



KING WILLIAM'S COLLEGE



A Guide to the Sixth Form and the
International Baccalaureate Diploma Programme

2022 -2023



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THE INTERNATIONAL BACCALAUREATE

In 2002 King William's College began teaching the International Baccalaureate Diploma for the first time. Since then close to 1000 students have studied the Diploma with us and we have become one of the largest and most successful IB schools in Britain. We believe that it is an excellent preparation for both university and life beyond and it is the only qualification we offer in the Sixth Form. Class sizes are small with an average of 10 pupils per class.

ENTRY REQUIREMENT

Six IGCSE/GCSEs at grade 'C' or above, or the equivalent (Level 4). A 'B' grade (Level 5/6) is recommended for the subjects you wish to study at Higher Level.

WHAT IS THE IB DIPLOMA?

The IB Diploma Programme is a balanced programme of education that combines both breadth and depth of study. It places a strong emphasis on critical thinking skills and promotes a sense of international-mindedness. The programme is taught over two years and is recognised by all UK universities and by most leading universities around the world.

THE CURRICULUM

Students study six subjects, normally three at Higher Level (HL) and three at Standard Level (SL). They choose one subject from each of Groups 1 to 5, which includes Languages, the Humanities, Science and Mathematics. The sixth subject may be an Arts subject chosen from Group 6 or another subject from Groups 1 to 4. We are currently offering French B, Economics and Biology although we regularly review this and will make changes depending on demand.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to apply their knowledge and understanding:

- The **Extended Essay**: a 4,000 word piece of independent research, giving students the opportunity to conduct an in-depth study of a topic of interest to them. It introduces them to academic research and is an invaluable preparation for university.
- **Theory of Knowledge**: a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing and different kinds of knowledge.
- **Creativity, Activity and Service**: requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

Because there are nine components in all, IB students learn how to organise themselves, think independently and take responsibility for their own learning. These are invaluable skills that will allow the students to go on and succeed at university.

At the heart of the programme is a sense of internationalism. In this globalised world most students can expect either to study or work abroad at some point in their lives. The IB

General Points on the IB



offers an international outlook missing in other educational programmes. It introduces students to other cultures and, critically, it requires them to study a second language. To put it simply, it aims to educate the citizens of the 21st Century.

ASSESSMENT

Both standard and higher level subjects are marked on a scale of 1-7, with 7 indicating excellence. A maximum of three 'core' points can be awarded according to a candidate's combined performance in Theory of Knowledge and the Extended Essay (see table on page 15). The maximum score therefore is 45 points. 24 points; are required in order to be awarded the Diploma.

SUBJECT CHOICES

Students choose one subject from each of the six groups, with normally three subjects at Higher Level and three subjects at Standard Level.

GROUP 1 : STUDIES IN LANGUAGE AND LITERATURE

English A Language and Literature	(HL and SL)
English A Literature	(HL and SL)

GROUP 2 : LANGUAGE ACQUISITION

Language A Literature self-taught [native speakers]	(SL)
French B	(HL, SL)
French ab initio	(SL)
German ab initio	(SL)
German A Literature [native speakers]	(HL)
Latin	(HL and SL)
Spanish B	(HL, SL)
Spanish ab initio	(SL)

GROUP 3 : INDIVIDUALS AND SOCIETIES

Business Management	(HL and SL)
Economics	(HL and SL)
Geography	(HL and SL)
History	(HL and SL)

GROUP 4 : SCIENCES

Biology	(HL and SL)
Chemistry	(HL and SL)
Design Technology	(HL and SL)
Environmental Systems and Societies	(SL)
Physics	(HL and SL)
Sports, Exercise and Health Science	(HL and SL)

GROUP 5 : MATHEMATICS

Mathematics: Analysis and Approaches	(HL)
Mathematics: Applications and Interpretation	(HL and SL)

GROUP 6 : THE ARTS AND ELECTIVES

Music	(HL and SL)
Theatre	(HL and SL)
Visual Arts	(HL and SL)
Biology	(HL and SL)
Economics	(HL and SL)
French B	(HL and SL)

THE SIXTH FORM

Sixth Form students at King William's College enter into a lively and supportive environment. With a third of the Sixth Form currently from overseas countries, including Belgium, Canada, China, Georgia, Germany, Hong Kong, Mexico, Montenegro, Poland, Romania, Russia, Serbia, South Africa and United States, the students have a unique chance to engage with a multicultural environment, thus broadening their outlook and complementing the international ethos of the IB. The students are split into small tutor groups, consisting typically of around 10 students, and their tutor remains with the group throughout the two years of the Sixth Form. With such small groups, the tutors

HIGHER EDUCATION

LOWER SIXTH

The College offers a high quality and distinctive package to prepare students for life beyond its walls, recognising and meeting their individual needs. The Head of Higher Education offers guidance and preparation, and meets all students individually, and regularly, to discuss their HE plans and applications. They will also offer specific advice to help guide Oxbridge candidates and applications to US and Canadian universities, including preparing students for the SATs and other admissions tests. Further assistance is offered for applications to other overseas universities,



are able to track the academic progress of each individual student, ensuring that they realise their potential. Each student completes a Personal Development Plan during weekly tutorials, which allows for reflection upon subjects and areas of strength or weakness, including individual target setting, and focuses on strategies to maximise their achievements. The Head and Deputy Head of Sixth Form work closely with the tutors to ensure that each student is fully informed about what the School has to offer to give the students the best preparation for the wider world.

particularly those in Germany. The HE process begins early in the Lower Sixth by ensuring that appropriate IB subject choices are made by each student to meet the requirements for their future applications. Wider reading and relevant work experience is discussed and encouraged with an annual careers and work experience fair making use of College's wealth of contacts within the Island's employers. Potential Oxbridge applicants, as well as those applying for medicine, dentistry, veterinary medicine and law, are identified early in order to make their applications as strong as possible.

THE SIXTH FORM

The Sixth Form

After Christmas, a Coursefinder Questionnaire helps to narrow the choice of course and university, with each student receiving a detailed booklet of individually tailored suggestions which they discuss with their tutors. By the Summer term, we ensure that all students know what they want to apply for the following year. This is then confirmed through the HE fair, visits to universities and visits from university admissions tutors. Higher Education Day at the very end of term signals the start of the application process: Each student receives a comprehensive KWC UCAS booklet (as well as a US and/or Irish universities booklet where appropriate) detailing the application procedure and containing

UPPER SIXTH

By the start of the Upper Sixth each student is ready to make the finishing touches to their applications and all applications are submitted before half term. This is well ahead of the national deadline (mid-January), but conditional offers will start streaming in throughout the Autumn term. For those students who are called to interview, a series of 'mock' interviews are arranged with subject experts, as well as the Principal of the School, to give the best preparation possible. Throughout the Upper Sixth Spring term students are advised over firm and insurance choices, and the majority of overseas applications are submitted. All students are briefed on



extensive guidance, and staff-supervised workshops focus on completing the online application form, writing their personal statement and furthering university/course research.

the IB results day procedure before they leave College, and those applications, mainly German, which are done post IB results in the Summer holiday, have the Head of Overseas Students to offer advice and guidance. The Head of Higher Education is available after results to help with any queries regarding university places. This support is also provided for those who have decided to defer their applications.

"The teachers were wonderful in helping me decide and prepare my university choices. Their help was invaluable"

THE SIXTH FORM

ACADEMIC ENRICHMENT AND SUPPORT

In the Sixth Form we offer an enormous range of activities to support and expand the learning opportunities available.

LECTURE SERIES



Every half term we host a Sixth Form Lecture, which is given by a guest speaker usually from outside of College, on a diverse range of topics. Recent speakers have included lawyers, adventurers and academics, with presentations ranging from 'The Brain and the Paranormal' to 'Human Remains in Archaeology' to 'Making Donald Trump's America'. These talks give an opportunity to expand the students' outlook and give them a taste of university-style lectures.

BRAGG SOCIETY

In addition, the Bragg Society provides an opportunity for the top academic achievers to come together and discuss issues and ideas, with sessions led by members of the Common Room, as well as external speakers. One of the highlights is the 'Oxbridge Challenge' evening, where the Oxbridge applicants are put to the test with questions from the floor.

MODEL UNITED NATIONS

The Model United Nations provides our students, together with students from all of the other island schools, with the opportunity to participate in a mock UN summit and engage with issues of global significance.



ACADEMIC SUPPORT & MENTORING

All departments offer subject clinics, which provide academic support and opportunities for students to consolidate their understanding and to ask questions which go beyond the scope of their syllabus. Academic departments organise trips and excursions which enable students to see the wider context of the work they are studying in the classroom. Sixth Form students also volunteer to assist younger pupils in different subjects, such as the weekly Maths Club, and many assist the Head of Learning Support by providing academic mentoring in a variety of subjects and helping younger pupils with their reading and writing.

THE SIXTH FORM

The Sixth Form

EXTRA-CURRICULAR OPPORTUNITIES

SPORT

The College has a strong sporting presence in the Island, fielding teams in rugby, football, hockey, netball and athletics. Our regular fixtures in the UK offer students the opportunity to compete against top schools in the North West, expanding the range of competition available to our talented sportsmen and sportswomen, and facilitating exciting annual meetings with UK schools. Our team captains and vice-captains have the opportunity to develop invaluable leadership skills, and other team members are involved in assisting the coaching of younger teams throughout the School. In addition, we offer numerous other sports during afternoon Games sessions and after school, such as golf, swimming, basketball and yoga. We also take advantage of some of the fantastic sporting facilities available in the Island, such as the indoor climbing wall in Douglas.



THE DUKE OF EDINBURGH'S AWARD

Students are encouraged to participate in The Duke of Edinburgh's Award (DofE) scheme, which emphasises personal and social development by completing various activities and undertaking an adventurous expedition. The DofE Gold Award is highly regarded by universities and employers, as it demonstrates commitment, responsibility, initiative and time management.

CCF

The Combined Cadet Force (CCF) programme has been developed to promote and nurture leadership, teamwork, responsibility, self-reliance, self-discipline, resourcefulness, endurance and perseverance through military themed activities. Membership in one of the three sections, Army, Royal Navy and Royal Air Force, can lead to vocational qualifications, participation in summer camps, expeditions, sailing, flying and adventurous activities. This is a fantastic opportunity for students to step out of their comfort zone and develop themselves as young leaders.

"The teachers support and encourage people of all levels"

THE SIXTH FORM

MUSIC & DRAMA

College has a thriving Music and Drama Department which offers individual music and drama lessons, as well as the opportunity to get involved in groups, such as the Chapel Choir, Orchestra and other ensembles. These all help to foster teamwork and self-confidence, as well as improving technical ability and overall musicianship. Musicians regularly take ABRSM exams and LAMDA exams are available for speaking and acting. There are endless opportunities for students to perform in recitals, concerts and the annual whole School production. Some students will choose to develop their leadership skills through roles such as, Head of Choir, gaining responsibility for encouraging younger students and helping to organise rehearsals, while many others choose to offer their services behind the scenes in our many performances and productions.



HOUSE ACTIVITIES

Through the House system, Sixth Form students prepare and rehearse younger students for the annual House Music competition, taking charge of the repertoire and selection of soloists. Other House competitions include, House Drama, which is entirely organised and



directed by the students, a House Debating tournament, as well as a wide variety of House sporting events. The House system provides an invaluable opportunity to get involved and build confidence and experience in managing others, as well as having a thoroughly enjoyable time.

THE SIXTH FORM

OTHER ACTIVITIES

The annual Island-wide Charity Challenge provides opportunities for students to develop strong public-speaking skills, as well as an increased awareness into a variety of global development issues and the work of charitable and aid organisations.

The Junior Achievement programme runs throughout the Lower Sixth. Learning how to take a business idea from concept to reality, groups of students set up and run their own company guided by business mentors. This provides invaluable first-hand experience of the business world, and the opportunity to take real responsibility, show initiative and creativity, manage finances and develop crucial organisational skills.



The College Share Race involves groups of Sixth Form students investing on the stock market with virtual money. Teams present their portfolio results to the judges and other competitors, explaining their investment strategy. This activity encourages calculated risk-taking, effective teamwork and confident presentation skills.

Every year, through an application and interview process, a number of Sixth Form students are selected to act as Peer Mentors for students in the Fourth Form. Peer Mentors are given training in leadership, pastoral skills and safeguarding knowledge. They provide valuable assistance to tutors in Fourth Form, acting as a listening ear and role model to younger students. Peer Mentors are also involved in the planning and implementation of certain aspects of the PSHE programme.

Many students volunteer to help organise events or projects such as School social events, the Upper Sixth yearbook and the Barrovian Magazine. They enjoy the opportunity to develop their teamwork, creative and organisational skills, and it is particularly rewarding to see their innovative ideas come to fruition.

“Peer mentoring has been one of the highlights of my year”

*“Leading House Drama was a really great experience, I learnt so much.
A real team effort!”*

THE SIXTH FORM



EXCHANGE PROGRAMME

Upper Fifth and Lower Sixth students have the possibility to go on a cultural or sport exchange to schools in South-Africa and Australia during their summer break. They integrate fully at their host school (both in lessons and extra-curricular activities), spend time with a host family, and also have the opportunity to go on a variety of exciting trips to experience more of the country. Students learn to be more independent and it gives them a new perspective on a different culture. This unforgettable experience also fosters life-long friendships.

SOCIALS

Throughout the two years in the Sixth Form we encourage various social events, beginning with the Welcome BBQ in the Autumn term. Other events include, the annual Epiphany Black Tie Dinner, as well as the Sixth Form Ball and Valedictory

Dinner. These events have always been a great success and it is testament to the closeness of our Sixth Form to see how well the College community comes together.

BOARDING

Currently a half of the Sixth Form boards, either on a weekly or full time basis. The structured routine and close supervision by house tutors fosters a strong support system for those students who need extra assistance and motivation for their studies. In addition, the boarding house has an extremely friendly and lively social atmosphere, allowing the students to have a healthy balance between their academic work, other commitments and socialising with their fellow students. The international environment of the boarding house means that students leave College with life-long friends scattered around the globe.



CREATIVITY ACTIVITY SERVICE (CAS)

The goal of the Diploma is to educate the whole person and help the IB student to become a responsible and compassionate citizen. The CAS requirement is that pupils share their energy and talents with others, beyond academic work. This is interpreted widely but the key criteria is that an IB student should develop greater self-awareness personal growth and concern for others locally, nationally and internationally, and increase their ability to cooperate with others. CAS experiences should be meaningful and worthwhile.

This is not only a good excuse for pupils to get out from behind their desks, but is an absolute necessity. Pupils are encouraged to reach beyond their existing experiences and should challenge and extend students. They may not include things that they already do. The idea is to give something back to the community, to learn something new, to stretch the pupils and take them out of their comfort zone. Creativity might include learning to ballroom dance, painting and creating a stage set, learning a new instrument or performing on stage for the first time. Activity could be participation in team or individual sports, expeditions or learning a new sport. Service, often the most transforming aspect of CAS, might take place at the College or be at local community, national or international level. It means doing something for others and with others.

There is self-evaluation and School evaluations of the pupils' CAS commitment and the IB monitors standards. Fulfilment of CAS requirements is a condition of award of a Diploma, just as much as is the gaining of sufficient points in the academic subjects.

There are seven Learning Outcomes, which must be fulfilled, and pupils are required to reflect and self-assess their progress within each of the Learning Outcome disciplines.

CAS experiences will be carried through a variety of some or all of the following:

- Project based activities, which may encompass all three elements of creativity, activity and service. This may include an annual overseas project to help a disadvantaged community.
- Regular 'School' initiated commitments which, by their nature, can be outside normal School hours.
- Active participation in School activities such as House Drama and House Music Competitions, School productions and concerts, representing the School in team games, as long as new skills are being learnt.
- The Duke of Edinburgh Award scheme and CCF.
- Individual or group initiatives by students.
- One project needs to display a long term commitment and be self-initiated.
- A minimum of nine CAS experiences should be undertaken.
- Four CAS experiences must take place outside King William's College.

THEORY OF KNOWLEDGE (TOK)

WHAT IS IT?

TOK is the part of the Diploma where we explore the process of knowing, constructively reflecting on all that we do when we are acquiring and producing knowledge, as well as learning to be critical thinkers. During the TOK course we will examine how we know what we claim to know, analysing knowledge claims and exploring knowledge questions from both individual and shared perspectives.

WE AIM TO

- Make connections between our knowledge, our academic study and the wider world, critically approaching how we all construct knowledge.
- Develop awareness of how individuals and communities construct and share knowledge and critically examine it.
- Develop an interest in the diversity and richness of cultural perspectives, as well as an awareness of personal and ideological assumptions.
- Critically reflect on our beliefs and assumptions.
- Develop the understanding that knowledge brings responsibility.

WE ATTEMPT TO ANSWER QUESTIONS SUCH AS:

- What shapes my perspectives?
- Where do our values come from?
- How can we navigate the world?
- How can we tell when we are being manipulated?

HOW DO WE DO THIS?

- We identify and analyse various kinds of justification that support knowledge claims.
- We examine how different areas of knowledge generate and shape knowledge.
- We become aware of different perspectives and relate these to our own perspectives.
- We explore real-life situations from a TOK perspective.

HOW IS IT TAUGHT?

In two lessons a week throughout the Sixth Form we have fun talking about what we know and how we know it. We delve into different subjects, comparing the nature of the knowledge in them. We investigate exactly how we know anything and everything. We focus on real-life examples and situations, thinking about them in terms of looking at the evidence or assumptions that might justify the knowledge associated with them. Everyone can explore whatever interests them, whether it is speedy neutrinos, Damian Hurst's shark or the morality of killing fields as tourist attractions.

HOW IS IT ASSESSED?

There are two assessed components : an Exhibition, where students explore how TOK questions manifest in real-life objects in the world around them, and an Essay in response to one of six titles set by the IB. Essay titles are released in September of the Upper Sixth year; one is chosen and, after fruitful thought and discussion, up to 1600 words later the Essay is sent off electronically to be externally marked. TOK is graded on a scale from A to E, based on the marks for the Exhibition and the Essay.

EXTENDED ESSAY (EE)

The Extended Essay offers IB students the opportunity to investigate a topic of special interest, usually from one of their six Diploma subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor.

The final essay is a major piece of formally presented structured writing of no more than 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner appropriate to the subject.

EXAMPLES OF SOME RECENT EXTENDED ESSAYS

- To what extent did Edith Wilson influence President Woodrow Wilson's administration between 1917 and 1921?
- In what ways does the representation of male sporting heroes differ in the GQ Front Cover Magazines from 1980's to 2010's?
- How does Prokofiev use orchestration, dynamics and melody to create a dramatic effect and portray the story in Suite no2, 'Montagues and Capulets'?
- What is the optimal type of stretching to use to improve the immediate flexibility in the hamstrings?
- To what extent do metals mined in Serbia and on the Isle of Man inhibit the enzymatic activity of catalase?
- Mona Lisa is a Global icon but who was "she"?
- Is it possible for the Rubik's Cube to be in a configuration where exactly two cubies are in the wrong position?

AWARDING OF CORE POINTS

THEORY OF KNOWLEDGE

	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
Excellent A	3	3	2	2	Failing condition
Good B	3	2	2	1	Failing condition
Satisfactory C	2	2	1	0	Failing condition
Mediocre D	2	1	0	0	Failing condition
Elementary E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

“The IB is the best curriculum in the world right now. It combines academic rigour with real world skills in a global context.”

Lord Knight, former Minister of State for Schools and Learning



THE SUBJECTS IN MORE DETAIL



Group 1 : Studies in Language and Literature

All students study English as a Group 1 subject and have the option of studying the Language and Literature or Literature course. Those fluent in a second language may choose to study a second Language A instead of a Language B or ab initio. We currently offer German A Literature HL and native speakers of another language can follow Language A Literature self-taught SL course. Both Language A courses, offered in English at King William's College, are designed for students from a wide variety of linguistic and cultural backgrounds who have experience of using the language of the course in an educational context. The focus of the study developed in each of the subjects varies depending on the subject's individual characteristics.

Students are expected to develop their proficiency, fluency and linguistic range, and in particular to acquire the vocabulary appropriate to the analysis of texts. They will also deepen their understanding of a wide variety of concepts explored through literary and non-literary texts in order to interpret, analyse, evaluate and then communicate this understanding in clear, organized and developed products.

Both courses explore elements of language, literature and performance and focus on:

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

Within this framework, each course has its own emphases.

Language is crucial to both courses, but is treated more broadly in the Language A: Language and Literature course. Literary texts are the sole focus of the Language A: Literature course, while the Language A: Language and Literature course examines both literary and non-literary texts. Student production and the performativity of textual creation, analysis and response are elements in both courses.

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

Both the Language A: Literature course and the Language A: Language and Literature course are offered at standard level (SL) and higher level (HL).

LANGUAGE A: LITERATURE

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

LANGUAGE A: LANGUAGE AND LITERATURE

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.



Group 2 : Language B

Group 2 : Language B

COURSE DESCRIPTION AND AIMS

The IB DP language B course provides students with the opportunity to acquire or develop an additional language and to promote an understanding of other cultures through the study of language. Language B is designed for students who possess a degree of knowledge and experience in the target language. High performing standard level students should be able to follow university courses in other disciplines in the language B that is studied.

The aims of the language B course are to:

- Develop students' intercultural understanding.
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and social interaction, an awareness and appreciation of the different perspectives of people from other cultures.
- Develop students' awareness of the role of language in relation to other areas of knowledge.
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

DISTINCTION BETWEEN STANDARD LEVEL AND HIGHER LEVEL

At both levels of Language B (SL and HL), students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The study of two literary works originally written in the target language is required only at Language B HL. The distinction between Language B SL and HL can also be seen in the level of competency the student is expected to develop in the receptive, productive and interactive skills

CURRICULUM MODEL OVERVIEW

The curriculum is based around five prescribed themes that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest. The themes are:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

ASSESSMENT

The externally assessed material requires students to show their productive skills through a written task as well listening and reading comprehension tasks that are all based on the five themes above.

The Internal Assessment is assessed through an oral recording where students will need to engage in a conversation with the teacher. SL students will discuss an unseen visual stimulus but HL students will need to discuss an extract from one of the literary works they have studied in class.

Group 2 : Language ab initio

COURSE DESCRIPTION AND AIMS

In the language ab initio course, students develop the ability to communicate in the target language through the study of language, themes and texts. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

Language ab initio is a language acquisition course designed for students with no prior experience of the target language, or for those students with very limited previous exposure. It should be noted that Language ab initio is offered at SL only.

The aim of the course if for 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 inquiry, 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.

CURRICULUM MODEL OVERVIEW

The curriculum is based around five prescribed themes that provide relevant contexts and opportunities for students to communicate about matters of personal, local or national, and global interest using a wide range of media.

The themes are:

- Identities
- Experiences
- Human ingenuity
- Social organization
- Sharing the planet

ASSESSMENT

The externally assessed material requires students to show their productive skills through a written task as well listening and reading comprehension tasks that are all based on the five themes above.

The Internal Assessment is assessed through an oral recording where students will need to engage in a conversation with the teacher.

Group 2 : Latin

Group 2 : Latin

AIMS

The civilizations of ancient Rome and Greece have had an immeasurable impact on today's societies. Studying IB Latin builds a bridge between the ancient world and modern life, bringing to light fascinating parallels between the world of the Romans and contemporary culture. As well as uncovering direct links between Latin and languages such as English, Spanish and French, students will have the opportunity to compare modern social constructs, such as politics and religion, with their ancient counterparts. At its core, the study of Latin aims to train the mind, developing skills of critical thought, memory and close analysis, as well as an appreciation of the beauty and power of the language and the culture that produced it.

THE COURSE

The Latin course is divided into three modules: Language, Literature and an Internal Assessment. The Language syllabus is designed to build on the translation skills acquired at GCSE level. Using a combination of worksheets and John Taylor's *Latin Beyond GCSE*, students will encounter new grammatical constructions (such as the iussive subjunctive and gerunds), whilst developing their understanding of familiar concepts such as indirect statements and passive verbs. From the start of Lower Sixth, there will be weekly vocabulary tests, with the purpose of developing a firm foundation in the language. Students find the Language module rigorous, yet enjoyable, especially when tackling a "brain-teasing" unseen translation.

The Literature module allows students to investigate a diverse range of texts, taken from both prose and verse. The module is highly adaptable and can be tailored for each group of students, according to their particular interests; students choose from two options, which contain a set of texts based on a central theme. Currently, the options being studied are Love Poetry and Vergil's *Aeneid*.

The former option focuses on the poems of Ovid, Horace and Catullus, allowing for in-depth exploration of intense feelings of passion, dejection and jealousy. The *Aeneid* option covers Turnus's crisis of identity in Book 12 of the epic poem, as he must finally face the Trojan hero Aeneas in single combat. Lessons are interactive: students engage with the original Latin and analyse literary technique, to prepare them for answering exam-style questions on features of the texts.

IB Latin is unique: it gives students the chance to develop their understanding of a language, examine literary texts from a critical perspective and immerse themselves in the history and culture of ancient civilisations. The independent study required and high levels of textual analysis inherent in the course provide an excellent introduction to university-style learning.

ASSESSMENT

The Internal Assessment gives students a chance to investigate an area of the Classical world which interests them personally. After coming up with an initial research question, students then use a variety of primary sources (either textual or photographic) to fashion an argument, leading to a reasoned conclusion. Past investigations have ranged from an examination of opinions towards infanticide in Greek and Roman society, to an exploration of how Greek sculpture represented a change in Athenian attitudes towards the gods.

IB Latin is available at both Higher and Standard Level. There is no difference in difficulty of content from SL to HL: the difference lies in the quantity of material covered. In the Literature module, HL students will study 100-150 more lines of Latin than SL; they must also answer an essay-style question in the examination. In the Language examination, students are expected to translate a longer unseen passage.

Group 3 : Business Management

Business Management is a dynamic subject that examines business decision-making processes and how these decisions are affected by internal and external factors.

The course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The application of tools and techniques of analysis facilitates an appreciation of complex business activities. Through case studies and theory, students study a diverse range of business organisations and activities and the cultural and economic context in which business operates. Emphasis is placed on strategic decision-making and the day-to-day business functions of marketing, production, human resource management and finance. Links between the topics are central to the course, and this integration promotes a holistic overview of business activity.

Business Management aims to help students understand the implications of business activity in a globalised world. It is designed to give students an international perspective of business and to promote their appreciation of cultural diversity through the study of topics like international marketing, ethics, human motivation, growth, innovation and change strategy.

The course encourages the appreciation and issues of social responsibility in the business world and will contribute to students' development as effective participants in local and international business. Students seeking to pursue vocational courses such as Marketing, HR and Accountancy at further education benefit from having previously studied Business Management.

BUSINESS MANAGEMENT AND PRIOR LEARNING

No particular background in terms of specific subjects studied for national or international qualifications is expected or required and no prior knowledge of Business is necessary for students to undertake a course of study based on this specification. However, a familiarity with business concepts would be an advantage.

ASSESSMENT

The course is externally assessed in two written papers worth 75%, which cover all topics and internally assessed in a research project and report worth 25%.

BUSINESS MANAGEMENT SYLLABUS

The newly revised syllabus for Business Management comprises a core curriculum for Higher Level (HL) and Standard Level (SL) consisting of five topics with common content and learning outcomes.

In addition to the core, HL students are expected to complete extension areas of study, adding both depth and breadth to the course.

- | | |
|----------------|---|
| Topic 1 | Business organisation and environment |
| Topic 2 | Organisation and Human resources management |
| Topic 3 | Business finance and accounts management |
| Topic 4 | Marketing, research and the marketing mix |
| Topic 5 | Operations management |



Group 3 : Economics

Group 3 : Economics

The central problem of Economics, the allocation of scarce resources, is relevant to both the developed and the underdeveloped world. In the IB much emphasis is placed on the issue of development in the belief that the study of Economics is part of the solution to this problem. Among the challenges common to all societies is the search for acceptable levels of economic wellbeing.

Individuals, firms and governments must constantly make choices about the allocation of scarce resources. How are such choices made and on what basis are their consequences to be analysed? The questions of 'What?', 'How', and 'For whom?' are central to the field of Economics. The first two questions are closely linked to the problems of sustainable development, the environment and the impact of technology; the third, to the issue of income distribution at all levels.

THE AIMS

The aims of the Economics programme are to develop in the candidate:

- Disciplined skills of economic reasoning.
- An ability to apply the tools of economic analysis to past and contemporary situations and data, and to explain the findings clearly.
- An understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic objectives.
- An ability to evaluate economic theories, concepts, situations and data in a rational and unbiased way.
- International perspectives which feature a respect for and understanding of the interdependence and diversity of economic realities in which individuals, organisations and societies function.

It provides pupils with the precise knowledge of the basic tools of economic reasoning, offering an understanding of contemporary economic problems while encouraging pupils to employ economic analysis in different contexts. It is sometimes necessary to examine in detail certain relatively complicated theories.

ASSESSMENT

All students follow a common core but Higher Level students are required to learn additional material to provide them with more in-depth knowledge.

The syllabus looks at three key areas:

- Microeconomics
- Macroeconomics
- The global economy

All students are assessed on the various sections in two written exams and Higher Level students then sit a third paper to cover their material, which has a greater emphasis on quantitative elements.

As part of their Internal Assessment, candidates produce a portfolio of three commentaries where they need to provide commentaries discussing economic theory according to newspaper articles. Commentaries are written at the conclusion of a section of theory, so is spread out during the two years.

Group 3 : Geography

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

GEOGRAPHY AIMS

The aims of the geography course at SL and HL are to enable students to:

- 1 Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales.
- 2 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.
- 3 Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales.

GEOGRAPHY SYLLABUS

Paper One - Geographic themes

Two of the following options are studied at SL, and three at HL

- 1 Oceans and coastal margins
- 2 Geophysical hazards
- 3 Leisure, tourism and sport

Paper Two - Geographic perspectives - global change

Common to both SL and HL

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

Paper Three - Geographic perspectives - global interactions

HL Extension paper

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

Internal Assessment - SL and HL

Fieldwork, leading to one written report (max. 2500 words) based on a fieldwork question, information collection and analysis with evaluation.

Group 3 : History

Group 3 : History

AIM

History is a dynamic, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History fosters a sense of inquiry: it is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of politics, society and of the world today.

The IB History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

These are skills which build upon the work pupils may have done as part of the GCSE course, and are also skills which are much sought after by employers: History is a highly regarded qualification particularly in such fields as law, journalism, broadcasting, publishing, administration and government.

CONTENT

The IB History course is both very modern and very international in its scope. Moreover, the main emphasis of the course is thematic and much of our work is centred around the two key 20th century topics of Authoritarian States (20th Century) and The Cold War: Superpower tensions and rivalries. Against this backdrop we will be studying in depth the emergence and development of authoritarian states such as Mussolini's Italy, Mao's China, Castro's Cuba; and the causes, impact and legacy of the Cold War.

In addition, those pupils opting for History at Higher Level also follow a course in modern American History, which concentrates above all on the history of the United States and includes the Civil War in the 1860s through to the 1970s.

DISTINCTION BETWEEN STANDARD AND HIGHER LEVEL

Students at Standard Level and Higher Level are presented with a syllabus that has a common core consisting of prescribed subjects and topics in world history. Students at HL are additionally required to undertake an in-depth study of The Americas as the HL option.

ASSESSMENT

The course is examined through a variety of written papers together with the Historical Investigation. The written examinations require students to analyse sources and write essays. Students will also be asked to produce a historical investigation for their Internal Assessment.

The History Department has a proud tradition of organising trips abroad, and in recent years we have visited the United States of America, Russia, China, Vietnam, Cuba and North Korea. It is hoped that at some stage during their studies all Sixth Form History pupils will have the opportunity to participate in such a trip, both to support what they learn in lessons and to help develop their interest in the subject.



THE NATURE OF THE SUBJECT

The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

PROGRAMME OF STUDY

Through the overarching theme of the nature of science, the aims of the DP biology course are to enable students to:

- 1 Appreciate scientific study and creativity within a global context through stimulating and challenging opportunities.
- 2 Acquire a body of knowledge, methods and techniques that characterise science and technology.
- 3 Apply and use a body of knowledge, methods and techniques that characterise science and technology.
- 4 Develop an ability to analyse, evaluate and synthesise scientific information.
- 5 Develop a critical awareness of the need for, and the value of, effective collaboration and communication during scientific activities.
- 6 Develop experimental and investigative scientific skills including the use of current technologies.
- 7 Develop and apply 21st century communication skills in the study of science.
- 8 Become critically aware, as global citizens, of the ethical implications of using science and technology.
- 9 Develop an appreciation of the possibilities and limitations of science and technology.
- 10 Develop an understanding of the relationships between scientific disciplines and their influence on other areas of knowledge.

All students follow a common core and Higher Level students then go over many of the same topics but in greater detail. At both levels, this is supplemented by the study of one option chosen by the teacher. Topics covered include cells, genetics, ecology, evolution, human health and physiology, cell respiration, photosynthesis and plant science.

ASSESSMENT

External Assessments take place at the end of two years: students are examined using multiple choice questions as well as data-based, short answer and long answer questions. Weighting: 80% at Higher and Standard Level.

Standard Level students have to complete 40 hours and Higher Level students have to complete 60 hours of Internal Assessment, including 10 hours on a collaborative interdisciplinary project with other Group 4 Sciences. Students are expected to design experiments, carry out experiments, analyse results and come to conclusions supported by the data. Weighting: 20% at Higher and Standard Level.

Group 4 : Chemistry

Group 4 : Chemistry

AIMS

Chemistry is the study of substances, what they are made of, how they interact and what role they play in living things. In fact it is the study of all materials and is vital to all aspects of our lives. Chemistry is also a pre-requisite for many other courses in higher education, such as medicine, biological and environmental sciences.

The IB Chemistry course is designed to increase pupils' knowledge and understanding of the subject, their ability to solve problems and their practical and investigative abilities; to deal with abstract and theoretical material; increase their knowledge and understanding of the social and economic importance of Chemistry; foster independent study, practical work and research as well as prepare pupils for further study and employment.

THE IB CHEMISTRY COURSE

The IB Chemistry course is offered at both the Standard Level and Higher Level. The course itself is split into four basic sections: the subject specific core (Topics 1-11), the additional Higher Level material (Topics 12-20), the optional units (Options A-D) and the Internal Assessment. The core material provides a solid foundation on which the remainder of the course is built. The additional Higher Level work explores some of the work already covered in the core topics but in a much greater depth. There are four optional units available and those offered will be specific to the expertise of the staff.

SYLLABUS OUTLINE

SL and HL

Topic 1	Stoichiometric Relationships
Topic 2/12	Atomic Structure
Topic 3/13	Periodicity
Topic 4/14	Chemical Bonding and Structure
Topic 5/15	Energetics/Thermochemistry
Topic 6/16	Chemical Kinetics
Topic 7/17	Equilibrium
Topic 8/18	Acids and Bases
Topic 9/19	Redox Processes
Topic 10/20	Organic Chemistry
Topic 11	Measurement and analysis

OPTIONS

Option A	Materials
Option B	Biochemistry
Option C	Energy
Option D	Medicinal Chemistry

ASSESSMENT

External Assessments take place at the end of two years: students are examined using multiple choice questions as well as data-based, short answer and long answer questions.

Standard Level students have to complete 40 hours and Higher Level students have to complete 60 hours of Internal Assessment, including 10 hours on a collaborative interdisciplinary project with other Group 4 Sciences. Students are expected to design experiments, carry out experiments, analyse results and come to conclusions supported by the data.



Group 4 : Design Technology

Design consists of gathering information about a design opportunity, processing that information, and planning for some kind of intervention either by modifying what already exists or by introducing something new. The designer is interested not just in the material environment but also in the social, technological, economic and environmental considerations that affect people's priorities.

Technology relies on the laws and properties of nature and the accumulated knowledge of technology to create new products, techniques and systems. Design Technology sits comfortably in Group 4 of the Diploma Programme experimental sciences because the design cycle involves inquiry, much like the scientific method is used in Science. Students study scientific principles in order to understand advances made in society and to speculate what might be achieved in the future.

The theoretical aspects of good design are learnt through a number of practical and lab-based investigations. Standard Level candidates study 6 Core Topics and Higher Level candidates study a further 4 topics.

CORE TOPICS

- 1 Human factors and ergonomics
- 2 Resource management and sustainable production
- 3 Modelling
- 4 Materials
- 5 Raw material to final production
- 6 Classic design

ADDITIONAL HIGHER LEVEL TOPICS

- 7 User centred design
- 8 Sustainability
- 9 Innovation and markets
- 10 Commercial production

Students undertake a personal Design Project which unifies all aspects of the syllabus. There are no restrictions on material type for the major project and students tend to work in textiles, wood, metal, plastic or a combination of these. The course assumes no previous experience in either technology or design. The design cycle is at the heart of the course and is used alongside a scientific approach to practical investigative work.

ASSESSMENT

External assessment consists of three written papers.

Paper 1 Students answer multiple-choice questions that test knowledge of the core topics.

Paper 2 Tests knowledge of the core topics;

In section A, data-based questions that require students to analyse a given set of data.
The remainder of section A is made up of short-answer questions.

In section B, students answer extended-response questions.

Paper 3 Tests knowledge in Additional Higher Level topics.

Internal assessment includes the Design Project, which is externally moderated, and the Group 4 Project, a collaborative piece of work done with students studying other sciences.

Group 4 : Environmental Systems and Societies

Group 4 : Environmental Systems and Societies

THE SUBJECT

Environmental Systems and Society is a trans disciplinary subject and combines the techniques and knowledge associated with group 4 (sciences) and those associated with group 3 (humanities). It is the study of the relationship between the environment and societies and considers how environmental issues may be controversial as they cross geographical and cultural boundaries.

This course would be particularly suitable for those who are not strong in the natural sciences or those who are interested in the environment. It is a good grounding for pupils wishing to study courses in higher education such as Geography, Environmental Sciences, Business Management and Law.

AIMS

The Environmental Systems and Societies course is designed to increase pupils' knowledge and understanding of the social and economic importance of the environmental issues and processes, on both a local and global scale, that are relevant in today's world. It will promote critical awareness of the diversity of cultural perspectives; pupils will appreciate that environmental issues may be controversial, the extent to which technology plays a role in both causing and solving environmental issues and understand that human society is both directly and indirectly linked to the environment.

The course will also enable pupils to apply the knowledge, methodologies and skills gained to analyse environmental issues, foster independent study, practical work and research as well as prepare pupils for further study and employment.

QUALIFICATIONS NECESSARY

It is assumed that everyone coming into the Sixth Form to study Environmental Systems and Societies will have a GCSE in Geography, the Separate Sciences, Additional Science or an equivalent level of achievement. A certain amount of mathematical knowledge is required but this is not excessive and pupils will be taught to the required standard.

The Environmental Systems and Societies course is only offered at Standard Level. The course itself is split into two sections: the subject specific core and practical course work. The core material is split into 8 topics; and is taught on a Case Study basis with accompanying notes.

- | | |
|----------------|--|
| Topic 1 | Foundations of Environmental Systems |
| Topic 2 | Ecosystems and Ecology |
| Topic 3 | Biodiversity and Conservation |
| Topic 4 | Water, Food Production Systems and Society |
| Topic 5 | Soil Systems |
| Topic 6 | Atmospheric Systems |
| Topic 7 | Climate Change and Energy Use |
| Topic 8 | Human Systems and Resource Use |

The practical coursework consists of an individual investigation of 10 hours research or fieldwork, which is completed in the autumn term. Compulsory field work tasks take place in the summer term of the Lower Sixth.



Group 4 : Physics

WHAT IS PHYSICS?

Physics is the study of systems from the very small (sub-atomic particles) to the very large (the Universe itself!).

In order to understand these systems it is necessary to develop “models”. These may be mechanical, schematic, computations or mathematical.

WHY STUDY PHYSICS?

Studying Physics at this level puts you well on your way to understanding the Universe that we live in. Although there will always be unanswered questions, topic by topic this course delivers methods and explanations that build a fairly complete picture of our world. More than anything, Physics teaches you to solve problems. You will learn to analyse data and diagrams and extract the useful information and then apply your learning to find solutions. If you like solving puzzles; you will love Physics.

As well as opening doors to a range of degree courses, the subject is highly prized in industry. Not only are the skills learned relevant in an array of professions but the practical, problem solving nature of the subject makes it excellent preparation for most working environments.

PHYSICS IB COURSE

Physics is an experimental science so you will complete a range of practical work over the course. This will go alongside the theory and solving problems in lessons. Many problems in Physics involve the use of maths so you need to be confident in rearranging equations, using indices, using trigonometric functions, working with angles and plotting graphs.

The topics are:

Core (SL and HL)

- Topic 1** Measurements and uncertainties
- Topic 2** Mechanics
- Topic 3** Thermal physics
- Topic 4** Waves
- Topic 5** Electricity and magnetism
- Topic 6** Circular motion and gravitation
- Topic 7** Atomic, nuclear and particle physics
- Topic 8** Energy production

Additional higher level (HL only)

- Topic 9** Wave phenomena
- Topic 10** Fields
- Topic 11** Electromagnetic induction
- Topic 12** Quantum and nuclear physics

Option D: Astrophysics (SL and HL)

ASSESSMENT

You will be assessed at regular intervals during the course with past examination question. These internal examinations do not count towards your final mark. The final assessment comprises of 3 examination papers at the end of the course which are worth 80% of your final mark. There are a combination of multiple choice, short answer and extended response questions.

The Internal Assessment (IA) is worth 20% of the final mark and should be approximately 10 hours of work. It will be a practical investigation that will explore in more detail a topic that you are interested in that is linked to the course. This is written up and submitted during the course.

You will also complete the Group 4 Project where you will collaborate with other students.



Group 4 : Sports, Exercise and Health Science

THE NATURE OF THE SUBJECT

The attainment of excellence in sport is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sports and exercise scientist who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently.

PROGRAMME OF STUDY

The Sports, Exercise and Health Science course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sports, exercise and health. Students will cover a range of core and option topics, and carry out practical investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Students will be involved in a number of different practical applications in order to fully support the theory.

The course is challenging yet rewarding and enables students to enhance their understanding of sports performance. Sports, Exercise and Health Science is a good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in sports and leisure industries.

Core (HL and SL)

- Anatomy
- Exercise Physiology
- Energy Systems
- Movement Analysis
- Skill in Sport
- Measurement and evaluation of human performance

Additional Higher Level (HL only)

- Further Anatomy
- The Endocrine System
- Fatigue
- Friction and Drag
- Skill Acquisition and Analysis
- Genetics and Athletic Performance
- Exercise and immunity

Option Modules

- | | |
|--|---|
| • Optimising physiological performance | • Physical activity and health |
| • Psychology of Sport | • Nutrition for sports, exercise and health |

DISTINCTION BETWEEN STANDARD AND HIGHER LEVEL

Students of both the Standard Level and the Higher Level course will study the 6 core modules supplemented by the study of two option modules. Higher Level students will then complete a further 7 smaller extension modules.

ASSESSMENT

External Assessments take place at the end of two years: students are examined using multiple choice questions as well as data-based, short answer and long answer questions. All students have to complete an Internal Assessment, where they are expected to design experiments, carry out experiments, analyse results and come to conclusions supported by the data. This also includes 10 hours on a collaborative interdisciplinary project with other Group 4 Science students.

Group 5 : Mathematics - Analysis and Approaches

THE AIMS

Mathematics: Analysis and approaches is a new course which started in September 2019 and is offered at Higher Level. This option is appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking.

They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students who take Mathematics: Analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization.

This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example. This option reflects the emphasis on calculus and on algebraic, graphical and numerical approaches.

THE ASSESSMENT

External assessment:

Mathematics: Analysis and approaches HL will be assessed with three written papers. The first two papers will consist of a section A (short questions) and a section B (long questions). Paper 3 will include questions which go a little deeper into the topic being assessed. Paper 1 will be a non-calculator paper. Calculators will be allowed for Paper 2 and Paper 3.

Internal assessment

The internal assessment task will allow students to undertake a piece of research which interests them.

The internal assessment will involve producing a mathematical model of a real-world situation using topics taken from the course.

Group 5 : Mathematics - Applications and Interpretation



THE AIMS

Mathematics: Applications and interpretation is a new course which started in September 2019 and is closest in content and assessment to the previous Mathematical Studies course. It is available at both Standard Level and Higher Level. It is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems.

They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students who take Mathematics: Applications and interpretation will be those who enjoy mathematics best when seen in a practical context.

This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design, for example. This option emphasises the applied nature of the subject, and also that interpretation of results in context is an important element of the subject.

DISTINCTION BETWEEN STANDARD AND HIGHER LEVEL

- All students will complete 120 hours of SL content and 30 hours of investigation, inquiry and problem-solving activities including completing the internal assessment.
- HL students will complete an additional 90 hours of Higher Level content.

THE ASSESSMENT

External assessment:

Mathematics: Applications and interpretation SL will be assessed with two written papers both of which will require the use of the technology in the form of a graphical calculator.

- Paper 1 will consist of short questions.
- Paper 2 will consist of longer questions.

Mathematics: Applications and interpretation HL will be assessed in a similar way to the corresponding SL course on papers 1 and 2, but HL candidates will sit a third exam paper.

Internal assessment

The internal assessment task will be the same for both HL and SL and will be based on the current Mathematics SL and Mathematics HL exploration model which enables students to undertake a piece of research which interests them.

The internal assessment will involve producing a mathematical model of a real-world situation using topics taken from the course.

Group 6 : Music

THE COURSE

Music is one of the fundamental creative instincts of human beings everywhere. Today, technology makes music more ubiquitous than ever before: ask yourself when you last spent a day without hearing some kind of musical sound. This unprecedented exposure to music can be enriching but also leaves us in danger of becoming passive listeners; people who allow music to wash over them and even to manipulate their emotions almost without being noticed. To study music is to become more aware of what is happening around you.

IB Music is practical, creative and analytical. You will develop performing skills through regular individual lessons, concerts, recording sessions, masterclasses, competitions and participation in ensembles. The stylistic variety and number of performance opportunities offered at KWC are vast by any standards: there is something of the highest quality for fans of all types of music. IB Music allows you to participate in these activities as part of your Diploma.

All students are encouraged to approach the course using three distinct lenses, exploring, experimenting and presenting. There are four Areas of inquiry which encompass a wide-ranging variety of music from personal, local and global contexts on which all work is based.

THE AIMS OF THE COURSE

The aims of the music course at SL and HL are to enable students to:

- 1 Explore a range of musical contexts and make links to, and between, different musical practices, conventions and forms of expression.
- 2 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.
- 3 Evaluate and develop critical perspectives on their own music and the work of others.

DISTINCTION BETWEEN STANDARD AND HIGHER LEVEL

Both Standard Level and Higher Level music students are required to study musical perception, this will be in the form of a journal. In the latter, Higher Level students complete an additional module (The contemporary music maker) which offers an opportunity to plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the course as a whole. It is inspired by real-life practices of music-making.

ASSESSMENT

Of the four main areas of focus within the course, two are externally assessed. These are 'Exploring music in context' and 'Presenting Music'. The remaining unit(s) 'Experimenting with music' and 'The contemporary music-maker (HL only)' are internally assessed.

Group 6 : Theatre

Group 6 : Theatre

This course demands practical, creative and communication skills in almost equal measure. It may be used as a stepping stone to further study in Drama, Theatre Studies and Performing Arts in Higher Education at Degree level. It is useful in building confidence and improving communication and presentation skills, which are needed for a wide range of careers. Such skills are sought after in many aspects of the business world, and a drama qualification at this level is seen as highly desirable by many employers.

WHO IS ABLE TO TAKE THIS COURSE?

There are no formal qualifications necessary other than those needed to enter the Sixth Form. It is important that you have a keen interest either in acting or in the visual and technical side of theatre and wish to develop your skills in some or all of these areas. It is very likely that you will have already participated in either the House Drama Festival or in a school production, either on stage or with stage management, lighting, etc. You must also be interested in going to the theatre to see plays performed, including those in the United Kingdom. Visits and workshops will be organised and attendance will be expected.

WHAT WILL I LEARN ON THIS COURSE?

You will extend your ability to create drama and theatre, in either a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve working together as a group in order to take part in drama productions, as well as studying plays and playwrights. You will gain knowledge of the major developments and techniques in the theatrical history of more than one culture and will have the opportunity to learn some of the practical design skills of costume, make-up, props, set, lighting and sound effects.

DISTINCTION BETWEEN STANDARD AND HIGHER LEVEL

All students will have to complete a Director's Notebook, a Research presentation and a Collaborative project involving the whole Theatre group, which is all the marked according to the same criteria but Higher Level students will also be expected to complete a Solo Theatre Piece.

ASSESSMENT

- 1 Solo Theatre Piece (externally assessed) HL ONLY - 35%**
 - 4 - 8 minute video of their Solo Performance
 - 3000 word report and a list of Sources
- 2 Director's Notebook (externally assessed) SL – 35% HL - 20%**
 - 20 page Notebook of their final directorial intentions of an unfamiliar published play and the impact of these on an audience
 - List of Sources
- 3 Research Presentation (externally assessed) SL - 30% HL – 20%**
 - Individual 15 minute Video Presentation
 - List of Sources
- 4 Collaborative Project (internally assessed) SL - 35% HL – 25%**
 - Original piece of theatre lasting 13-15 minutes for a specific target audience
 - 4 minute Video recording with justification
 - 15 page Process portfolio and a list of Sources

Group 6 : Visual Arts

THE AIMS

Visual arts students develop an appreciation for the expressive and aesthetic diversity in the world around them, becoming critically informed makers and consumers of visual culture. The aims of the arts subjects are to enable students to:

- 1 Enjoy lifelong engagement with the arts.
- 2 Become informed, reflective and critical practitioners in the arts.
- 3 Understand the dynamic and changing nature of the arts.
- 4 Explore and value the diversity of the arts across time, place and cultures.

DISTINCTION BETWEEN STANDARD AND HIGHER LEVEL

The visual arts syllabus demonstrates a clear distinction between the course at SL and at HL, with additional assessment requirements at HL that allow for breadth and greater depth in the teaching and learning. The assessment tasks require HL students to reflect on how their own work has been influenced by exposure to other artists and for them to experiment in greater depth with additional art-making media, techniques and forms. HL students are encouraged to produce a larger body of resolved works and to demonstrate a deeper consideration of how their resolved works communicate with a potential viewer. Students are expected to experience working with a variety of different art making and conceptual forms. SL students should, as a minimum, experience working with at least two art-making forms. HL students should, as a minimum, experience working with at least three art-making forms.

THE VISUAL ARTS JOURNAL:

Throughout the course students at both SL and HL are required to maintain a visual arts journal. This is their own record of the two years of study and should be used to document:

- The development of art-making skills and techniques.
- Experiments with media and technologies.
- Personal reflections.
- Their responses to first-hand observations.

ASSESSMENT

Comparative study: Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. Students compare at least 3 different artworks, by at least 2 different artists, with commentary over 10-15 screens. Students also submit a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3-5 screens). **External 20%**

Process portfolio: Students submit carefully selected materials, which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. Students submit 13-25 screens. The submitted work should be in at least three different art-making forms. **External 40%**

Exhibition: Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. Students submit 8-11 pieces with exhibition text for each, along with a curatorial rationale (700 words maximum). **Internal 40%**

FREQUENTLY ASKED QUESTIONS

1 Is the IB a lot of work?

Yes, but it is manageable and certainly worth it. It requires a little more effort than three 'A' levels but it offers much more in return and it lays the foundation for a life-time of learning.

2 Is it only for an academic elite?

No, not at all. An IB student needs to be motivated and organised but the required score for the award of the Diploma (24 points out of 45) is very manageable. The entrance requirement for the Sixth Form is 6 GCSEs at grade C and above (including English and Maths) with grade Bs in any subject the student wishes to do at higher level. Our experience shows that this is quite sufficient for success in the IB.

3 How is it examined?

The IB exams take place at the end of the Upper Sixth. All subjects also have an Internal Assessment (coursework) component accounting for at least 20% of the marks. Practical subjects such as Theatre and Visual Arts are exclusively assessed through Internal Assessment and have no exams at all.

4 Do universities like it?

Yes, absolutely. Universities like its breadth and they value the skills IB students acquire through such components as the Extended Essay. All UK universities and leading universities throughout the world actively recruit IB students and the latest research shows that IB students perform significantly better than other students achieving better degrees and being more likely to pursue post-graduate study.

IB schools have evolved into one of the most innovative models for forward-looking education, developing students who can think for themselves and work with others, and who are open to the world and to the future.

Andreas Schleicher, Director for education and skills, OECD

We regard the IB as one of the best qualifications. Progression from IB Diploma students is very good indeed.

Richard Broom, City University

Those who are coming in with the International Baccalaureate do better in firsts and 2:1s than the average, by about 6%, and no IB student has yet dropped out of university.

We think that is worth noting.

Professor Steve Smith, Vice-Chancellor, University of Exeter

IB is well known to us for excellent preparations. Success in an IB programme correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma Programme on the transcript.

**Marilyn McGrath Lewis, Director of Undergraduate Admissions,
Harvard University**

If we are hesitating about making an offer at all, we would be more likely to make an offer to an IB student than an A-level student.

Dr Geoff Parks, Chief Admissions Officer, Cambridge University

A STUDENT'S VIEW

I have had the opportunity to meet so many amazing people - students, teachers lecturers - from all parts of the world. I have been then able to develop so many different skills and I feel that this has perfectly set me up for life at university, which I just wouldn't have got anywhere else on the island.

The amazing lectures that we have had the opportunity to go to and the wide range that they offer. The perfect opportunities for me to prove to myself that theatre is where I should be and the support I have had from the department and my great tutor.

As you can see, I will greatly miss college and I'm sad it will only be 2 years of my life.

Stephanie

The last two years have been an unforgettable experience. The School is not big but people are so kind and enthusiastic. Boarding taught me so much about living in a community, I love Colbourne and all the boarders and I will always leave a place in my heart for them. This has been the best experience in my life!

Yisong

In the past 3 years, I've accomplished so much from playing rugby, doing an exchange in South Africa, considerably improving my English, but most importantly, I have made connections with people all around the world which will last for life. All those aspects make me realise how fortunate I have been and I can't thank KWC enough.

Theo

I've loved my time at College, especially in the sixth form. My greatest memories come from school events such as the Epiphany dinner, and living in the girls boarding house. The best thing about school is the feeling of support and camaraderie, which is plentiful. I will miss many things when I leave, but most of all I will miss the sense of community.

Nadia

Being a student at King William's College has taught me so many things - from the charm of finding gradients of graphs to the importance of finding what you are truly passionate about. The chapel service we had by the sea last year was one of the most beautiful memories I will always come back to. Only once I had appreciated the sense of community, I could understand the importance of being individual and following my own path.

Lucy

Having been with the College since the first day of Buchan; by engaging in sporting, musical and dramatical events I feel that I have truly experienced everything that King William's has to offer. Along with making friends and memories that will remain with me in life during and after university, I'm greatly thankful to my teachers and tutors that have allowed me to have such an enjoyable and memorable time.

Charlie

UNIVERSITY DESTINATIONS 2021

University Destinations 2021

AECC University College Bournemouth	Chiropractic
Anglia Ruskin University	Midwifery
Australian National University	Earth Science
Birmingham City University	Jewellery and Silversmithing
Durham University	Business and Management
Durham University	Classics
Durham University	English Literature
Harper Adams University	Applied Zoology with Placement
Imperial College London	Medical Biosciences
Lancaster University	Business Management
Lancaster University	Computer Science
Leeds Arts University	Fine Art
Leeds Beckett University	Sport Business Management
Leiden University	
London South Bank University	Product Design
Loughborough University	Industrial Design
Manchester Metropolitan University	Sports Business Management
Medical University Varna	Bulgaria
Newcastle University	History
Newcastle University	Law
Newcastle University	Psychology
Northumbria University	History
Nottingham Trent University	Sports Science and Coaching
Regent's University London,	International Business
Theological College, Canada	
University College Birmingham	Physiotherapy
University College Isle of Man	Design Foundation
University College London	Urban Planning, Design and Management
University of Bath	Mechanical with Automotive Engineering
University of Edinburgh	Chinese and Economics
University of Exeter	Communications
University of Exeter	Drama
University of Exeter	History
University of Manchester	Psychology
University of Nottingham	Geography
University of Surrey	Business Management
University of the Arts London	Fashion Design
University of York,	Biomedical Sciences
University of York	Law
University of York	Law





KING WILLIAM'S COLLEGE

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