)</p> <p>Key actors: Fernando de Aragón and Isabel de Castilla; Abu Abdallah, last king of Granada; Tomás de Torquemada Impact</p> <p>Social and demographic changes; persecution, enslavement and emigration; new institutions: encomienda, fueros</p> <p>Forced conversions and expulsions; Marranos, Mudéjars</p> <p>The Spanish Inquisition</p> <p>HL option : History of Africa and the Middle East</p> <p>Topic. War and change in the Middle East and North Africa 1914–1945</p> <p>Allied diplomacy in the Middle East: McMahon–Hussein correspondence; Sykes–Picot; Arab Revolt; Balfour Declaration</p>
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	<p>Effects of Paris peace treaties: territorial and political impact; mandate system; British and French administration in Iraq, Transjordan, Syria and Lebanon</p> <p>Egypt after the First World War: nationalism; emergence of Wafd Party; Declaration of Independence; British influence</p>
<p>Term2</p>	<p>Prescribed subjects</p> <p>Topic 2: Conquests and Impacts</p> <p>Case study 2: The conquest of Mexico and Peru (1519–1551)</p> <p>Political and economic motives for exploration and conquest</p> <p>Religious arguments for the conquest Key events and actors</p> <p>Hernán Cortés and the campaign against the Aztec Empire; alliances with indigenous populations</p> <p>Francisco Pizarro and the campaign against the Incas; alliances with indigenous populations</p> <p>Key actors: Diego de Almagro, Malinche, Atahualpa, Moctezuma II; Bartolomé de las Casas; Juan Gines Sepúlveda Impact</p> <p>Social and economic impact (including trade) on indigenous populations; the encomienda and Mita systems</p> <p>Causes and effects of demographic change; spread of disease</p> <p>Cultural impact: religion, language</p> <p>Depth studies(HL)</p> <p>Topic.History of Africa and the Middle East</p> <p>Palestine mandate: economic, social and political developments; impact of Jewish immigration and settlement; British responses and policies</p> <p>Ataturk and the Turkish Republic: aims and policies; impact on Turkish society; successes and failure</p> <p>Case study on Iran, Saudi Arabia or a North African state: economic, political and social developments; western influences; attempts at modernization</p>
<p>Term 3</p>	<p>World History Topics -Independence movements (1800–2000</p> <p>Development of movements: role and relative importance of nationalism and political ideology</p> <p>Development of movements: role and relative importance of religion, race, social and economic factors</p> <p>Wars as a cause and/or catalyst for independence movements</p> <p>Other internal and external factors fostering growth of independence movements</p>

	<p>Depth studies(HL)-History of Africa and the Middle East.</p> <p>Topic. Developments in South Africa 1880–1994</p> <p>Discovery of diamonds and gold: political, social and economic consequences</p> <p>South African War (1899–1902): causes—economic, political, strategic; course and consequences; the Treaty of Vereeniging and developments leading to the Act of Union (1909)</p> <p>Policies of Smuts and Hertzog (1910–1948); segregation, discrimination and protest</p> <p>National Party: reasons for the election victory of 1948; nature and impact of apartheid policies of Malan; Verwoerd and Grand Apartheid: the Bantustan system</p>
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What we will cover in year 13

Term 1	<p>Topic. Independence movements (1800–2000)</p> <p>Methods of achieving independence (including violent and non-violent methods)</p> <p>Role and importance of leaders of independence movements</p> <p>The role and relative importance of other factors in the success of independence movements</p> <p>Depth studies (HL)</p> <p>Topic. Developments in South Africa 1880–1994</p> <p>Resistance to apartheid: radicalization of resistance; the African National Congress (ANC); Sharpeville and the decision to adopt armed struggle; Steve Biko and the Black Consciousness movement; Soweto massacre; township unrest in the 1980s</p> <p>International opposition to apartheid: the impact of the economic boycott</p> <p>The end of the apartheid system: De Klerk’s lifting of the ban on the ANC; release of Mandela and his role in the transition to democracy; the Convention for a Democratic South Africa (CODESA); the 1994 elections</p>
Term2	<p>Topic. Authoritarian states (20th century)</p> <p>Conditions in which authoritarian states emerged: economic factors; social division; impact of war; weakness of political system</p> <p>Methods used to establish authoritarian states: persuasion and coercion; the role of leaders; ideology; the use of force; propaganda Consolidation and maintenance of power</p> <p>Use of legal methods; use of force; charismatic leadership; dissemination of propaganda</p> <p>Nature, extent and treatment of opposition ·</p> <p>The impact of the success and/or failure of foreign policy on the maintenance of power Aims and results of policies ·</p> <p>Aims and impact of domestic economic, political, cultural and social policies · The impact of policies on women and minorities ·</p> <p>Authoritarian control and the extent to which it was achieved</p>

	<p>Depth studies(HL)</p> <p>Topic.: Trade and the rise and decline of African states and empires (800–1600)</p> <p>Types of trade: trans-Saharan trade in gold and salt—importance of different routes and control over these; impact of trade on the rise and decline of empires; Indian Ocean trade in slaves, ivory, spices and textiles</p> <p>Impact of trade on the spread of religion and culture: the Islamization of East and West Africa; influence of Catholicism in the Kingdom of the Kongo</p> <p>Ghana Empire (c830–1235): causes of the rise and decline of the Ghana Empire; system of government; social and economic organization; importance of trade; the Almoravid jihad</p> <p>Mali Empire (c1230–1600): causes of the rise and decline of the Mali Empire; social, economic and administrative reforms; military organization; importance of Islam; trade</p> <p>Rise and expansion of the Kingdom of the Kongo to 1600: political, social and economic organization</p> <p>Swahili city states: importance of the Indian Ocean trade in the rise and growth of the city states; emergence of a cosmopolitan Swahili culture</p>
Term 3	Revision/ External Exams
Exam Format	
<p>External assessment</p> <p>Paper 1 (1 hour) 20%</p> <p>Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions.</p> <p>Paper 2 (1 hour 30 minutes) 25%</p> <p>Essay paper based on the 12 world history topics. Answer two essay questions on two different topics.</p> <p>Paper 3 (2 hours 30 minutes) 35%</p> <p>Separate papers for each of the four regional options. For the selected region, answer three essay questions</p> <p>Internal assessment (20 hours) 20%</p> <p>This component is internally assessed and externally moderated by the IB at the end of the course.</p> <p>Historical investigation Students are required to complete a historical investigation into a topic of their choice</p>	

Group 4 Subjects
Sciences

Biology
Chemistry
Computer Science
Environmental Systems & Societies (ESS)
Physics

Biology Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Biology HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Biology HL are to enable students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

What we will cover in this course

Year 12

Term 1	Topic 1. Cell biology Topic 2. Molecular biology Topic 7. Nucleic acids Topic 8. Metabolism, cell respiration, and photosynthesis Prescribed Practicals
Term2	Topic 3. Genetics Topic 10. Genetics and evolution Topic 4. Ecology Prescribed Practicals IA introduction
Term 3	Topic 5. Evolution and biodiversity

	Topic 9. Plant biology Topic 6. Human physiology Prescribed Practicals
Year 13	
Term 1	Topic 11. Animal physiology Revision IA first and second draft
Term2	IA second draft and final submission Revision & exam practice
Term 3	Revision & exam practice FINAL EXAMS
Exam Format	
<p>Internal Assessment Individual investigation 10 hours (20%)</p> <p>External assessment Paper 1 Duration: 1 hour (20%) 40 multiple-choice questions on core and AHL materia The use of calculators is not permitted</p> <p>Paper 2 Duration: 2 1/4 hours (36%) Data-based question Short-answer and extended-response questions on core and AHL material Two out of three extended response questions to be attempted by candidates</p> <p>Paper 3 Duration: 1 1/4 hours (24%) Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core and AHL material Section B: short-answer and extended-response questions from one option</p>	

Biology Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Biology SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Biology SL are to enable students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities
- acquire a body of knowledge, methods and techniques that characterize science and technology
- apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesize scientific information
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative scientific skills including the use of current technologies
- develop and apply 21st century communication skills in the study of science
- become critically aware, as global citizens, of the ethical implications of using science and technology
- develop an appreciation of the possibilities and limitations of science and technology
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge

What we will cover in this course

Year 12

Term 1	Topic 1. Cell biology Topic 2. Molecular biology Prescribed practical/s
Term 2	Topic 3. Genetics Topic 4. Ecology Prescribed practicals
Term 3	Topic 5. Evolution and biodiversity Topic 6. Human physiology Prescribed practicals IA introduction

Year 13	
Term 1	Topic 6 ; Human Physiology and revision IA first and second draft
Term2	IA second draft and final submission Revision & exam practice
Term 3	Revision & exam practice FINAL EXAMS
Exam Format	
<p>Internal Assessment: Individual investigation 10 hours(20%)</p> <p>External assessment Paper 1 Duration: 3/4 hour (20%) 30 multiple-choice questions on core material, about 15 of which are common with HL The use of calculators is not permitted</p> <p>Paper 2 Duration: 1 1/4 hours (40%) Data-based question Short-answer and extended-response questions on core material The use of calculators is permitted</p> <p>Paper 3 Duration: 1-hour (20%) This paper will have questions on core and SL option material. Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material Section B: short-answer and extended-response questions from one option The use of calculators is permitted</p>	

Chemistry Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Chemistry HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Chemistry HL are to enable students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology.
- apply and use a body of knowledge, methods and techniques that characterize science and technology.
- develop an ability to analyse, evaluate and synthesize scientific information.
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- develop experimental and investigative scientific skills including the use of current technologies.
- develop and apply 21st century communication skills in the study of science.
- become critically aware, as global citizens, of the ethical implications of using science and technology.
- develop an appreciation of the possibilities and limitations of science and technology.
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What we will cover in this course

Year 12

Term 1	Topic 1: Stoichiometric relationships Topic 11: Measuring and data processing Topic 3: The periodic table
Term2	Topic 4: Chemical bonding and structure Topic 5: Energetics/thermochemistry Topic 6: Chemical kinetics
Term 3	Topic 7: Equilibrium Topic 8: Acids and Bases Topic 9: Redox processes

Year 13

Term 1	Topic 9: Redox processes Topic 10: Organic Chemistry internal assessment
Term 2	Revision & exam practice
Term 3	Revision & exam practice FINAL EXAMS
Exam Format	
External assessment	
<p>Paper 1 Duration: 1 hour 40 multiple-choice questions on core and AHL, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3.</p> <p>Paper 2 Duration: 2 hours Short-answer and extended-response questions on the core and AHL material. The questions on paper 2 test assessment objectives 1, 2 and 3.</p> <p>Internal Assessment-Duration: 10 hours Covers objectives 1, 2, 3 and 4</p>	

Chemistry Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Chemistry SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Chemistry SL are to enable students to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology.
- apply and use a body of knowledge, methods and techniques that characterize science and technology.
- develop an ability to analyse, evaluate and synthesize scientific information.
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- develop experimental and investigative scientific skills including the use of current technologies.
- develop and apply 21st century communication skills in the study of science.
- become critically aware, as global citizens, of the ethical implications of using science and technology.
- develop an appreciation of the possibilities and limitations of science and technology.
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What we will cover in this course

Year 12

Term 1	Topic 1. Stoichiometric relationships Topic 2 Atomic structure Topic 11. Measuring and data processing Topic 3 The periodic table
Term 2	Topic 4 Chemical bonding and structure Topic 5 Energetics/thermochemistry Topic 6 Chemical kinetics
Term 3	Topic 7 Equilibrium Topic 8 Acids and Bases Topic 9 Redox processes

Year 13

Term 1	Topic 10 Organic Chemistry Internal assessment
Term 2	Revision & exam practice
Term 3	Revision & exam practice FINAL EXAMS

Exam Format
External assessment
Paper 1

Duration: 3/4 hour

30 multiple-choice questions on core, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3.

Paper 2

Duration: 1 hour

Short-answer and extended-response questions on core material. The questions on paper 2 test assessment objectives 1, 2 and 3.

Internal assessment

Duration: 10 hours

Individual investigation. This investigation covers assessment objectives 1, 2, 3 and 4.

Computer Science Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Computer Science HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Computer Science HL are to enable students to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

What we will cover in this course

Year 12

Term 1	Topic 1: System Fundamentals and introduction to Algorithm, Topic 5: Abstract data structures
Term 2	Topic 2: Computer Organisation, Topic 4: Computational Thinking, Topic 6: Resource

	Management
Term 3	Topic 3: Networks, Option (Object-oriented programming or Web design), Topic 7: Control
Year 13	
Term 1	Option with an introduction to the Internal Assessment, Discussion and for Paper 3 - the Case study
Term 2	Working on the internal assessment + Revision of Topics 1 - 7
Term 3	Final exams
Exam Format External assessment: 80% Internal assessment: 20%	
<p>External assessment</p> <p>Paper 1 Duration: 2 hours 10 minutes (40%)</p> <p>Paper 2 Duration: 1 hour 20 minutes (20%)</p> <p>Paper 3 Duration: 1 hour (20%) This paper is based on a case study produced annually by the IB and available on the IBO website.</p> <p>Internal assessment Duration: 30 hours (20%) The internal assessment consists of three parts:</p> <ol style="list-style-type: none"> 1. A cover page 2. The product 3. The documentation including a video <p>All three of these must be submitted digitally for moderation.</p>	

Computer Science SL Y12/Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Computer Science SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of Computer Science SL are to enable students to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterize computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterize computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method

What we will cover in this course

Year 12

Term 1	Topic 1: System Fundamentals and introduction to Algorithms
Term2	Topic 2: Computer Organisation and Topic 4: Computational Thinking
Term 3	Topic 3: Networks and Option (Object-oriented programming or Web design)

Year 13

Term 1	Option with an introduction to the Internal Assessment
Term2	Working on the internal assessment + Revision of Topics 1 - 4
Term 3	FINAL EXAMS

Exam Format : External assessment: 70% Internal assessment: 30%

External assessment

Paper 1

Duration: 1 hour 30 minutes (45%)

Paper 2

Duration: 1 hour (25%)

Internal assessment details

Duration: 30 hours (30%)

The internal assessment consists of three parts:

1. A cover page
2. The product
3. The documentation including a video

All three of these must be submitted digitally for moderation.

ESS Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Environmental Systems and Societies SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims and objectives of ESS are to enable students to:

- acquire the knowledge and understandings of environmental systems and issues at a variety of scales
- apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- appreciate the dynamic interconnectedness between environmental systems and societies · value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- be critically aware that resources are finite, that these could be inequitably distributed and exploited, and that the management of these inequities is the key to sustainability
- develop awareness of the diversity of environmental value systems ·
- develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge ·
- engage with the controversies that surround a variety of environmental issues ·
- create innovative solutions to environmental issues by engaging actively in local and global contexts.

What we will cover in this course

Year 12

Term 1	Topic 1. Foundations of environmental systems and societies Topic 2. Ecosystems and ecology Practical activities
Term2	Topic 3. Biodiversity and conservation Topic 4. Water and aquatic food production systems and societies Practical activities
Term 3	Topic 5. Soil systems and terrestrial food production systems and societies Topic6. Atmospheric systems and societies Practical activities

Year 13

Term 1	Topic 7. Climate change and energy production Topic 8. Human systems and resource use Internal Assessment first draft
Term2	Internal Assessment final draft and submission Revision & exam practice
Term 3	FINAL EXAMS

Exam Format

Internal Assessment: Individual investigation 10 hours - 25% weightage

External assessment

Paper 1 Duration: 1 hour; weighting: 25%

Case study

Paper 2 Duration: 2 hours; weighting: 50%

Short answers and structured essays

Physics Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Physics HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

Physics HL enables students, through the overarching theme of the Nature of Science, to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology.
- apply and use a body of knowledge, methods and techniques that characterize science and technology.
- develop an ability to analyse, evaluate and synthesize scientific information.
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- develop experimental and investigative scientific skills including the use of current technologies.
- develop and apply 21st-century communication skills in the study of science.
- become critically aware, as global citizens, of the ethical implications of science and technology.
- develop an appreciation of the possibilities and limitations of science and technology.
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What we will cover in this course

Year 12

Term 1	Topic 1: Measurements and uncertainties Topic 2: Mechanics Topic 3: Thermal physics Topic 10: Fields 11
Term2	Topic 4: Waves Topic 9: Wave phenomena
Term 3	Topic 5: Electricity and magnetism Topic 6: Circular motion and gravitation Topic 11: Electromagnetic induction

Year 13

Term 1	Topic 7: Atomic, nuclear and particle physics Topic 8: Energy production
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	Internal assessment
Term2	Option D: Astrophysics
Term 3	Exam Practice & Revision FINAL EXAMS
Exam Format	
External Assessment	
Paper 1 -Duration: 1 hour Weighting: 20%	
40 multiple-choice questions on core. The questions on paper 1 test assessment objectives 1, 2 and 3.	
Paper 2 -Duration: 2.25 hours Weighting: 36%	
Short-answer and extended-response questions on core material. The questions on paper 2 test assessment objectives 1, 2 and 3.	
Paper 3 -Duration: 1.25-hour Weighting: 25%	
This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3.	
Internal Assessment-Duration: 10 hours Weighting 20%	
Covers objectives 1, 2, 3 and 4	

Physics Standard Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Physics SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of Physics SL enable students, through the overarching theme of the Nature of Science, to:

- appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- acquire a body of knowledge, methods and techniques that characterize science and technology.
- apply and use a body of knowledge, methods and techniques that characterize science and technology.
- develop an ability to analyse, evaluate and synthesize scientific information.
- develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- develop experimental and investigative scientific skills including the use of current technologies.
- develop and apply 21st-century communication skills in the study of science.
- become critically aware, as global citizens, of the ethical implications of science and technology.
- develop an appreciation of the possibilities and limitations of science and technology.
- develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

What we will cover in this course

Year 12

Term 1	Topic 1: Measurements and uncertainties Topic 2: Mechanics Topic 3: Thermal physics
Term 2	Topic 4: Waves
Term 3	Topic 5: Electricity and magnetism Topic 6: Circular motion and gravitation

Year 13

Term 1	Topic 7: Atomic, nuclear and particle physics Topic 8: Energy production Internal assessment
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Term 2	Option D: Astrophysics
Term 3	Exam Practice & Revision FINAL EXAMS
Exam Format	
<p>External assessment details</p> <p>Paper 1 Duration: 3/4 hour Weighting: 20% • 30 multiple-choice questions on core, about 15 of which are common with HL. • The questions on paper 1 test assessment objectives 1, 2 and 3.</p> <p>Paper 2 Duration: 1¼ hours Weighting: 40% • Short-answer and extended-response questions on core material. • The questions on paper 2 test assessment objectives 1, 2 and 3.</p> <p>Paper 3 Duration: 1-hour Weighting: 20% • This paper will have questions on core and SL option material. • Section A: one data-based question and several short-answer questions on experimental work. • Section B: short-answer and extended-response questions from one option. • The questions on paper 3 test assessment objectives 1, 2 and 3</p> <p>Internal assessment Duration: 10 hours Weighting: 20% • Individual investigation • This investigation covers assessment objectives 1, 2, 3 and 4</p>	

Group 5 Subjects
Mathematics

Analysis and Approaches
Applications and Interpretation

Maths Analysis & Approaches Higher Level Y12 & Y13 Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Mathematics: Analysis & Approaches HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of all DP Mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

What we will cover in this course

Year 12

Term 1	<ul style="list-style-type: none"> • Sequences & Series • Counting Principles • Binomial Theorem • Reasoning & Proof • Functions (notation, domain & range, composite, inverse, graphs and transformations) • Functions (linear, quadratic, rational)
Term 2	<ul style="list-style-type: none"> • Complex Numbers • Polynomials • Linear Algebra

	<ul style="list-style-type: none"> • Differentiation • Statistics & Probability
Term 3	<ul style="list-style-type: none"> • Surds, Exponents & Logarithms • Integration • Triangle Trigonometry • The Unit Circle & Radian Measure • Trigonometry (equations, modelling, identities)
Year 13	
Term 1	<ul style="list-style-type: none"> • Further Differentiation & Applications • Venn Diagrams & Sets • Probability Distributions • Vectors & 3D Geometry
Term 2	<ul style="list-style-type: none"> • Further Complex Numbers • Revision
Term 3	Exams
Exam Format	
<ul style="list-style-type: none"> • Paper 1 (30%) No calculator allowed. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus. • Paper 2 (30%) Graphic display calculator required. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus. • Internal assessment: Mathematical Exploration (20%) Internally assessed band externally moderated by the IB, this is a piece of written work that involves investigating an area of mathematics. 	

Maths Analysis & Approaches Standard Level Y12 & Y13 Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Mathematics: Analysis & Approaches SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of all DP Mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics

What we will cover in this course

Year 12

Term 1	<ul style="list-style-type: none"> • Sequences & Series • Binomial Theorem • Reasoning & Proof • Functions (notation, domain & range, composite, inverse, graphs and transformations) • Functions (linear, quadratic, rational)
Term 2	<ul style="list-style-type: none"> • Differentiation • Statistics

	<ul style="list-style-type: none"> • Probability
Term 3	<ul style="list-style-type: none"> • Surds, Exponents & Logarithms • Integration • Triangle Trigonometry • The Unit Circle & Radian Measure • Trigonometry (equations, modelling, identities)
Year 13	
Term 1	<ul style="list-style-type: none"> • Applications of Calculus • Venn Diagrams & Sets • Probability Distributions
Term 2	<ul style="list-style-type: none"> • Revision
Term 3	Exams
Exam Format	
<ul style="list-style-type: none"> • Paper 1 (40%) No calculator allowed. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus. • Paper 2 (40%) Graphic display calculator required. Section A: Compulsory short-response questions based on the whole syllabus. Section B: Compulsory extended-response questions based on the whole syllabus. • Internal assessment: Mathematical Exploration (20%) Internally assessed and externally moderated by the IB, this is a piece of written work that involves investigating an area of mathematics. 	

Maths Applications & Interpretation Higher Level Y12 & Y13 Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Mathematics: Applications & Interpretation HL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of all DP Mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

What we will cover in this course

Year 12

Term 1	<ul style="list-style-type: none"> • Straight lines • Surds and exponents • Logarithms • Equations • Sequences and series • Measurement • Quadratic functions • Right angled triangle trigonometry • The unit circle and radian measure • Non-right angled trigonometry
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	<ul style="list-style-type: none"> • Complex Numbers
Term 2	<ul style="list-style-type: none"> • Points in space • Probability • Functions • Transformations of functions • Trigonometric functions • Sampling and data
Term 3	<ul style="list-style-type: none"> • Statistics • Bivariate statistics • Discrete Random Variables (including Binomial and Poisson Distributions) • The Normal distribution • Modelling • Direct and inverse variation • Non-linear modeling • Vectors

Year 13

Term 1	<ul style="list-style-type: none"> • Introduction to Differential Calculus • Rules of Differentiation • Properties of Curves • Applications of Differentiation • Introduction to Integration • Techniques of Integration • Definite Integrals • Kinematics • Differential Equations • Coupled Differential Equations • Mathematical Exploration
Term 2	<ul style="list-style-type: none"> • Statistics (Spearman's Rank Correlation Coefficient, The Chi-Square Goodness of Fit Test) • Probability • Estimation and Confidence Intervals • Hypothesis Testing • Functions, Geometry & Trigonometry Revision
Term 3	<ul style="list-style-type: none"> • Exams

Exam Format

- Paper 1 (30%)

Graphic display calculator required.

15 compulsory short-response questions based on the whole syllabus.

- Paper 2 (30%)

Graphic display calculator required.

6 compulsory extended-response questions based on the whole syllabus.

- Paper 3 (20%)

Two compulsory extended-response problem-solving questions

- Internal assessment: Mathematical Exploration (20%)

Internally assessed and externally moderated by the IB, this is a piece of written work that involves investigating an area of mathematics.

Maths Applications & Interpretation Standard Level Y12 & Y13 Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Mathematics: Applications & Interpretation SL

Overview of Programme

The IBDP is an academically challenging and balanced programme of international education with final examinations that prepares students for success at university and life beyond. It is recognised and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.

Course Aims

The aims of all DP mathematics courses are to enable students to:

- develop a curiosity and enjoyment of mathematics, and appreciate its elegance and power
- develop an understanding of the concepts, principles and nature of mathematics
- communicate mathematics clearly, concisely and confidently in a variety of contexts
- develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
- employ and refine their powers of abstraction and generalization
- take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
- appreciate how developments in technology and mathematics influence each other
- appreciate the moral, social and ethical questions arising from the work of mathematicians and the applications of mathematics
- appreciate the universality of mathematics and its multicultural, international and historical perspectives
- appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
- develop the ability to reflect critically upon their own work and the work of others
- independently and collaboratively extend their understanding of mathematics.

What we will cover in this course

Year 12

Term 1	<ul style="list-style-type: none"> • Straight lines • Surds and exponents • Equations • Sequences and series • Measurement • Right angled triangle trigonometry
Term 2	<ul style="list-style-type: none"> • Non-right angled trigonometry

	<ul style="list-style-type: none"> • Points in space • Probability • Sampling and data
Term 3	<ul style="list-style-type: none"> • Statistics • Functions • Modelling • Bivariate statistics
Year 13	
Term 1	<ul style="list-style-type: none"> • Approximations and error • Loans and Annuities • Functions • Modelling • Bivariate Statistics • Quadratic Functions • Direct and Inverse Variations • Exponentials and Logarithms • Trigonometric Functions
Term 2	<ul style="list-style-type: none"> • Differentiation • Properties of Curves • Applications of Differentiation • Integration • Discrete Random Variable • Normal distribution
Term 3	<ul style="list-style-type: none"> • Hypothesis testing • Voronoi Diagrams
	Exams
Exam Format	
<ul style="list-style-type: none"> • Paper 1 (40%) <p>No calculator allowed.</p> <p>Section A: Compulsory short-response questions based on the whole syllabus.</p> <p>Section B: Compulsory extended-response questions based on the whole syllabus.</p> <ul style="list-style-type: none"> • Paper 2 (40%) <p>Graphic display calculator required.</p> <p>Section A: Compulsory short-response questions based on the whole syllabus.</p> <p>Section B: Compulsory extended-response questions based on the whole syllabus.</p> <ul style="list-style-type: none"> • Internal assessment: Mathematical Exploration (20%) <p>Internally assessed by the teacher and externally moderated by the IB, this is a piece of written work that involves investigating an area of mathematics.</p>	
How you can support your learning at home	

- Careful homework with clear working
- Reviewing and summarising class notes
- Ensuring you are properly equipped for the following day at school
- Further question practice

How your progress will be assessed

Progress and attainment will be assessed through home assignments, chapter tests and an end of term examination. Formative assessment will be facilitated through general class questioning, discussion and quizzes as well as classwork feedback.

Equipment you need for this course

- A *graphics calculator* (TI-Nspire or TI-84).
- A *binder* to hold class notes, handouts, class work, assignments and returned assessments. It should include a supply of lined, plain and graph paper. Alternatively, *two notebooks* (one for class and one for home assignments) *plus a folder or document envelope*. Note that home assignments will usually be collected at the start of a class.
- *Pencils, eraser, ruler and black pens* must also be with you every class. You may also wish to carry various *colours and highlighters*. Required materials should be placed on the table in front of you before the start of every class as a matter of habit and good preparation.

Group 6 Subject
The Arts

Music
Visual Arts

Music Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 &13	Music IB (HL)

Overview of Programme

The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course also ensures a holistic approach to learning, with the roles of performer, creator and researcher afforded equal importance in all course components.

Aims of this part of the Core

- Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression
- Acquire, develop and experiment with musical competencies through a range of musical practices, conventions and forms of expression, both individually and in collaboration with others, and
- Evaluate and develop critical perspectives on their own music and the work of others.

By the end of the course students will:

- broadened their musical horizons through engagement with diverse musical material
- analysed a wide range of music
- engaged with music technology as a compulsory part of the course
- gained confidence in the essential processes associated with music-making
- developed as holistic musicians with experience as creators and performers
- Engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making
- Connect theoretical studies to practical work to gain a deeper understanding of the music they engage with, and
- Communicate and present music as researchers, creators and performers.

Within a Global Context:

- Developed both independent and collaborative working skills , and
- Acuminate their inquiry, reflection and critical thinking skills.

MUSIC HL timeline

Year 12

Term 1	Exploring music in context Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing (Externally assessed 20%)
Term2	Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or

	<p>global context. The report provides a rationale and commentary for each process. Students submit:</p> <p>a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing (Externally assessed 20%)</p> <p>Complete detailed analysis of the prescribed set work:</p> <ul style="list-style-type: none"> Haydn’s Symphony No. 94 in G major (Hob. 1:94) “The Surprise”
Term 3	<p>Complete outstanding portfolio (Performances, Compositions, Script and Presentations) Complete detailed analysis of the prescribed set work:</p> <ul style="list-style-type: none"> Rachmaninoff’s “Rhapsody on a Theme of Paganini, Op. 43”

Year 13

Term 1	<p>Coursework Submission (Composition, Practical Performances, Analysis, Music Script, Investigation Link (Written and Powerpoint) Complete revision programme on Prescribed Setworks:</p> <ul style="list-style-type: none"> Haydn’s Symphony No. 94 in G major (Hob. 1:94) “The Surprise” Rachmaninoff’s “Rhapsody on a Theme of Paganini, Op. 43”
Term2	<p>Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Programme notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/ or ensemble (Externally assessed 30%)</p>
Term 3	<p>The contemporary music-maker Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project (Internally assessed 30%) Revision Programme for External Listening Programme</p>

How you can support your MUSIC HL projects at home

- Be creative and ensure you understand your links for musical investigation
- Complete tasks and assignments set regularly
- Reflect on your individual work, making the necessary changes with completion of tasks set on Managebac
- Show an interest for both the practical and theoretical aspects of music-making
- Engage in classroom discussion through responding to a creative approach to composition and performance, and
- Use your critical skills and make connections within a global contexts

How your progress will be assessed

- Engagement with these areas of inquiry takes place across three contexts—personal, local and global.
- These contexts invite students to move beyond familiar musical material (personal context), to experience music from the culture or community around them (local context), as well as engaging with previously unfamiliar music (global context).
- Combined with the contexts, the areas of inquiry offer a “matrix” onto which students can plot the variety of their musical encounters. This new flexibility is not only about choice in the learning,

teaching and assessment—it is also about forging deep, life-long connections between students' passions and interests and the wider world of music and music-making.

- All musical encounters are experienced in the roles of researcher, creator and performer, and are related through teaching and assessment to the processes of exploring, experimenting and presenting music.
- Academic rigour is assured through the requirement for students to critically analyse the music with which they engage, drawing information and conclusions which they then apply to their own practical music making through creating and performing.

What do students complete in the music classroom:

- Engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making
- Connect theoretical studies to practical work to gain a deeper understanding of the music they engage with, and
- Communicate and present music as researchers, creators and performers.

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing A musical presentation:

Finished works in creating and performing, supported by programme notes. In addition, HL students will submit the following project.

A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

Visual Arts Higher Level Y12 & Y13 IBDP Course Outline

Programme	Year	Subject
IBDP (International Baccalaureate Diploma Programme)	12 & 13	Visual Arts HL

Overview of Programme	
<p>The IBDP is an academically challenging and balanced program of international education with final examinations that prepares students for success at university and life beyond. It is recognized and valued worldwide and has been designed to address the intellectual, social, emotional and physical well-being of students.</p>	
Course Aims	
<p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • 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 • 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 we will cover in this course	
Year 12	
Term 1	Introduction to the Course, Project 1
Term2	Project 2 and Project 3 and Introduction to and the start of the Comparative Study
Term 3	Refining all practical and theory work according to Criteria for each component. Completing the Process portfolio screen for first 4 to 5 projects.
Year 13	
Term 1	Understanding Comparative Study with depth using sample reference artist work., Project 5, Project 6, Planning the exhibition.
Term2	Project 7 Project 8 and 9 (Student’s own choice of media) Focus on completing a Process Portfolio, Curatorial Rationale & Exhibition building.
Term 3	All work already completed and assessed
Exam Format	
Comparative Study (20%) of the final grade	

- 10-15 screens which examine and compare at least 3 artworks, at least two of which need to be by different artists
- 3-5 screens which analyze the extent to which the students' own work and practices have been influenced by the art and artists examined
- A list of sources used

Process Portfolio (40%)

- 13-15 screens which evidence sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities

Exhibition (40%)

- 8-11 completed artworks
- Exhibition text stating the title, medium, size and intention of each artwork
- A curatorial rationale not exceeding 700 words refinement of a variety of art-making sources

How you can support your learning at home

- Regular updates to your Visual Studies Journal which track the development process of your projects connected observational drawings and research on connected artists and their work.
- Keeping your online 'Progress Portfolio' files clearly organized project by project, and up to date with photos of stages of project work, associated visits to exhibitions and a copy of each project 'blog'.
- By reading carefully the IB Visual Studies Course booklet.
- By keeping abreast of global news items on activities in the art and design world - new exhibitions, sales of famous paintings, new architectural structures, destruction of ancient monument sites, etc.
- By discussing the merits of various artworks with your friends and family
- By keeping a small personal sketchbook to record your observations
- By practicing your photography skills (this includes uploading your images to your laptop)

How your progress will be assessed

- Regular verbal feedback on each exhibition project at various stages including supporting Visual Journal work from the tutor and comments entered on managebac.
- Each project will be separately assessed according to the assessment grid and written feedback made available - as a guideline to students although please note that for the final IB exhibition grade is calculated holistically as a whole.
- Support and advice will be given at regular intervals on the Comparative Study and Process Portfolio (in Year 13) and the completed digital documents matched against external marking criteria for analysis and guidance.

Equipment you need for this course: This completely depends on student choice of concepts and planning to execute it.

1 x A3 black hard-backed sketchbook 120 + gsm (at least 40 pages with ring binder on the longest side) and 2 x A4 sketchbooks - at least 120gsm paperweight for h/w and personal sketching, black pens - biro & fineliners in a variety of thicknesses, coloured gel pens suitable for writing up notes in the journal, watercolor, gouache and acrylic paint sets, set of brushes - fine to broad tipped and suitable for watercolour and separate set suitable for acrylic, oil pastels, chalk pastels, set of sketching pencils 2B-8B, white

Staedtler rubber, pencil sharpener, 30cm ruler, An A3 plastic wallet (envelope style) for conveniently storing smaller work). In addition, you will require your own A1 portfolio, a good quality digital camera, and a laptop & USB.

** Please note: This list is not exhaustive but can be viewed as a starting point