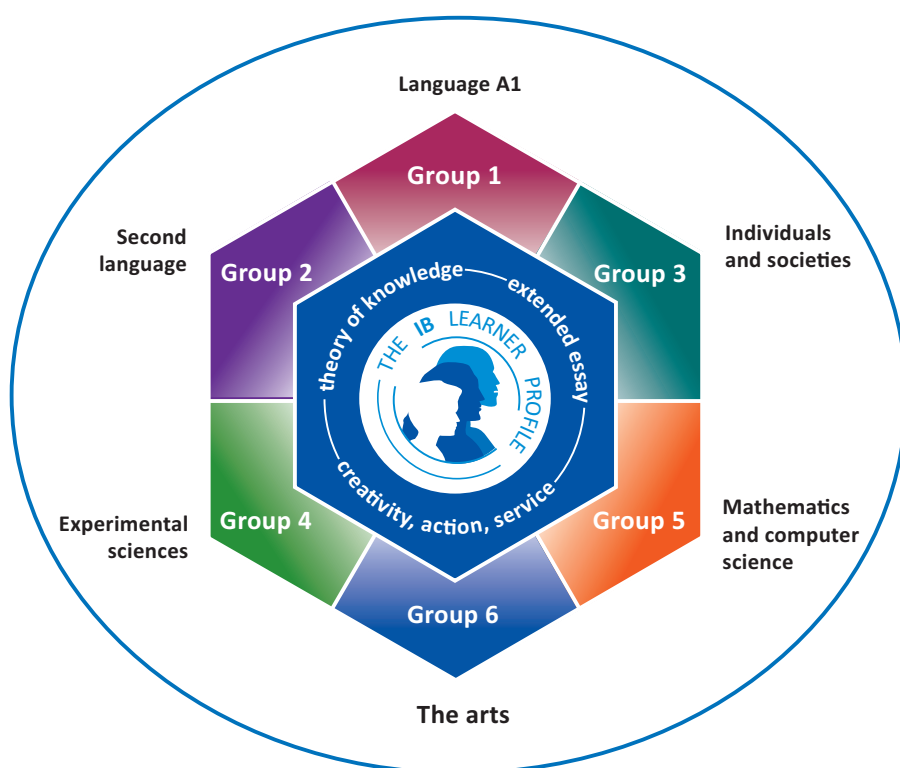


# The International Baccalaureate Diploma

The International Baccalaureate Diploma is a well-established, highly regarded, international qualification accepted for entry into higher education. The IBD encourages students to become active, compassionate lifelong learners through a broad-based curriculum, an international perspective and the explicit development of independent study and research skills.

## Course structure

The IBD is structured around a hexagon, with six groups of subjects. Students take six subjects, one from each group. They choose to study three at standard level and three at higher level. This means the IBD offers both a broad education and the opportunity to specialise. At the core of the hexagon are the Extended Essay, Theory of Knowledge (ToK) and Creativity, Action and Service (CAS). These three compulsory elements make the IBD a unique educational experience for its students.



## Subject Options

IBD students at Huntington School are able to choose to study the following subjects at Higher or Standard Level.

- Group 1** English Literature
- Group 2** French or Spanish ab initio\*
- Group 3** Geography or History
- Group 4** Biology or Environmental Systems and Society\*
- Group 5** Mathematics or Maths Studies\*
- Group 6** Music or Theatre Studies

**Additional subjects** Chemistry or German can be taken instead of a Group 6 subject

\* Available at Standard Level only



## The International Baccalaureate Diploma (contd)

### The Extended Essay

IBD students are given the opportunity to develop independent study, research and extended writing skills through the Extended Essay. All students are required to write an essay of approximately 4,000 words. The essay can be on a topic of particular interest to the student from any area of study in the Diploma Programme. Students are assigned an academic supervisor who will guide the student through the demands of academic research and writing. The Extended Essay is excellent preparation for study at degree level.

### Assessment

Each subject is assessed through a combination of external and internal assessment. Each subject is graded from 1-7. An additional 3 points are available through ToK and the Extended Essay. The maximum point score is, therefore, 45. To receive the Diploma a student must gain a minimum of 24 points and successfully complete the CAS programme. Universities will make offers to IBD students based on the points achieved.

### The view from the universities

“The University of Edinburgh welcomes applications from students with the International Baccalaureate and we have been making offers to IB applicants for many years now. Being a traditional Scottish University that offers broad based programmes we particularly value the breadth of the IB programme as well as the intellectual rigour that it offers”

Dr Neil McCormick  
Admissions Service Manager  
University of Edinburgh

“The University of Bath has a long experience of the IB and views it very positively. Offers are made on the basis of the full Diploma including bonus points”

Lee Hennessy  
Assistant Registrar  
University of Bath

“At Bristol, we welcome the IB Diploma, as we believe that it will suitably equip students for degree-level study. We consider applicants offering that qualification on an equal basis with those offering other level 3 qualifications, such as A levels”

Dr Roseanna Cross  
Head of Undergraduate Admissions  
University of Bath

“The majority [of university admissions tutors] would like to see an expansion of the International Baccalaureate which, they believe, offers evidence of a much broader-based education and stretches students’ creative skills”

The Independent  
Thursday 14 August 2008



# Theory of Knowledge

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## Course Description

It is often said that we are living through a digital revolution. Every day we are bombarded with a vast amount of information and it is increasingly easy to acquire new knowledge quickly.

Theory of Knowledge is a unique part of the Diploma Programme and one of its three core elements. It gives students the opportunity to think critically about knowledge, to make sense of the huge amounts of information they encounter and to challenge the assumptions behind knowledge. In other words, students will frequently ask themselves, “How do I know that...?”

Theory of Knowledge is different to other academic disciplines. It places the student at the centre of the course and encourages students to draw on all their experiences of life and the knowledge they have acquired throughout their life in school and outside. It enables students to link together knowledge from their different Diploma Programme subjects, their CAS activities and their extended essay research.

Students will examine the different ways of knowing, for example knowing through language or reason. They will then examine the similarities and differences between different areas of knowledge such as historical knowledge versus mathematical knowledge. Students will be encouraged to develop and share their own views of knowledge issues that can be almost endless in scope.

## Course Content

### Knowledge Issues and Knowing

Students will examine the nature of knowing. They may consider why in English there is only one word to “know” but in French and Spanish there are two. Or what is the difference between knowing a person and knowing about a person? Students will look at how knowledge is gained and how the validity of knowledge can be tested.

### Ways of Knowing

Students will consider the different ways that we can know things and will focus on the areas of Sense Perception, Language, Reason and Emotion

### Areas of Knowledge

Students will look at how knowledge is frequently classified into different subject areas. They will be encouraged to test knowledge in different areas and consider how knowledge in different areas may be tested in different ways. The areas of knowledge include Natural Sciences, Human Sciences, History, The Arts, Mathematics and Ethics

### Assessment

Students will be assessed through a written essay (1,200 – 1,600 words) chosen from a list of 10 titles set by the International Baccalaureate Organisation and a presentation of approximately 10 minutes.



# The CAS Programme

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## Course Description

CAS stands for 'Creativity, Action and Service' and is one of the three core elements of the IB Diploma programme. The CAS experience is intended both to extend and challenge students – through learning by doing real tasks that have real consequences, and then by reflecting on these experiences. CAS aims to develop students who are reflective thinkers, willing to take on new challenges and new roles and are more aware of themselves as members of communities with responsibility towards each other and the environment.

Creativity is interpreted as imaginatively as possible to cover a wide range of arts and other activities, outside of the normal curriculum. For example, it can include dance, theatre, music, debating, art, but also creative thinking in the design and carrying out of projects.

Action means some form of physical exertion. It can include participation in individual and team sports, expeditions or physical activities outside of the normal curriculum. It can also be combined with creative and service projects.

Service is the essence of CAS; it involves interaction with others, such as the building of links with individuals or groups in the community – school, local district, or on a National or International level. Service activities should not only involve doing things for others, but also with others and developing a real commitment to them.

## Course Content

Students will be required to undertake CAS activities throughout the 2 years of the Diploma Programme, participating in a variety of activities for a minimum of 150 hours and evenly distributed between Creativity, Action and Service. Each student's programme will be agreed on an individual basis with the CAS Co-ordinator and a minimum of 100 hours should be completed by the end of Year 12.

The timetable will allow for 2 hours each Wednesday afternoon to be designated as CAS time, and in addition to this, students will be required to complete at least a further 2 hours in their own time each week.

## Assessment

All CAS activities should be completed by the beginning of February of Year 13, with the completion of a 'reflective journal' by the end of February. Students will need to demonstrate that they have met each of the 8 'learning outcomes' as set out by the IBO, as successful completion of CAS is a requirement for receiving the IB Diploma.




**GROUP  
1**

## Group 1 English A1

### Course Description

“Books are the carriers of civilisation. Without books, history is silent, literature dumb, science crippled, thought and speculation at a standstill.” Barbara Tuchman

The English A1 course is a unique opportunity to study a wealth of literature from around the globe. A wide range of genres are studied, such as seminal novels, short stories, poetry, diaries and an exciting variety of plays. From Shakespeare to Solzhenitsyn, Webster to Kafka, and spanning Garcia Lorca to Alan Bennett – some of the greatest works of Literature are at the heart of a course that inspires a love of reading and an exploration of issues and themes of truly universal significance.

Students at both levels will be encouraged to be independent critical readers; to inquire and express themselves with clarity, coherence and with confidence. The course demands a range of skills to be executed with assurance, such as oral presentations, discussion, written commentaries, drama in performance and academic writing. In keeping with this independent spirit of inquiry they will create reading journals, and be encouraged to respond creatively and take risks with their interpretations.

### Course Content

#### Part I World Literature

1. Metamorphosis, Kafka
2. Blood Wedding, Garcia Lorca
3. One Day in the Life of Ivan Denisovich, Solzhenitsyn (Higher Level only)

#### Part II Detailed Study – Oral commentary

1. Othello (compulsory Shakespeare)
2. Selected Poems (Robert Browning, Poetry)
3. Heart of Darkness (Conrad, Novel) (Higher Level only)
4. Journals / The Bell Jar (Plath, Non-Fiction) (Higher Level only)

#### Part III Genre Study – Drama

1. The History Boys, Alan Bennett
2. A Streetcar Named Desire, Tennessee Williams
3. The Duchess of Malfi, John Webster
4. Oedipus Rex, Sophocles (World Literature)

#### Part IV School's Free Choice

1. The Great Gatsby, F.Scott Fitzgerald
2. Selected Poems, Philip Larkin
3. Death of a Salesman, Miller (Higher Level only)
4. Ghosts, Ibsen (World Literature)

### Assessment

#### 50% Written Exam: External Assessment

- One written commentary on an unseen passage of poetry or prose
- Essay based on the drama texts studied in Part III

#### 30% Oral Activities: Internal Assessment

- Individual oral commentary, based on works from Part II
- Individual Presentation, based on work from Part IV

#### 20% Essays on World Literature: External Assessment

- Comparative study of at least two Part I works
- Creative assignment based on a choice of texts



**GROUP  
2**

## Group 2 French B

### Course Description

The focus of the course for both Standard Level and Higher Level will be on communication skills and an appreciation of the society and culture of French speaking countries. The course has three integrated components: language, texts and cultural awareness. The primary aim of this two year course is to enable students to extend their communicative skills and to promote an understanding of written and aural language from a wide range of authentic contexts.

### Course Content

Students will learn how to express personal ideas and opinions in a wide range of situations and on a variety of topics with fluency and (when speaking) spontaneity. They will acquire a broad vocabulary and develop knowledge of the structures needed to convey more complex ideas accurately and in a variety of styles. Grammatical structures will be taught regularly, alongside topics. Students will be encouraged to express their opinions orally through interviews, role plays, debate and presentations. In written form students will be required to write in several different styles, including letters, e-mails, reports, magazine articles and diary entries, showing sensitivity to their audience and an ability to express their ideas effectively.

Students will develop the language and skills to enable them to understand authentic material in different registers, by using texts, audio passages and film.

Students will develop an awareness and understanding of people from French speaking countries. This will in turn help them to develop an appreciation of the different perspectives of people from other cultures, reinforcing awareness of the relationship between language and culture. Material used will be from a range of authentic sources, including foreign films, interviews, literary texts, cartoons, songs etc.

Topics studied include aspects of daily life, leisure and entertainment, communication and media, education and training, society, the environment, science and technology and political issues.

### Assessment

Internal Oral Assessment - 30 %

This will consist of individual oral (15%) and interactive oral activities (15%).

Externally assessed written examinations - 70%

**Paper 1:** 40% - Text-handling (90 minutes)

**Paper 2:** 30% - Written Production (90 minutes)



**GROUP  
2**

## Group 2 German B

### Course Description

The focus of the course for both Standard Level and Higher Level will be on communication skills and an appreciation of the society and culture of German speaking countries. The course has three integrated components: language, texts and cultural awareness. The primary aim of this two year course is to enable students to extend their communicative skills and to promote an understanding of written and aural language from a wide range of authentic contexts.

### Course Content

Students will learn how to express personal ideas and opinions in a wide range of situations and on a variety of topics with fluency and (when speaking) spontaneity. They will acquire a broad vocabulary and develop knowledge of the structures needed to convey more complex ideas accurately and in a variety of styles. Grammatical structures will be taught regularly, alongside topics. Students will be encouraged to express their opinions orally through interviews, role plays, debate and presentations. In written form students will be required to write in several different styles, including letters, e-mails, reports, magazine articles and diary entries, showing sensitivity to their audience and an ability to express their ideas effectively.

Students will develop the language and skills to enable them to understand authentic material in different registers, by using texts, audio passages and film.

Students will develop an awareness and understanding of people from German speaking countries. This will in turn help them to develop an appreciation of the different perspectives of people from other cultures, reinforcing awareness of the relationship between language and culture. Material used will be from a range of authentic sources, including foreign films, interviews, literary texts, cartoons, songs etc.

Topics studied include aspects of daily life, leisure and entertainment, communication and media, education and training, society, the environment, science and technology and political issues.

### Assessment

Internal Oral Assessment - 30 %

This will consist of individual oral (15%) and interactive oral activities (15%).

Externally assessed written examinations - 70%

**Paper 1:** 40% - Text-handling (90 minutes)

**Paper 2:** 30% - Written Production (90 minutes)



## GROUP 2

### Group 2 Spanish Ab Initio (SL only)

#### Course Description

The course is designed for students with no previous experience of Spanish. The majority of pupils will have some already established linguistic skills after having studied a GCSE in at least one other foreign language.

The aim of the course is to enable students to communicate in Spanish in day to day situations. The course will train the students in the four skills of listening, speaking, reading and writing but will also offer students the opportunity to learn about aspects of Spanish and South American cultures so they can put language into context and develop a more global view of the world. Students will be given access to, and encouraged to explore, authentic and up to date material such as selected internet sites, television and radio programmes, interviews with assistants, newspapers, magazines and books.

Spanish will be used for classroom instructions and students will also be expected to communicate their answers and their queries in this language. Conversations will also be held in Spanish.

#### Course Content

All four language skills will be practised in each topic and the grammar content of the IB syllabus will be included where appropriate during the delivery of topics. In addition, it will be covered as grammar points arise through the general teaching of the course.

The topics to be covered include:

- El individuo: personal identification, family, home.
- La ciudad y sus servicios/ la comida y la bebida: shopping, public services and communication, food and drink.
- Educación y trabajo: school, future plans, work experience.
- Ocios y viajes / la salud y situaciones de emergencia: leisure, travel health and emergencies, hobbies and free time, the area, holidays and travelling, accommodation.
- El medio ambiente: the environment, weather, physical geography of the world, ecology and world issues.

#### Assessment

Internal Oral Assessment - 30 %

This will consist of individual oral (15%) and interactive oral activities (15%).

Written examinations, externally marked - 70%

**Paper 1:** 40% - Text-handling (90 minutes)

**Paper 2:** 30% - Written Production (90 minutes)




**GROUP  
3**

## Group 3 History

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### Course Description

History is more than the study of the past. It is the process of recording, reconstructing and interpreting the past through the investigation of a variety of sources. It is a discipline that gives people an understanding of themselves and others in relation to the world, both past and present. It is an exploratory subject that poses questions without always providing definitive answers.

The course will develop the students' knowledge and understanding of a broad range of historical themes and topics, with a focus upon post-1945 international history. The study of a relatively recent period of history provides students with exciting opportunities to engage in historical research using a wide range of primary documents and visual evidence. The course allows for the study of both historical research and primary visual evidence. Topics have been selected to complement each other and to allow students to make links between different topics and develop a deep understanding of the world since 1945.

### Course Content

Prescribed Subject (SL/HL)

Communism in crisis 1976-89

China after Mao; domestic and foreign policies of Brezhnev and Gorbachev – Afghanistan, the Velvet Revolution, fall of the Berlin Wall.

20th Century World History (SL/HL)

Origins and development of authoritarian and single party states

Stalin and the USSR; Mao and China; Castro and Cuba.

### The Cold War

Causes of the Cold War; Sovietisation of Eastern and Central Europe; military confrontation; US-Chinese relations; Chinese-Soviet relations; Reagan.

Regional Option: the Americas (HL students only)

Political developments in the Americas after the Second World War 1945-79

Peron and Argentina; military regimes in Latin America; US and Canadian domestic policies.

### The Cold War and the Americas 1945-1981

McCarthyism; Korean War; Vietnam; foreign policy from Kennedy to Carter.

Civil Rights and social movements in the Americas

Native American and African American movements; youth counter-culture in the 60s and 70s; feminist movements.

### Assessment

#### External assessment

**Paper 1** (1 hour) – Prescribed Subject (SL/HL)

**Paper 2** (1 hour 30 minutes) – 20th Century World History (SL/HL)

**Paper 3** (2 hours 30 minutes) – Regional Option (HL students only)

#### Internal assessment

Historical investigation on any area of the syllabus (2000 words) SL/HL




**GROUP  
3**

## Group 3: Geography

### Course Description

The IB Geography course focuses on Geography as a multi disciplinary subject that asks fundamental questions about individuals and societies. Furthermore the Geography course focuses on the complex inter-relationships between human society and the physical environment. IB Geography students are required to develop a sense of place at a range of scales ranging from local to international and be able to evaluate and critically analyse spatial and temporal change.

The core topics offer the opportunity critically to analyse how physical environment determines the availability of resources and how these can be manipulated by human populations to satisfy needs and wants. Optional topics focus specifically on physical Geography so the course as a whole examines the interaction between physical and human Geography. The human side encompasses not just economic and political aspects but also social and cultural factors and these shape the landscape as well as the relationship between humans and that landscape.

### Course content

#### Paper 1: The core (Patterns and change)

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

#### Paper 2: Physical Geography Elements

1. Freshwater: issues and conflicts. Topics include drainage basins and flooding, management issues and strategies, competing demands for water
2. Oceans and their coastal margins. Topics include oceans and climate, value of oceans in terms of resources, geopolitics of oceans, coral reefs and mangroves
3. Hazards and disasters: risk assessment and response. Topics include characteristics of hazards, vulnerability of populations, risk and risk assessment, adjustment and response to hazards and disasters

#### Paper 3: Global Interactions (compulsory for Higher Level only)

1. Measuring global interactions
2. Changing space – the shrinking world
3. The processes and outcomes of global interactions
4. Global interactions at the local level

### Assessment

#### External assessment

##### Standard level:

**Paper 1** – students complete 4 short answer questions and one extended question – 45%

**Paper 2** – students answer 2 of 7 structured questions based on stimulus material – 35%

##### Higher level:

**Paper 1** - students complete 4 short answer questions and one extended question – 25%

**Paper 2** - students answer 3 of 7 structured questions based on stimulus material – 30%

**Paper 3** – Students answer 2 of 4 essay questions – 25%

#### Internal assessment

All students complete a written fieldwork report of 2500 words based on fieldwork carried out during the autumn term in the 1st year of the programme. This is worth 20% for all students.



**GROUP  
4**

## Group 4 Biology

### Course Description

Biology is a fascinating and rapidly developing science which can lead to careers in the medical field, animal care, and environmental studies among many others.

During the course, your knowledge and understanding of Biology will develop across a broad range of subject areas from small scale molecular cell biology, to environmental biology. You will develop your understanding of how the living world interacts from a cellular level to whole organisms. You will learn about how a dynamic equilibrium needs to be maintained whilst balancing ethical, moral, environmental, economic and political concerns.

The biology course is designed so that you can develop critical research and evaluation skills rather than just learning facts by rote. Your practical skills will improve through greater involvement in the planning, completion, analysis and evaluation of experiments.

Internationalism will play a key role in the course; you will look at scientific developments through different global civilizations, the relationship between science and politics and religion, and global issues such as HIV and climate change.

### Course Content

The core topics include statistics, cells, biochemistry, genetics ecology, evolution and health and physiology. The majority of this is an extension of topics already studied at GCSE, but going into much greater depth.

As part of the course you will complete a project working together with students from other Group 4 subjects (Chemistry, Environmental Systems and Societies). The aim of this is to encourage collaborative working and an understanding of the relationships between scientific disciplines.

In addition we have chosen to study two exciting option modules about neurobiology and behaviour and ecology and conservation.

### Assessment

Internal assessment is worth 24% of your grade. There are two types of internal assessments - the large group 4 project and several shorter assessments of practical work.

The external assessments will take place at the end of the second year, and will consist of three exam papers.

**Paper one:** A multiple-choice question paper assessing the core material.

**Paper two:** This includes questions on data handling and extended answer questions.

**Paper three:** Examination on the option units.



**GROUP  
4**

## Group 4 Chemistry

### Course Description

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills.

The Chemistry course aims to fire students' curiosity about phenomena in the world around them and offers opportunities to find explanations. It aims to stimulate and engage learners at many levels, linking direct practical experience with scientific ideas and providing challenging opportunities for scientific study and creativity within a global context. Experimentation and modelling are used to develop and evaluate explanations, encouraging critical and creative thought.

Students will learn how knowledge and understanding in science are rooted in evidence. They will discover how scientific ideas contribute to technological change – affecting industry, business and medicine and improving quality of life. They will develop an awareness of the development of science worldwide recognising the moral, ethical, social economic and environmental implications of chemistry.

### Course Content

**Group 4 Project:** This project allows students to appreciate the environmental, social and ethical implications of science and technology. It is a collaborative activity where students from different Group 4 subjects (Chemistry, Biology, Environmental Systems & Societies) work together on a scientific topic, allowing for concepts and perceptions to be shared. It will encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

**Core Theory & Practical Work:** The course will adopt an experimental approach throughout, giving students the opportunity to understand how scientists investigate scientific phenomena in their attempts to explain the world around us. Topic areas include: Quantitative Chemistry, Atomic Structure, Bonding & Periodicity, Energetics, Kinetics & Equilibria, Organic Chemistry, Acids & Bases, Oxidation and Reduction.

**Optional Topics:** Students will choose to study two options from topics including Modern Analytical Chemistry, Human Biochemistry, Chemistry in Industry & Technology, Medicines & Drugs, Environmental Chemistry, Food Chemistry and Further Organic Chemistry.

### Assessment

External Assessment: three written examinations (76%)

Internal assessment of the laboratory work portfolio (24%)



## Group 4 Environmental Systems and Societies (SL only)

### Course Description

The main purpose of this course is to give students a coherent perspective on the interrelationships between environmental systems and societies. So what does this mean? It means that we won't just say "here is an environmental problem, isn't it terrible....." To really understand the causes and effects of environmental problems, and how people try to manage them, we will need to look at the issues from many angles (e.g. scientific, ethical, historical, economic, cultural and socio-political). This is called taking an 'holistic' approach.

By the end of this course students will be able to adopt an informed personal response to current environmental issues (i.e. know where they stand and why). They will also understand the impact of the choices and decisions we make in our own lives on the environment.

We will use local contexts to teach underlying theory, incorporating as much fieldwork and laboratory practical work as possible, and the theory applied in a series of international case studies. Through developing links with IB schools both in the UK and overseas, students will gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

### Course structure

The Environmental Systems and Societies course will be taught through a number of modules, including: a Dalby Forest field study; Systems, Models and Ecosystems; Environmental Impact Assessment case study; The Issue of Global Warming; Biodiversity and Conservation case studies; The Rise and Rise of the Human Species; Managing the Earth's Resources; Pollution: Detection, Monitoring and Management.

### Assessment

Informal, formative assessment will be a continuous and an integral part of the course. At the end of each topic a short summative test will be given, based on questions from past examination papers. There will be a formal assessment at the end of the first year of the course and also mock exams before Easter in the second year.

Internal assessment will be carried out through a sequence of assessed practical tasks – both in the laboratory and in the field.

External assessment will be at the end of the second year of the course, and consists of two written papers.



## Group 5 Mathematics

### Course Description

There is a choice of three courses in mathematics each tailored to challenge students of the appropriate initial ability and give them the necessary skills for further study. All our courses aim to enable students to access and appreciate the power and usefulness of mathematics. They also aim to give students an enjoyment of the subject and a desire to produce elegant solutions in their own work. We will give students insight into the ongoing nature of learning, in particular encouraging them to make appropriate use of new technologies as they become available. Students will be encouraged to develop independent working techniques whilst being supported in the process of acquiring academic maturity.

**Mathematics HL:** The course will focus on developing the fundamental mathematical concepts in a structured and rigorous way. Our teaching will equip students with a wide range of skills and empower them to identify the most appropriate approach. The teaching will challenge students to routinely consider the limitations of their own work whilst encouraging them to consider abstract methods in order to produce general solutions.

**Mathematics SL:** The course will focus on preparing students with a solid basis for further study where some knowledge of advanced mathematics is required. It will also support the other parts of the IB course which require some use of mathematics.

**Mathematical Studies SL:** The course will focus on mathematics that can be commonly applied to real-world scenarios. It will support the student's work in their other subjects and will make use of technology to access more technical methods where necessary.

In all courses we aim to give students a cultural, historical and personal perspective on mathematics by including study of inventions and situations that were instrumental in major mathematical breakthroughs. We will look at the work of many mathematicians with a variety of backgrounds considering the prevailing culture that may have been formative in their thinking. Students will also learn to appreciate the universal language of mathematics and the need for international standards in notation and measurement.

### Course Content

#### Mathematics HL and SL

Following a short introductory course ensuring that all students have the correct basic skills all Mathematics HL and SL candidates will undertake the following areas of study:

- Algebra
- Functions and Equations
- Circular Functions and Trigonometry
- Matrices
- Vectors
- Statistics and Probability
- Calculus

HL candidates would study more widely in each of these areas and also take an additional course in Discrete Mathematics.



## Group 5 Mathematics, continued

### Mathematical Studies SL

Mathematical Studies SL candidates will follow a course containing the following areas of study:

- Using the Graphical Display Calculator
- Number, Algebra and Sequences
- Sets, Logic and Probability
- Functions
- Geometry and Trigonometry
- Statistics
- Differential Calculus
- Maths of Finance

At each stage these students' work will place emphasis on the applications of their acquired knowledge to the real world.

### Assessment

All courses are assessed by a combination of 80% final examinations and 20% coursework.

### Mathematics HL

Students will sit three papers, including two 2 hour examinations covering the main content and a 1 hour paper covering the Discrete Mathematics element and submit a portfolio of their work.

### Mathematics SL

Students will sit two 90 minute papers covering the main content and submit a portfolio of their work.

In both courses Paper 1 is undertaken without the aid of a calculator.

The portfolio comprises two pieces of work, one mathematical investigation and one mathematical modelling task.

### Mathematical Studies SL

Students will sit two 90 minute papers covering the main content (a calculator is permitted for both) and submit a single 2000 word project.



**GROUP  
6****Group 6 Music****Course Description**

One of the many benefits of this course is that it enables students to explore musical practices founded on oral traditions and improvisation, in addition to the more familiar notation based conventions of Western Art Music. The musical investigation encourages musicians to look beyond the familiar, and the performance element enables classical musicians to work alongside pop, rock and world musicians.

The Music course focuses on developing techniques that cultivate students' skills in performance (solo or ensemble), composition and analysis. Students will have the opportunity to investigate and experience a wide variety of genres and styles both familiar and unfamiliar whilst carrying out an independent investigation of a chosen topic.

The course aims to provide students with the opportunity to develop as composers and performers in whatever style or genre they wish and to broaden students' theoretical knowledge and understanding of practices both in familiar Western musical cultures and beyond.

**Course content (Standard Level)**

- Musical Perception – 5 questions on musical perception
- Musical Investigation – a written media script of no more than 2,000 words investigating the intrinsic links between 2 or more pieces from distinct musical cultures
- Creating – 2 compositions with recordings and written commentaries
- Solo (15 mins) or Group Performance (20-30 minutes)

**Course content (Higher Level)**

- Musical Perception – 7 questions on musical perception
- Musical Investigation – a written media script of no more than 2,000 words investigating the intrinsic links between 2 or more pieces from distinct musical cultures
- Creating – 3 compositions with recordings and written commentaries
- Solo performance (20 minutes)

(the course is due to be rewritten by the exam board for Sept 2009, until the new specification is published we are unable to provide more specific information)

**Assessment:**

External assessment: (50%)

Students will sit a Listening Paper and submit their Musical Investigation for external assessment.

Internal assessment: (50%)

Students will be assessed on their Performance and Composition work.



**GROUP  
6**

## Group 6 Theatre

### Course Description

The course aims to develop students' personal, academic, aesthetic and practical theatre skills. This will be achieved through individual experiences and collaborative participation in a variety of theatre activities, practices and traditions. Students will acquire knowledge and gain practice in theatre making through exploration of British theatre and theatrical traditions from around the world. The emphasis will be on working as part of an ensemble as well as individually. Students will gain confidence by working on innovative projects that will familiarise them with and allow them to challenge established ideas and conventions.

The course will encourage students to become reflective and critical practitioners of theatre through the analytical and imaginative interpretation of performance material. Students will watch a wide range of live theatre performances and take part in workshops by visiting companies and practitioners. Opportunities will be provided after each unit for students to practice the written and presentation skills necessary for final assessments.

### Course Content

Students will begin the course with an introduction to Theatre. The Theatre course then consists of four interdependent components:

- Theatre in the Making
- Theatre in Performance
- Theatre in the World
- Research Investigation and Independent Project

Across the two years, students will have 3 or 4 experiences of each component. Throughout the course, students will maintain a journal and will develop their understanding of the journal as a tool for recording experiences and critical reflections.

### Assessment

#### External Assessment

1. Research Investigation 25%: students are required to produce a written essay with supporting visual materials. Word limit of 2,000-2,500 (HL) and 1,500-1,750 (SL)
2. Practical Performance Proposal 25%: students are required to produce a practical performance proposal file.

#### Internal Assessment

1. Theatre performance and production presentation 25%: students are required to do an oral presentation with supporting visual images. 20 minutes at SL and 30 minutes at HL
2. Independent Project Portfolio 25%: students are required to produce a portfolio of 2,000 words (SL) or 3,000 words (HL) on their independent project.

