



St Benedict's Catholic High School Sixth Form

The International Baccalaureate



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St Benedict's Catholic High School Sixth Form
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The International Baccalaureate Diploma Programme

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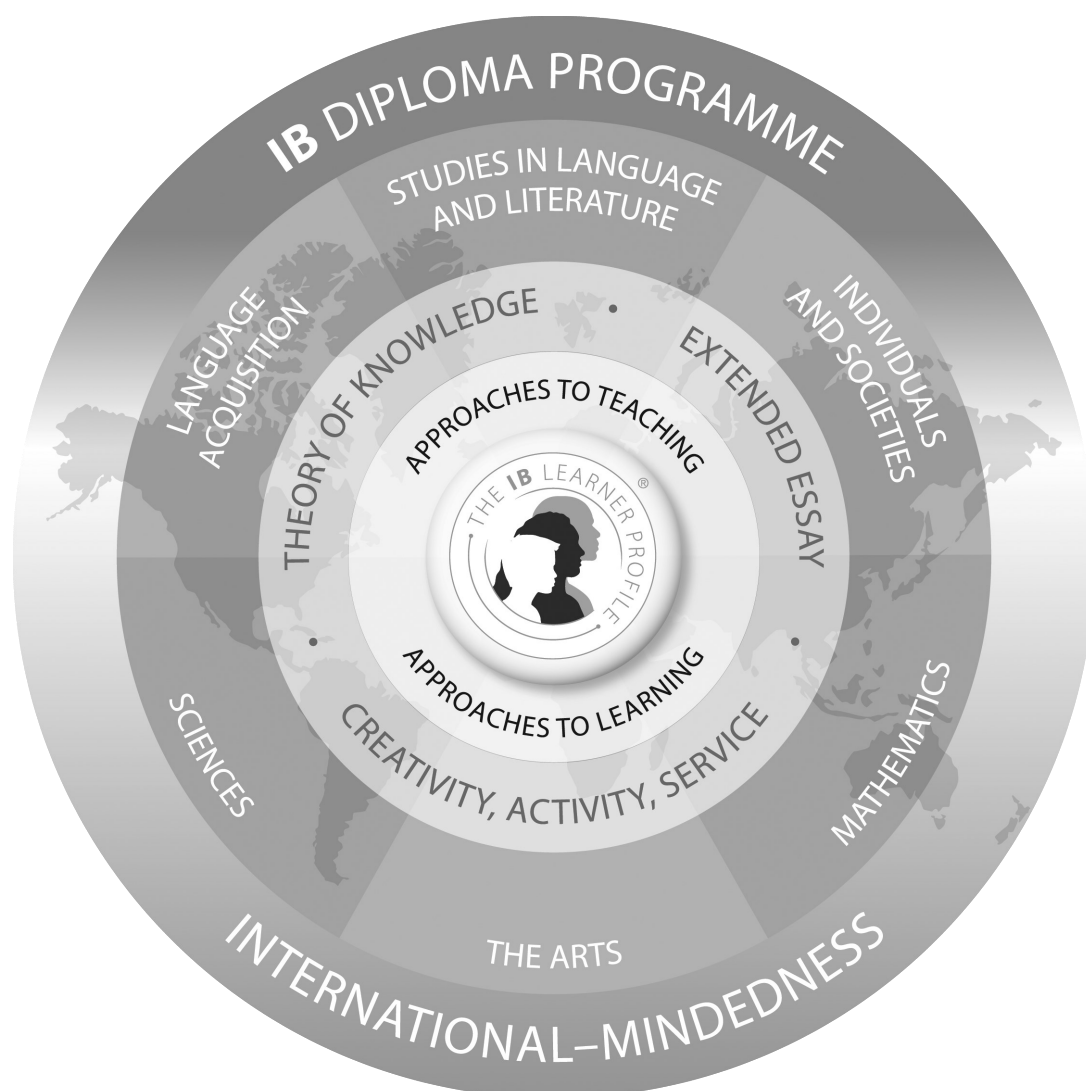
The International Baccalaureate Diploma Programme

The IB Diploma Programme is an academically challenging and balanced programme of education that prepares students for success at university and life beyond.

The programme has gained recognition and respect from the world's leading universities, and it has been designed to address the intellectual, social, emotional and physical well-being of students.

The Diploma Programme prepares students for effective participation in a rapidly evolving and increasingly global society as they:

- develop physically, intellectually, emotionally and ethically
- acquire breadth and depth of knowledge and understanding, studying courses from six subject groups
- develop the skills and a positive attitude towards learning that will prepare them for higher education
- study at least two languages and increase understanding of cultures, including their own
- make connections across traditional academic disciplines and explore the nature of knowledge through the programme's unique Theory of Knowledge course
- undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the Extended Essay
- enhance their personal and interpersonal development through Creativity, Activity and Service





Subject Choices

IB Diploma Programme students must choose one subject from each of the six groups shown below.

IB subjects can be taken at Higher Level or Standard Level

Three subjects are taken at Higher Level (HL)

Three subjects are taken at Standard Level (SL)

It should be noted that if a subject is under-subscribed then it may not be run. If this situation does arise, then students will be offered their second choice subject from that particular group.



The Diploma Core

The Extended Essay asks students to engage in independent research through an in-depth study of a question relating to one of the IB subjects they are studying.

Theory of Knowledge encourages each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

Creativity, Activity, Service (CAS) requires that students actively learn from the experience of doing real tasks beyond the classroom – which includes sports and community service.

IB Programme Courses - an alternative to the IB Diploma

Students are also able to follow a reduced IB curriculum by selecting a total of four subjects rather than six. Three subjects should be taken at Higher Level and one at Standard Level.

Students taking this option will also complete the Core elements of the IB Diploma Programme.

Although this will not allow students to obtain a Diploma, they will accrue UCAS tariff points that will allow them access to some universities.

Assessment

Students take written examinations at the end of the two year programme in May of Year 13. They are marked by external IB examiners. Students also complete assessment tasks in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.

The marks awarded for each subject range from 1 (lowest) to 7 (highest).

Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay.

The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service requirement.

The highest total that a Diploma Programme student can be awarded is 45 points.

Entry Criteria

For those students interested in studying the International Baccalaureate Diploma they will need to achieve:

- a minimum of Grade 5 or B at GCSE in six subjects
- a minimum of Grade 4 or C at GCSE in English and Mathematics
- Students wishing to study Higher Level Mathematics will require a minimum of Grade 8 or A* at GCSE in Mathematics

For those students interested in studying the IB Programme Courses, they will need to achieve:

- a minimum of Grade 5 or B at GCSE in four subjects
- a minimum of Grade 4 or C at GCSE in English and Mathematics

In the event of the Sixth Form being over-subscribed, the St Benedict's Admissions Policy: 2019/2020 will be applied (see school website for details)



University Recognition

The IB Diploma is a highly acclaimed and recognised qualification. It is also extremely attractive to universities and employers because of the variety of skills and attitudes which are fostered during the course of the programme. Not only is it prized by university admissions officers in all of Britain's universities but it is also favoured worldwide. This is due in part to the depth of subject knowledge, but also because students are prepared exceptionally well for university in terms of key skills such as communication, independent learning, research and critical thinking.

University offers are usually based upon a total points score being achieved by a student, at times coupled with certain additional requirements concerning higher level subjects.

Some universities make offers based on UCAS tariff points rather than IB points. The tables below illustrate the tariff points for 2017 university applications and also allow a comparison to be made between IB scores and A and AS levels.

Higher Level IB grade	UCAS tariff points
7	56
6	48
5	32
4	24
3	12
2	0
1	0

A level grade	UCAS tariff points
A*	56
A	48
B	40
C	32
D	24
E	16

Standard Level IB grade	UCAS tariff points
7	28
6	24
5	16
4	12
3	6
2	0
1	0

AS level grade	UCAS tariff points
A	20
B	16
C	12
D	10
E	6

Applying for the IB Diploma Programme

Please read through this booklet and then select which subjects you wish to take from the six groups.

Ensure that three subjects are at Higher Level (HL), and three are at Standard Level (SL).

When completing the application form enter a second choice subject from each of Groups 2, 3, 4 and 6.

It should be noted that if a subject is under-subscribed then it may not be run. If this situation does arise, then students will be offered their second choice subject from that particular group.

Should you require more information on any of the subjects offered, or you are unsure as to which level would be best for you, please contact Mr Smallman, our IB Co-ordinator and Head of Sixth Form, or Julie McCaslin, our Sixth Form Administrator, on 01789 767030 or, alternatively, email any queries to sixthform@st-benedicts.org

Online Courses

Mandarin ab initio (SL), Economics (SL)

As part of the IB Diploma, students can follow a selected number of online courses at Standard Level (SL). Some students **may** be able to follow certain online courses at Higher Level (HL) - this will be discussed at interview. Courses available at the time of writing are:

Group 2 Mandarin ab initio

Group 3 Economics

Group 6 Either of the above subjects may be selected to meet the requirements of Group 6

The IB online courses are delivered by Pamoja Education, which is an Oxford-based education company, dedicated entirely to providing top quality online courses for the International Baccalaureate worldwide.

Pamoja Education, its management and staff are committed to the IB's overall mission, and particularly to helping the IB increase subject choice and global access to the IB Diploma Programme. All courses are developed and delivered in close cooperation with the IB Organisation and comply with the IB's rigorous quality assurance standards. The IB provides continuous review and feedback regarding course content and delivery.

Online course facts:

- Courses are teacher-led by an experienced and appropriately trained online teacher
- Teachers are experienced and successful IB teachers in their subject area
- Each teacher is contactable at pre-determined times during Monday to Friday office hours
- The quality control of courses is very stringent. This is carried out by a team of IB specialists. Every single lesson plan is approved by this team
- Students are part of an international classroom. There are no more than 25 students in a class with no more than 5 from any one school. Global friendships are developed
- Students sit the same exams as face-to-face taught IB students with their internal assessment component marked by their on-line teacher
- The student characteristic of most importance for success is that they have a high level of interest in that area of study
- Each school has a trained Site Based Co-ordinator. Students are expected to have a meeting with the Site Based Co-ordinator (SBC) regularly
- The SBC is able to closely monitor a student's progress. There is also a termly report
- Schools are notified if the student does not log-on to the course regularly
- The courses promote and develop 21st century learning skills
- SL students are expected to do about 5 to 6 hours of study per week (but the online academic year is shorter; in Year 12 this finishes in May)

Specific details regarding on-line courses can be found on the Pamoja website:

- <https://www.pamojaeducation.com/mandarin-ab-initio/>
- <https://www.pamojaeducation.com/economics-sl/>

English A : Literature (HL and SL)**English A : Language and Literature (HL and SL)****What will you do?**

In Group 1, students will study classic and contemporary literature, including selections of literature in translation. They may choose to study Literature or Language and Literature. In studying the Group 1 courses, students are able to develop:

- a personal appreciation of language and literature
- skills in literary criticism
- an understanding of the formal, stylistic and aesthetic qualities of texts
- strong powers of expression, both written and oral
- an appreciation of cultural differences in perspective

Option 1: Language A : English Literature (HL and SL)

The Language A: English Literature course teaches students learn to appreciate the artistry of literature, and develop the ability to reflect critically on their reading, presenting literary analysis powerfully through both oral and written communication.

The course is organised into four components for Higher Level students and three for Standard Level students. Each is focussed on a group of literary works. Together, the different parts of the course add up to a comprehensive exploration of literature from a variety of cultures, genres and periods.

How will you do it? What about assessment?

- Students will study a range of literary works from a selection of genres, periods and places.
- Texts will cover four major literary genres, three periods of history and four places
- Students will develop the ability to engage in close, detailed analysis of literary works, building understanding of the techniques involved in literary criticism
- Students are assessed through a combination of formal examinations, oral activities and, for Higher Level students only, a coursework essay
- The formal examination comprises two essay exam papers. Standard Level students will be required to analyse one passage from a literary text in Paper 1, and in Paper 2 will compare and contrast two works studied. Higher Level students will be required to analyse two passages from literary texts in Paper 1, and in Paper 2 will compare and contrast two works studied
- Both Higher and Standard Level students also perform an oral activity exploring two texts in relation to a global issue

English A : Literature (HL and SL)

English A : Language and Literature (HL and SL)

Option 2: Language A : English Language and Literature (HL and SL)

The Language A: English Language and Literature course introduces the critical study and interpretation of written and spoken texts from a wide range of literary and non-literary genres. The formal analysis of texts is supplemented by awareness that meaning is not fixed but can change in respect to contexts of production and consumption.

The course is organised into three components for Standard Level students and four for Higher Level students, each focussed on the study of literary and non-literary texts. Together, the different components of the course allow the student to explore the intertextuality of the texts studied, how they relate in time and space through a wide range of texts, as well as considering the reader and the writer. Students develop skills of literary and textual analysis, as well as the ability to present their ideas effectively.

How will you do it? What about assessment?

- Students will study a variety of non-literary and literary works from a selection of genres, periods and places
- Students will develop an understanding of how language, culture and context determine the construction of meaning and how this is developed through the exploration of a wide range of texts, some of which are studied in translation
- Students are assessed through a combination of formal examinations, oral activities and coursework
- The formal examination comprises two essay exam papers. In addition, Higher Level students are required to write a formal coursework component, which will be externally assessed
- Both Higher and Standard Level students also perform an oral activity exploring two texts in relation to a global issue, which will be internally assessed

What is your commitment as a learner?

English is a core subject of the IB programme and every student, whether linguist or scientist, must commit to study it to either Standard or Higher Level. You can choose between the pure Literature course or a combination of Language and Literature. Most courses involve reading widely and the range of texts is immense, taking into account wide ranging thematic or historical trends in literary and non-literary texts. It is important to have a personal appreciation of literature and a desire to develop and broaden your knowledge and perspective through the study of works from other cultures and languages.

Is there anything else you need to know?

As part of the course there will be regular trips including theatre visits. You will be asked to purchase your own texts so they can be annotated. We expect your active involvement in lessons and that you also will be active consumers and critics of the language around you.

What future opportunities will this subject open for you?

Apart from the more obvious opportunities in journalism, advertising, publishing, public relations and teaching, language and literature specialists are sought after in fields as diverse as business commerce, industry, finance and the Civil Service. Moreover, a specific aim of the course is to engender a lifelong interest in literature and a love for the elegance and richness of human expression.

Spanish (HL and SL) Spanish ab initio (SL only) French (HL and SL) French ab initio (SL only)

What will you do?

This is a foreign language course which focuses on students being able to communicate spontaneously and appropriately in both familiar and unfamiliar contexts. The languages we will be offering are Spanish and French and these will be available at HL and SL. We are also offering beginner's level in both languages, known as ab initio courses, which are available at SL.

Spanish ab initio (SL) and **French ab initio (SL)** are for students who have little or no prior knowledge of the language and do not have a formal qualification in the language i.e. GCSE. The objective for students here is to achieve communicative competence in a variety of everyday situations. The course comprises the following topics:

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

Higher/Standard Level is available for students who have already achieved a good grade at GCSE. Students will learn to adapt their language to different audiences and to express ideas with clarity and fluency. They will develop skills to enable them to express their opinions and structure arguments in a clear, coherent and convincing way. The course will enable you to develop your knowledge and appreciation of the culture and civilisation of the country/language area you are studying.

All students will study the following topics:

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

What is your commitment as a learner?

To be successful in languages you must be prepared to participate in practical elements of the course – good communication is the key. You must have a genuine interest not only in developing your language skills, but also in learning about the cultures and people of the countries/areas you are studying.

What future opportunities will this subject open for you?

The study of Spanish and French in the IB Diploma will prepare you very well if you are intending to continue studying language(s) at university. A good command of a foreign language is also a very desirable skill to offer employers in the many different areas of business and commerce, whether you are based in the UK or abroad.

How will you do it?

You will develop skills which will enable you to respond appropriately to and analyse written and spoken materials. You will also develop a cultural awareness of, and sensitivity to, the cultures related to the language area(s) you are studying.

Lessons will be mostly conducted in the target language. We will use a variety of media such as textbooks, newspapers, magazines, television, film and music, as well as the internet.

Spanish (HL and SL) Spanish ab initio (SL only)
French (HL and SL) French ab initio (SL only)

SPANISH, FRENCH HL & SL - How will you be assessed?

All assessment takes place during the second year of the course.

Paper 1

The Writing Paper

Productive skills 25%

HL - One writing task of 450-600 words

1 hour 30 minutes

SL - One writing task of 250-400 words.

1 hour 15 minutes

Paper 2

The Listening and Reading Paper 50%

Receptive skills

HL - Listening comprehension and reading comprehension **2 hours**

SL - Listening comprehension and reading comprehension. **1 hour 45 minutes**

The Oral Exam 25%

HL— The oral assessment comprises two parts: conversation with the teacher based on an extract from one of the literary titles studied in class, followed by a discussion based on one or more themes from the syllabus.

SL—The oral assessment comprises two parts: conversation with the teacher based on a visual stimulus, followed by a discussion based on a different theme.

SPANISH AB INITIO and FRENCH AB INITIO (for beginners) SL - How will you be assessed?

Paper 1

Productive skills

The Writing Paper 25% **1 hour**

Two written tasks of 70 and 150 words, each from a choice of 3 tasks.

Paper 2

The Listening and Reading Paper 50% **1 hour 45 minutes**

Receptive skills

Listening comprehension of 45 minutes

Reading comprehension of 1 hour

The Oral Exam 25%

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

Geography (HL and SL)

What will you do?

IB Geography is the study of our contemporary world. It occupies a pivotal position in the understanding and interpretation of social, economic, political and environmental conditions and change. The IB Geography course aims to develop your ability to collect, collate, analyse and interpret both qualitative and quantitative data, as well as developing your awareness and understanding of human and environmental issues. This course embodies global and international awareness. It examines key global issues and seeks to develop international understanding. The skills required to be successful in Geography are developed within the context of the course.

Geography is offered at both Standard Level and Higher Level. The course comprises 4 parts:

Part 1 (HL and SL): There are 7 optional themes: 2 to be studied at SL and 3 to be studied at HL. These are examined in Paper 1. Themes which may be studied include Freshwater—drainage basins, Oceans and Coastal margins, Extreme environments, Geophysical hazards, Leisure, tourism and sport, Food and health, and Urban environments.

Part 2 (HL and SL): Geographic perspectives—global change. All to be studied at SL and HL. Population distribution—changing population, Global climate—vulnerability and resilience, Global resource consumption and security.

Part 3 (HL only): Geographic perspectives—global interactions. All to be studied at HL. Power, places and networks, Human development and diversity, Global risks and resilience.

Part 4 (HL and SL): Fieldwork, leading to one written report based on a fieldwork question, information collection and analysis with evaluation.

How will you do it?

During the course students will be involved in individual and group work, experiencing both traditional teaching and opportunities for research. HL students will develop the essay writing skills required for success in Paper 3. The fieldwork report (maximum of 2500 words at both HL and SL) is internally assessed and externally moderated. This is based on the collection of primary data in the field and is worth 20% of the HL mark and 25% of the SL mark.

In the summer of Year 12 a fieldtrip will take place. This will give students the opportunity to complete the fieldwork element of the subject.

Students will also have the opportunity to undertake other visits/mini-fieldwork events during the course. These activities add to what is learnt in class, enriching students' understanding of the subject and adding context to some of the more theoretical aspects of their studies.

Geography (continued)

(HL and SL)

How will you be assessed?

The assessment of IB Geography involves exam papers which are externally marked and a fieldwork report which is marked internally and moderated externally by the IB organisation. The organisation of this assessment is shown in the table below:

	HL ASSESSMENT	SL ASSESSMENT
INTERNAL (externally moderated)	20% (Fieldwork report)	25% (Fieldwork report)
EXTERNAL	80%	75%
Paper 1 (common to HL & SL on optional themes)	3 questions 35% 2 hours	2 questions 35% 1 hour 20 minutes
Paper 2 common to HL & SL on core themes)	25% 1 hour 15 minutes	40% 1 hour 15 minutes
Paper 3 (HL only on HL extension)	1 essay question 20% 1 hour	

What is your commitment as a learner?

A keen interest in current affairs and global issues is required. Post-16 geographers should have a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as a citizen of an increasingly interconnected world.

Students may also choose a geographical topic for their Extended Essay. This would be advisable for those who wish to continue with their geographical studies beyond the Sixth Form as it allows them to develop their interest in one particular area.

Is there anything else you need to know?

Students will need a commitment to participate in the Geography fieldtrip.

What future opportunities will this subject open for you?

The opportunity to study Geography or a related subject at university. There is a wide range of careers related to travel and tourism, business, the environment, urban planning, surveying, teaching and politics which can be accessed with a geographical background. Geography is part of so many areas of our lives!

History

(HL and SL)

What will you do?

The IB History course focuses on World History. It is intended to help knowledge of trends and developments, continuity and change through time and significant events, and thus give students an understanding of some of the major issues and events that have formed our contemporary world as well as the world of our ancestors. The course develops skills of evaluation and interpretation and an ability to think, explain, argue, analyse and construct a balanced and coherent argument.

The course will enable students to understand that the study of History is controversial and that interpretations of events change over time and in different parts of the world. By studying History, they will see how it is impossible for historians not to be affected, to some extent, by political and economic conditions in their own country. Above all, this is a course which encourages an international awareness and understanding of people living in different places and at different times.

You will study

- The Prescribed Subject HL and SL**
 - Rights and Protest – ‘Civil rights movement in the United States (1954-1965)’ and ‘Apartheid in South Africa (1948-1964)’
- World History Topics**
 - Authoritarian States (20th century)
 - The Cold War: superpower tensions and rivalries (20th century)
- Higher Level Option: The History of the Americas**
 - The Second World War and the Americas (1933-1945)
 - The Cold War and the Americas (1945-1981)
 - Civil rights and social movements in the Americas post-1945
- The Historical Investigation**

In order to develop skills of independent enquiry, all students will research and produce an internally assessed historical investigation of approximately 2000 words.

How will you do it?

Teaching and learning will incorporate a variety of styles to meet the needs of all learners. As well as lecture-based lessons, students will be expected to work collaboratively in groups, give presentations and develop and lead seminars.

History (continued)

(HL and SL)

How will you be assessed?

Higher Level and Standard Level students will be assessed as follows:

Standard Level	Higher Level
Paper 1 (1 hour) = 30% Source-based paper	Paper 1 (1 hour) = 20% Source-based paper
Paper 2 (1 hour 30 minutes) = 45% Essay paper	Paper 2 (1 hour 30 minutes) = 25% Essay paper
	Paper 3 (2 hours 30 minutes) = 35% Essay paper
Internal Assessment (20 hours) = 25%	Internal Assessment (20 hours) = 20%

What is your commitment as a learner?

A key component to developing the skills of a historian is the ability to research, work independently and maintain your own personal interest in the topics studied with extensive reading. Students will need to keep abreast of political situations and historical thinking by reading relevant magazines, periodicals and newspaper articles. Understanding of the topics should be supported through film, the media and historical visits.

What future opportunities will this subject open for you?

History is a versatile subject and can lead to many diverse career opportunities. Students may want to progress to a History or History-related degree (i.e. Politics, Archaeology or American Studies). Such degrees can lead to broad career opportunities, for example law, television, research, business and management. Other students may find their career is not directly related to their degree. Despite this, History is a highly valued and respected subject because of the skills it teaches. A future employer will know that these skills develop open-mindedness and an ability to make decisions based on evidence. History students are interested in the world around them.

A History student develops transferable skills such as analysis, evaluation, organisation and presentation of information both orally and in the written form.

Information Technology in a Global Society (HL and SL)

What will you do?

Information Technology in a Global Society (ITGS) is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the access and use of digitised information at a local and global level.

Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This increasingly widespread use of IT inevitably raises important questions with regard to the social and ethical considerations that shape our society today. Of course, for students to fully appreciate the impact that IT has on society, they must understand the technology itself and how it is continuing to develop.

The ITGS course combines the three essential themes - Social and Ethical Significance, Application to Different Scenarios, and IT Systems. These three strands form the 'ITGS Triangle' which will be taught throughout the two year course, and will be combined to reinforce the interconnectivity of the strands, rather than as 3 discrete topics.

At Standard Level students will study:

Strand 1 - Social and Ethical Significance (40 hours)

- Reliability and integrity
- Security
- Privacy and anonymity
- Intellectual property
- Authenticity
- The digital divide and equality of access
- Surveillance
- Globalisation and cultural diversity
- Policies
- Standards and protocols
- People and machines
- Digital citizenship

Strand 2 - Application to Specified Scenarios (40 hours)

- Business and employment
- Education and training
- Environment
- Health
- Home and Leisure
- Politics and Government

Strand 3 - IT Systems (40 hours)

- Hardware
- Software
- Networks
- Internet
- Personal and public communications
- Multimedia / digital media
- Databases
- Spreadsheets, modelling and simulation
- Introduction to project management

The Project (30 hours)

A practical project that applies the skills and understanding to develop an original IT product

At Higher Level (in addition to Standard Level content), students will study:

IT systems in organisations, robotics, artificial intelligence and expert systems, information systems and social and ethical considerations in a variety of scenarios linked to the annually produced case study (90 hours)

Information Technology in a Global Society (continued) (HL and SL)

Group 3

How will you do it?

ITGS will be taught primarily as a practical subject, learning how to use the technology in different scenarios and considering the social and ethical issues of how it has been applied. Lessons will often contain a mix of interactive classroom teaching, practical work, and discussion and reflection. Students will be expected to work independently on practical tasks, but also in pairs and groups for discussions on the impact of the technology. The external exams require students to be able to use higher order thinking skills to write extended answers, so this will also form an increasing part of the course, as student's knowledge, understanding and confidence grows in the subject.

How will you be assessed?

Assessment will take the form of a practical project and a series of external written exams. The practical project is designed to test a student's ability to analyse real-life situations and produce a relevant, quality product to fulfil the client's needs. The external exams are designed to test the student's knowledge and understanding of a range of social and ethical issues, based on a variety of IT systems in a variety of specified scenarios.

Standard Level

Paper 1	40%	1 hour 30 minutes
Paper 2	30%	1 hour 15 minutes
Practical Project	30%	30 hours

Higher Level

Paper 1	35%	2 hours 15 minutes
Paper 2	20%	1 hour 15 minutes
Paper 3	25%	1 hour 15 minutes
Practical Project	20%	30 hours

What is your commitment as a learner?

Students are expected to be enthusiastic and curious about the development of IT technologies and its use and impact in our global world. Students should be principled in their evaluation of its impact on people and society. There will be research, theory and practical homework tasks and students are expected to discern how IT is affecting their lives so they can contribute meaningfully to the group and grow and develop in their own understanding.

Is there anything else you need to know?

The 'ITGS Triangle' will often be taught using case studies or real businesses with guest speakers or educational visits. Students will not be required to have home access to computer equipment or software, but may be asked to use the school's equipment for personal research or homework tasks.

What future opportunities will this subject open for you?

ITGS is widely accepted by universities and employers. Students can go on to take an honours degree at university and it can open up opportunities in ICT, Computer Science, Psychology, Business Studies and many more. ITGS can be useful in many careers because of the increasing use of IT in a range of settings and the range of transferable skills learnt.

Information Technology in a Global Society

Psychology (HL and SL)

What will you do?

The Psychology course involves the systematic study of behaviour and mental processes. Students undertaking the course can expect to develop an understanding of how psychological knowledge is generated, developed and applied. This will allow them to have a greater understanding of themselves and appreciate the diversity of human behaviour.

The holistic approach reflected in the curriculum, which sees biological, cognitive and sociocultural analysis being taught in an integrated way ensures that students are able to develop an understanding of what humans all share, as well as the immense diversity of influences on human behaviour and mental processes. The ethical concerns raised by the methodology and application of psychological research are also key considerations of the course.

How will you do it?

During the course you will study:

Part One: Core (SL and HL)

- Biological Approach - Students investigate whether patterns of behaviour can be inherited, and to what extent the anatomy and physiology of our nervous system may influence behaviour
HL extension: The role of animal research in understanding human behaviour
- Cognitive Approach - In this module, topics such as memory, perception, artificial intelligence, amnesia and social cognition are studied
HL extension: Cognitive processing in the digital world
- Sociocultural Approach - Students research how human behaviour and experience are affected by social context such as in groups and relationships.
HL extension: Cultural influences on individual attitudes, identity and behaviours.

Part Two: Options (SL students study one option, HL students study two options)

- Abnormal psychology (HL & SL)
- Developmental psychology (HL only)

Part Three: Research Methods: qualitative and quantitative methods (HL only)

- Qualitative research in psychology

Part Four: Simple experimental study

- Students will plan and undertake a simple experimental study and produce a report of their study

Psychology (continued)

(HL and SL)

How will you be assessed?

Standard Level Assessment

External Assessment comprises 75% of the total assessment

Paper 1 (comprises 50%)

Section A: Three compulsory questions on Part One of the syllabus

Section B: Three questions on Part One of the syllabus. Students choose one question to answer in essay form

Paper 2 (comprises 25%)

Fifteen questions on Part Two of the syllabus. Students choose one question to answer in essay form

Internal Assessment - a report of a simple experimental study conducted by the student comprises 25% of the total assessment

Higher Level Assessment

External Assessment comprises 80% of the total assessment

Paper 1 (comprises 40%)

Section A: Three compulsory questions on Part One of the syllabus

Section B: Three questions on Part One of the syllabus. Students choose one question to answer in essay form

Paper 2 (comprises 20%)

Fifteen questions on Part Two of the syllabus. Students choose two questions to answer in essay form

Paper 3 (comprises 20%)

Three questions based on an unseen text, covering Part Three of the syllabus

Internal Assessment - a report of a simple experimental study conducted by the student comprises 20% of the total assessment

Is there anything else you need to know?

Studying Psychology will help students develop the following skills

- Critical thinking, independent learning, reasoning and problem-solving skills
- Research skills and an ability to interpret data
- A strong understanding of key psychological principles
- The ability to identify and evaluate general patterns of behaviour

Students need to be able to use psychological research to support the key psychological concepts. Students will need to learn the aim, method, findings and conclusions of a number of studies and must be prepared for this as they begin their study of Psychology.

What is your commitment as a learner?

Students need to show commitment to their learning as well as be conscientious and well-organised. Students will need to be able to work collaboratively with others as well as independently and must be prepared to read around the subject in their own time. As learners, students must be prepared to study a wide range of psychological research and be committed to learning the studies for use in exams.

What future opportunities will this subject open for you?

Students of Psychology are well placed for careers in: Education, Public Sector Work, Management and Human Resources, Health and Social Care, Finance, Journalism, Marketing and Public Relations. Approximately 20% of Psychology graduates go on to work as professional psychologists.

Biology

(HL and SL)

What will you do?

Biology can be studied to either Standard Level (SL) or Higher Level (HL). The SL curriculum will be delivered over a total of 150 hours. The HL curriculum will be delivered over 240 hours.

All SL and HL students will study the following core topics:

Topic	SL Hours	HL Hours
Cell biology	15	15
Molecular biology	22	22
Genetics	14	14
Ecology	10	10
Evolution and biodiversity	12	12
Human physiology	22	22
Total	95	95

HL students will also study the following Additional Higher Level (AHL) topics:

Topic	HL Hours
Nucleic acids	11
Metabolism, cell respiration and photosynthesis	14
Plant biology	11
Genetics and evolution	7
Animal physiology	17
Total	60

SL and HL students will also study one option from the following:

Options	SL Hours	HL Hours
Neurobiology and behaviour	15	25
Biotechnology and bioinformatics	15	25
Ecology and conservation	15	25
Human physiology	15	25
Total	15	25

Biology (continued)

(HL and SL)

How will you do it?

As well as the theory part of the syllabus detailed, practical work will make up a significant part of the curriculum. This will be made up of investigations in the laboratory and the field as well as a Group 4 project.

Practical work will serve to illustrate, teach and reinforce theoretical concepts. It will also develop an appreciation of the essential hands-on nature of scientific work and the benefits and limitations of scientific methodology.

Practical work	SL Hours	HL Hours
Investigations	20	40
Group 4 project	10	10
IA investigation	10	10
Total	40	60

How will you be assessed?

Assessment will be both internally and externally based. The external assessment accounts for 80% of the final assessment and consists of three written papers sat at the end of Year 13.

SL external assessment				HL external assessment			
Paper	Weighting	Duration	Style	Paper	Weighting	Duration	Style
1	20%	0.75 h	multiple choice	1	20%	1 h	multiple choice
2	40%	1.25 h	written answer	2	36%	2.25 h	written answer
3	20%	1 h	written answer	3	24%	1.25 h	written answer

Internal assessment accounts for 20% of the final assessment and will be based on one extended practical investigation or scientific exploration.

What is your commitment as a learner?

Students studying Biology should be well-organised and conscientious. They should be able to work independently and also in a team. Their interest in the field of science and Biology should extend out of the classroom and laboratory. They should also be prepared to read around the subject and take an interest in current research that is published in scientific journals.

Is there anything else you need to know?

In the summer term of Year 12, Biology students will attend a residential field trip to Dale Fort. This will focus on rocky and sandy shore ecology and is an essential requirement of the course as it covers the ecology unit.

What future opportunities will this subject open for you?

Students studying Biology in the International Baccalaureate will be well-placed to pursue further Biology-based degree courses at university such as Agriculture, Biochemistry, Biology, Botany, Ecology, Forensics, Genetics, Horticulture, Microbiology, Medicine, Veterinary Science and Zoology.

Chemistry will also be required for a number of these courses and as a result should be taken as a Group 6 subject.

Physics

(HL only)

What will you do?

Physics can only be studied to Higher Level (HL), which is delivered over 240 hours.

Students will study the following core topics:

Topic	Hours
Measurements and uncertainties	5
Mechanics	22
Thermal physics	11
Waves	16
Electricity and magnetism	13
Circular motion and gravitation	5
Atomic, nuclear and particle physics	12
Energy production	11
Total	95

Students will also study the following Additional Higher Level (AHL) topics:

Topic	Hours
Wave phenomena	17
Fields	11
Electromagnetic induction	16
Quantum and nuclear physics	16
Total	60

Students will also study one of the following options:

Options	Hours
Relativity	25
Engineering physics	25
Imaging	25
Astrophysics	25
Total	25

Physics (continued)

(HL only)

How will you do it?

As well as the theory part of the syllabus detailed, practical work will make up a significant part of the curriculum. This will consist of investigations in the laboratory as well as a Group 4 project.

Practical work will serve to illustrate, teach and reinforce theoretical concepts. It will also develop an appreciation of the essential hands-on nature of scientific work and the benefits and limitations of scientific methodology.

Practical work	Hours
Investigations	40
Group 4 project	10
IA investigation	10
Total	60

How will you be assessed?

Assessment will be both internally and externally based. The external assessment accounts for 80% of the final assessment and consists of three written papers sat at the end of Year 13.

HL external assessment

Paper	Weighting	Duration	Style
1	20%	1 h	multiple choice
2	36%	2.25 h	written answer
3	24%	1.25 h	written answer

Internal assessment accounts for 20% of the final assessment and will be based on one extended practical investigation or scientific exploration.

What is your commitment as a learner?

Students studying Physics should be well-organised and conscientious. They should be able to work independently and also in a team. Their interest in Physics should extend out of the classroom and laboratory. They should also be prepared to read around the subject and take an interest in current research that is published in scientific journals.

Is there anything else you need to know?

Keen mathematicians should consider Physics as a Group 4 experimental science, particularly those wishing to study Mathematics at university.

What future opportunities will this subject open for you?

Students studying Physics in the IB Diploma programme will be well-placed to pursue a range of further Physics-based degree courses at university such as Engineering, Astronomy and Telecommunications. Depending on the career path chosen, students should give consideration to also studying Chemistry as a Group 6 subject.

Design Technology (HL only)

What will you do?

This course is designed to equip you with the knowledge, understanding and practical skills necessary to achieve success in careers in the design industries. You will develop all of the necessary skills and knowledge required to begin your own creative career within a variety of 3D design subject areas.

The focus is on creativity and innovation and you will be expected to not only problem solve, but be involved in the complex process of problem-finding. Producing high quality solutions to unusual problems or problems for people outside of the norm or main stream will be encouraged as will an ecological and ethical approach to design and manufacture.

The skills learnt on the course are shared amongst a variety of different design disciplines and the programme encourages you to look at the world (environments, spaces, products and objects) in a critical way and provides you with the understanding of how to make the world better through the use of creative design thinking. Our facilities include a range of equipment that can be used for design development, model making, prototyping, computer modelling and graphics visualisation.

How will you do it?

Teaching and learning will incorporate a variety of styles to meet the needs of all learners. As well as lecture based lessons, students will be expected to work collaboratively in groups, give presentations and develop and lead seminars.

Students will study the following topics

Core

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

Additional Higher Level topics

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

How will you be assessed?

Higher Level has three examination papers worth 20% each.

40% of the marks are for the Internal Assessment Design Project

What is your commitment as a learner?

A key component to developing the skills and understanding of a designer is the ability to research, work independently and maintain your own personal interest in the topics studied and current technology/design related issues.

What future opportunities will this subject open for you?

This course is designed to prepare students for entry into Higher Education or progressing through an apprenticeship route. Students completing this programme of study can progress into a diverse range of industries including: Architecture, Interior Design, Spatial Design, Product Design, Furniture Design, Automotive Design and Exhibition Design.

Mathematics : Applications and Interpretations

(SL)

What will you do?

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

It is expected that those choosing this Standard Level course would have achieved a minimum of a grade 4 at GCSE mathematics.

This Standard Level course consists of topics such as: sequences and series, financial calculations, proof, modelling, trigonometry, Voronoi diagrams, correlation and regression, statistical distributions and basic calculus.

The Exploration is an individual piece of work involving the collection of information or the generation of measurements and the analysis and evaluation of the data collected.

How will you do it?

You will be taught the material in class in a variety of ways and then be expected to practise the skills independently. You will also work independently on your Exploration although guidance will be given in class time.

How will you be assessed?

You will take 2 written examinations, one with and one without a calculator:

Paper 1:	1 hour 30 minutes, 40%	- Short compulsory questions
Paper 2:	1 hour 30 minutes, 40%	- Long compulsory questions

Exploration: A piece of self-chosen mathematical research worth 20%. This is internally assessed.

What is your commitment as a learner?

The course requires you to work independently, particularly on your Exploration. There will be about 3 hours of homework each week and you will be expected to read around the topics and familiarise yourself with any presumed knowledge.

Is there anything else you need to know?

You will be expected to be fully equipped with the standard mathematical equipment and will need to buy a graphic display calculator through school (approx. £75); the first unit of work will help you to understand how these work. Textbooks will be provided but you will be expected to supplement these by reading around topics in the library or by using the internet.

What future opportunities will this subject open for you?

The course is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. It is, therefore, a good demonstration of your ability in a subject valued by employers.

Mathematics : Applications and Interpretations

(HL)

What will you do?

Students who choose this Higher Level course would be those who will require a high level of mathematics to support them in practical fields such as statistical based or engineering courses.

It is expected that those choosing this Higher Level course would have achieved a minimum of a grade 8 at GCSE mathematics.

This Higher Level course consists of topics such as: sequences and series, logarithms and exponentials, proof, systems of equations, trigonometry, correlation and regression, statistical distributions and calculus, complex numbers, matrices, kinematics, algorithms, hypothesis testing and further calculus.

The Exploration is an individual piece of work involving the collection of information or the generation of measurements and the analysis and evaluation of the data collected.

The course will challenge students to problem-solve as certain topics and elements of the course content will be introduced in an investigational way. It is intended that other topic areas will be used for modelling analytical thought, in other words, we intend to explain clearly why we chose to tackle a certain problem or solution in a particular manner. Drawing links with TOK and discussing results and alternative solution paths will be essential. Students will have the opportunity to use new skills in their Exploration.

How will you do it?

You will be taught the material in class in a variety of ways and then be expected to practise the skills independently. You will also work independently on your Exploration although guidance will be given in class time.

How will you be assessed?

You will take 3 written examinations, a calculator can be used in all papers:

Paper 1:	2 hours 30%	- Short compulsory questions
Paper 2:	2 hours 30%	- Long compulsory questions
Paper 3:	1 hour 20%	- Problem solving compulsory questions

Exploration: A piece of self-chosen mathematical research worth 20%. This is internally assessed.

What is your commitment as a learner?

You will be expected to be able to work independently. The syllabus is quite large, so much of the practice of skills will be undertaken out of class and for homework. There will be a minimum of 3 hours homework per week.

Is there anything else you need to know?

You need to be fully equipped with the standard mathematical equipment and will be required to buy a graphic display calculator through school (approx. £75); the first unit of work will help you to understand how these work. Textbooks will be provided but you must supplement these by reading around topics in the library or by using the internet.

What future opportunities will this subject open for you?

Students considering subjects such as Physics, Engineering and Technology or other subjects which require students to have sound mathematical knowledge for their degree should check entry requirements.

Mathematics : Analysis and Approach

(HL)

What will you do?

This Higher Level course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

It is expected that those choosing this Higher Level course would have achieved a minimum of a grade 8 at GCSE mathematics. Students would also need to have a strong background in mathematics particularly within algebra.

This Higher Level course consists of topics such as: systems of equations, correlation and regression, statistical distributions and calculus, sequences and series, proof, modelling, trigonometry, complex numbers, polynomials, composite and reciprocal functions, vectors and advanced calculus .

The Exploration is an individual piece of work involving the collection of information or the generation of measurements and the analysis and evaluation of the data collected.

The course will challenge students to problem-solve as certain topics and elements of the course content will be introduced in an investigational way. It is intended that other topic areas will be used for modelling analytical thought; in other words, we intend to explain clearly why we chose to tackle a certain problem or solution in a particular manner. Drawing links with TOK and discussing results and alternative solution paths will be essential. Students will have the opportunity to use new skills in their Exploration.

How will you do it?

You will be taught the material in class in a variety of ways and then be expected to practise the skills independently. You will also work independently on your Exploration although guidance will be given in class time.

How will you be assessed?

You will take 3 written examinations, one without and two with a calculator:

Paper 1:	2 hours 30%	- Short compulsory questions
Paper 2:	2 hours 30%	- Long compulsory questions
Paper 3:	1 hour 20%	- Problem solving compulsory questions

Exploration: A piece of self-chosen mathematical research worth 20%. This is internally assessed.

What is your commitment as a learner?

You will be expected to be able to work independently. The syllabus is quite large, so much of the practice of skills will be undertaken out of class and for homework. There will be a minimum of 3 hours homework per week.

Is there anything else you need to know?

You need to be fully equipped with the standard mathematical equipment and will be required to buy a graphic display calculator through school (approx. £75); the first unit of work will help you to understand how these work. Textbooks will be provided but you must supplement these by reading around topics in the library or by using the internet.

What future opportunities will this subject open for you?

This course is the ideal choice for students preparing for future studies in mathematics at university or other subjects such as Chemistry, Economics, Psychology and Business Administration, as well as for those who expect to need a sound mathematical knowledge at work.

Music

(HL and SL)

What will you do?

Through a wide range of global music experiences, students will develop their abilities to analyse music, be able to recognise given styles and genres, create idiomatically and stylistically, perform creatively and expressively, and develop a holistic understanding of what 'music' is, and how their perception of this fits into the international spectrum.

How will you do it?

This course is all about developing the musician as a whole: creating skills, performing skills and listening skills, whilst placing what we do into the context of what other cultures and societies do around the world. There will be many styles of teaching and learning during the course, but there will be an emphasis on individual research and learning to encompass your individual musical preferences.

How will you be assessed?

IB Music can be taken at either Standard Level or Higher Level.

Standard Level

Students choose **one** of three options:

- **Group performing** - a recording selected from pieces presented during two or more public performances, 20-30 minutes
- **Solo performing** - a recording selected from pieces presented during one or more public performance(s), 15 minutes
- **Creating** - two contrasting pieces of coursework, with recordings and written work

This accounts for 50% of the overall mark.

Higher Level

- **Solo performing** - a recording selected from pieces presented during one or more public performance(s), 20 minutes
- **Creating** - three contrasting pieces of coursework, with recordings and written work

This accounts for 50% of the overall mark.

Standard and Higher Level

- **Musical Links Investigation**
A written media script of no more than 2000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures.

This accounts for 20% of the overall mark.

- **Listening paper**

The student must take a written examination that will be assessed externally. For SL this lasts two hours, 15 minutes and for HL it lasts three hours. In order to prepare for this, two prescribed works will be studied as well as a range of music from different parts of the world, musical cultures and time periods.

This accounts for 30% of the overall mark.

Music (continued)

(HL and SL)

What is your commitment as a learner?

You must have a genuine and active interest in music whatever your musical background. You will be expected to be pro-active in your own learning. This may take place as research into different styles, performing and/or creating. If you choose to concentrate on solo performance the assumption will be that you are receiving one to one tuition on your specialist instrument/voice and that you are doing regular practice. If you choose to take group performance, you **MUST** be a regular member of an ensemble/orchestra/band that rehearses and performs on a regular basis.

You will be expected to take part in rehearsals and events organised in the Music Department appropriate to your area of expertise.

Is there anything else you need to know?

For you to gain the most from this course, it is highly advised that you have obtained a certain level of musicianship before taking on the course at either Standard or Higher Level. This **MUST** be discussed with the teacher beforehand but the following is a very approximate guide: Grade 4/5 for Standard Level and 6+ for Higher Level. This does not take into account popular music, hence the need for discussion.

The IB Music course is **NOT** purely for the classically trained musician; it is open to all who have a genuine desire for music whatever the style!

On the ground floor of the Sixth Form Centre, music is taught in the Expressive Arts Room and we also have two practice rooms. We have a wide range of acoustic instruments including two Yamaha digital pianos, a Yamaha PSR-S550 keyboard and two drum kits. To fulfil the creating part of the course we use Sibelius 7 and Cubase 6.

The Music Department at St Benedict's has established links with a number of local musical organisations including Ex Cathedra and Stratford Music Festival. Regular concert trips and music networking opportunities are encouraged to broaden the students' musical experiences.

What future opportunities will this subject open for you?

The IB Diploma music course provides an excellent foundation for further study in music at university or music college and also for a career in the music industry. It provides an enriching and valuable course of study for students who may pursue other careers, but see the world of music as an area of lifelong interest.

Visual Arts (HL and SL)

What will you do?

During the Visual Arts course you will broaden your understanding of the creative process and extend your art making skills in a range of media whilst developing your personal artistic interests. You will complete an e-folio submission for which you will compile a Process Portfolio, write a Comparative Study and produce a curated Exhibition of your work.

How will you do it?

Throughout the two years you will be expected to maintain a Visual Arts Journal (similar to a sketchbook) which will document, record and explain your creative art journey. You will have the opportunity to develop your appreciation of a variety of artists and learn how to analyse a range of art forms from different cultures and contexts using subject specific language.

In Year 12 you will take part in a series of workshops to extend existing skills and learn new techniques. Areas such as drawing and painting, printing and plaster for both two and three dimensional work will be explored along with utilising your photographic and ICT skills. You will be encouraged to develop a personal theme or area of interest which can evolve into extended outcomes as you and the course progress. During this time you will have formed the basis of your Process Portfolio and with support will have chosen the artists to research and inspire you for your Comparative Study. By Year 13 you should have the creative skills and artistic understanding to be able to work with greater independence and confidence. This is the time when you will be able to produce a series of personal outcomes for your curated Exhibition and fully complete your Process Portfolio for submission. Additionally you will complete your Comparative Study and finalise it ready for assessment.

How will you be assessed?

Throughout the course you will have personal critiques every half term. For this you will need to talk about your work and discuss ways you can develop as a young artist. This will mainly inform the judgements required to assess your progress. The formal assessment of Visual Arts takes place when your e-folio is submitted to the IBO during the final month of the IB Diploma course in Year 13. The weighting for each component is shown below. There is very clear guidance for the amount of work submitted for HL and SL.

Component	Requirements	Assessment responsibility
Process Portfolio - 40%	Recording, documenting, and analysing your art making journey	Externally by the IBO
Comparative Study - 20%	Comparing the work of selected artists and their work. HL students must also demonstrate how their work is influenced by these artists	Externally by the IBO
Exhibition - 40%	A body of coherent art pieces that is personally exhibited and curated by the student and explained in a rational	Internally by your teacher and moderated by the IBO

What is your commitment as a learner?

As a young artist you need to be able to take on board the challenges of working with greater initiative and independence as well as be open to constructive criticism. You will need to ensure that you spend quality time on developing and completing outcomes and meet the deadlines set throughout the two years.

You must understand that although the Visual Arts course is primarily practical it also requires quite a high content of written work for all components.

Is there anything else you need to know?

If you wish to continue with work outside the art studio you will need a range of practical art equipment and an art folder or case to carry work to and from school. You are highly encouraged to utilise the art studio whenever possible during or after the school day. You will need to purchase sketchbooks for your Visual Arts Journal and need to have access to a camera, a computer and a printer. You will also be expected to accompany the art department on educational visits to galleries and exhibitions to enhance your learning.

What future opportunities will this subject open for you?

You will have an art portfolio with a range of work ready to take to interview if you wish to continue studying within the creative field. Students often choose to complete an art foundation course and if you attain the required amount of UCAS points you may be able to gain a place onto an art degree.

Film

(HL only)

What will you do?

At the core of the IB Film course at Higher Level lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis that is achieved through practical engagement in the art and craft of film.

The Film course at Higher Level aims to develop in students the skills necessary to achieve creative and critical independence in their knowledge, experience and enjoyment of film. Students will have the opportunity to:

- increase their appreciation and understanding of film as a complex art form
- develop their ability to formulate stories and ideas in film terms
- learn practical and technical skills of film production
- critically evaluate film productions made by students and others
- develop a knowledge of film-making traditions from more than one country

How will you do it?

The Film syllabus consists of the following core areas:

Reading film

You will examine film as an art form, studying a broad range of film texts from a variety of cultural contexts and will analyse how film elements combine to create meaning.

Contextualising film

You will explore the evolution of film across time, space and culture. You will examine various areas of film focus in order to recognise the similarities and differences that exist between films from contrasting cultural contexts.

Exploring film production roles

You will explore various film production roles through engagement with all phases of the filmmaking process in order to fulfil your own filmmaker intentions. You will acquire, develop and apply skills through filmmaking exercises, experiments and completed films.

Collaboratively producing film

You will focus on the collaborative aspects of filmmaking and experience working in core production teams in order to fulfil shared artistic intentions. You will work in chosen film production roles and contribute to all phases of the filmmaking process in order to collaboratively create original completed films.

How will you be assessed?

Textual analysis (externally marked, 20%)

You will demonstrate your knowledge and understanding of how meaning is constructed in film through a written analysis (1,750 words maximum) of a prescribed film text and a chosen extract (lasting no more than five minutes) from that film. You will consider the cultural context of the film and a variety of film elements.

Comparative study (externally marked, 20%)

You will carry out research into a chosen area of film focus, identifying and comparing two films from within that area and presenting your discoveries as a recorded multimedia comparative study (10 minutes maximum).

Film portfolio (internally assessed, 25%)

You will undertake a variety of film-making exercises in three film production roles, led by clearly defined filmmaker intentions. You will acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. You will submit a portfolio (9 pages maximum) and a film reel (9 minutes maximum)

Collaborative film project (internally assessed, 35%)

Making clear links to films and film-makers that you have encountered, and skills and techniques acquired, you will work collaboratively in a core production team to plan and create an original completed film. You will submit a project report (2,000 words maximum) and a completed film (7 minutes maximum).

Is there anything else you need to know?

During film production tasks students may be asked to work outside school hours.

What future opportunities will this subject open for you?

IB Film offers students the opportunity to continue their study at degree level and/or to pursue careers in a wide variety of fields including working in TV productions, the film industry or publishing.

Chemistry

(HL only)

What will you do?

Chemistry can be studied as a Group 6 subject to Higher Level (HL) only. The HL curriculum will be delivered over 240 hours.

All HL students will study the following core topics:

Topic

Stoichiometric relationships
Atomic structure
Periodicity
Chemical bonding and structure
Energetics/thermochemistry
Chemical kinetics
Equilibrium
Acids and bases
Redox process
Organic chemistry
Measurement and analysis

Total 95 hours

HL students will also study the following Additional Higher Level (AHL) topics:

Topic

Atomic structure
Periodicity
Chemical bonding and structure
Energetics/thermochemistry
Chemical kinetics
Equilibrium
Acids and bases
Redox process
Organic chemistry
Measurement and analysis

Total 60 hours

HL students will also study one option from the following:

Options

Materials
Biochemistry
Energy
Medicines and drugs

Total 25 hours

Chemistry (continued)

(HL only)

How will you do it?

As well as the theory part of the syllabus detailed, practical work will make up a significant part of the Chemistry curriculum. This will consist of investigations in the laboratory as well as a Group 4 project.

Practical work will serve to illustrate, teach and reinforce theoretical concepts. It will also develop an appreciation of the essential hands-on nature of scientific work and the benefits and limitations of scientific methodology.

	HL
	Hours
Practical work	
Investigations	40
Group 4 project	10
IA investigation	10
Total	60 hours

How will you be assessed?

Assessment will be both internally and externally based. The external assessment accounts for 80% of the final assessment and consists of three written papers sat at the end of the Year 13.

HL external assessment

Paper	Weighting	Duration	Style
1	20%	1 h	multiple choice
2	36%	2.25 h	written answer
3	24%	1.25 h	written answer

Internal assessment accounts for 20% of the final assessment and will be based on one extended practical investigation or scientific exploration.

What is your commitment as a learner?

Students studying Chemistry should be well-organised and conscientious. They should be able to work independently and also in a team. Their interest in chemistry should extend out of the classroom and laboratory. They should also be prepared to read around the subject and take an interest in current research that is published in scientific journals.

Is there anything else you need to know?

By studying Chemistry as a Group 6 subject, students will be required to study one further experimental science from Biology, Physics or Design Technology.

What future opportunities will this subject open for you?

Students studying Chemistry in the IB Diploma programme will be well-placed to pursue further Chemistry-based degree courses at university such as Chemical Engineering, Materials Science, Forensic Science, Biochemistry and Biotechnology. Chemistry will also be required for careers in medicine, veterinary science and environmental science.

Biology or Physics will also be required for a number of these courses and as a result should be taken as a Group 4 experimental science.

Business Management (HL and SL)

What will you do?

Business Management examines business decision-making processes and how these decisions impact on and are affected by internal and external environments. It is the study of both the way in which individuals and groups interact in an organisation and of the transformation of resources.

The IB Business Management course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. The course considers the 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 implications of business activity in a global market.

Business Management is available at Standard and Higher Level. The course comprises 5 topics:

- Unit 1: Business organisation and environment
- Unit 2: Human resource management
- Unit 3: Finance and accounts
- Unit 4: Marketing
- Unit 5: Operations management

Students will have the opportunity to visit Jaguar Land Rover (Solihull) during the course of their study, to allow them to see business in the real world. This trip will demonstrate 'Operations Management' in practice, by touring the production line and taking part in lean manufacturing activities.

How will you do it?

Business Management will be taught using a mixture of interactive classroom teaching, discussion and reflection. Students will be expected to work independently but also in pairs and groups for discussions.

The external exams require students to be able to use higher order thinking skills to write extended answers, so this will also form an increasing part of the course, as student's knowledge, understanding and confidence grows in the subject.

How will you be assessed?

The assessment of Business Management involves exam papers which are externally marked and one piece of internally assessed work. The organisation of this assessment is shown below:

Standard Level

Paper 1	30%	1½ hours
Paper 2	45%	1½ hours
Written Commentary	25%	15 hours (students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation. 1500 words)

Higher Level

Paper 1	35%	2½ hours
Paper 2	40%	2½ hours
Research Project	25%	30 hours (students research and report on an issue facing an organisation or analyses a decision to be made by an organisation or several organisations. 2000 words)

Business Management (continued)

(HL and SL)

What is your commitment as a learner?

Business Management students are expected to be enthusiastic about exploring the world of business and the forces and circumstances that drive and restrain change in an interdependent and multicultural world. Their interest in the field of business should extend out of the classroom by reading around the subject and keeping up-to-date with current affairs.

Is there anything else you need to know?

No prior knowledge is required to study Business Management as part of the IB Diploma programme.

Business Management will be taught using a range of case studies or real businesses with guest speakers or educational visits.

What future opportunities will this subject open for you?

Students studying Business Management in the IB Diploma Programme will be well-placed to pursue a business-related degree at university.

Business Management may also aid entry into a career in a business related subject such as management, marketing, accounting, human resources, retailing, manufacturing, banking and politics. Business Management looks great to any employer as it shows you already have an understanding of how a business works.

Previous St Benedict's Business Management students have gone on to continue their studies at 'Top 5' Universities in the UK, obtained competitive industry placements such as at the Bank of New York and one has set up their own business and received substantial investment to do so.

Philosophy

(SL only)

What will you do?

Philosophy is a systematic critical inquiry into profound, fascinating and challenging questions such as:

- What is it to be human?
- Do we have free will?
- What do we mean when we say something is right or wrong?

The IB Philosophy course enables students to think critically and systematically as well as analyse and construct arguments about questions such as these.

Studying Philosophy provides an opportunity to engage with some of the world's most interesting and influential thinkers. The course is focused on 'doing philosophy', that is being actively engaged in philosophical activity.

The Standard Level course comprises the following topics:

Core themes - 'Being Human'

Optional theme – Philosophy of Religion

Prescribed text – Looking at a philosopher's work. Text to be confirmed

Internal assessment – A philosophical investigation of a non-philosophical stimulus ie. play, song, photograph

How will you do it?

Teaching and learning will use a variety of styles to suit different learners. Students will be expected to take part in lecture-style lessons taking their own notes, lead and be active in discussions, present ideas to the group, as well as undertake individual work and research.

What is your commitment as a learner?

Students of Philosophy need to be well-organised and conscientious. You need to be able to think critically about the content and must be prepared to read around the subject to develop your own knowledge of Philosophy. Students will need to be able to work independently as well as collaboratively. You will be expected to ask questions to enable you to study the content in depth. Students will also be expected to make links to other areas of study, the world around them as well as non-philosophical stimuli like films and literature.

Philosophy (continued)

(SL only)

How will you be assessed?

Standard Level Assessment:

Paper 1: (comprises 50% of the overall assessment)

Section A consists of two questions based on the core themes. Students will answer one question.

Section B consists of two essay questions for the optional theme. Students choose one question to answer.

Paper 2: (comprises 25% of the overall assessment)

The paper consists of two questions for each of the prescribed philosophical texts. Each question is split into two parts: part A and part B. Students are required to answer one question, and to answer both part A and part B of that question.

Internal Assessment: (comprises 25% of the overall assessment)

Students are required to complete a philosophical analysis of a non-philosophical stimulus. This is then marked by the teacher and externally moderated by the IB at the end of the course.

Is there anything else you need to know?

You do not need to be religious to study IB Philosophy. The course requires students to think critically about the world following in the footsteps of the great philosophers: Socrates, Plato and Aristotle.

What future opportunities will this subject open for you?

Students of Philosophy will be well placed for careers in teaching, lecturing, media production, publishing, journalism, law, politics, Civil Service, business, charity work and to continue their studies through a Doctorate (PHD).

Sports, Exercise and Health Science

(SL only)

What will you do?

Scientific inquiry conducted over many decades has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sport and exercise. This course involves the study of science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) 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. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

How will you do it?

Teaching and learning will incorporate both theoretical and practical lessons.

There are six compulsory topics:

Topic 1: Anatomy

- 1.1 The skeletal system
- 1.2 The muscular system

Topic 3: Energy systems

- 3.1 Nutrition
- 3.2 Carbohydrate and fat metabolism
- 3.3 Nutrition and energy systems

Topic 5: Skill in sport

- 5.1 The characteristic and classification of skills
- 5.2 Information processing
- 5.3 Principles of skill learning

Topic 2: Exercise physiology

- 2.1 Structure and function of the ventilatory system
- 2.2 Structure and function of the cardiovascular system

Topic 4: Movement analysis

- 4.1 Neuromuscular function
- 4.2 Joint and movement type
- 4.3 Fundamentals of biomechanics

Topic 6: Measurement and evaluation of performance

- 6.1 Statistical analysis
- 6.2 Study design
- 6.3 Components of fitness
- 6.4 Principles of training programme design

Students are required to study another two topics which will be taken from an option block:

Option A: Optimizing physiological performance

Option B: Psychology of sport

Option C: Physical activity and health

Option D: Nutrition for sport, exercise and health

How will you be assessed?

The external assessment consists of three written papers containing multiple choice, data based, short answered and extended response questions; these account for 80% of the final assessment. Internal assessment accounts for 20% of the final assessment and will be based on one extended practical investigation or scientific exploration.

What is your commitment as a learner?

Students should have a genuine interest in sport, exercise, health and human performance. They should be conscientious, well-organised and prepared to take part in both practical and classroom activities. Students will be expected to complete all homework tasks as well as keep abreast of current experiments and research that is published in sports science journals.

Is there anything else you need to know?

There will be no formal PE kit but pupils will be expected to have appropriate kit for practical lessons. Please note that this course is academic and not a games-based subject.

What future opportunities will this subject open for you?

There are a range of careers available to students studying this course, from Sports Scientist to Physiotherapist to PE Teacher. The subject will provide an excellent foundation for higher education. Universities offer a wide choice of study options based on these sport and scientific principles.

Theory of Knowledge (TOK)

What will you do?

TOK is a core and unique element of the IB Diploma programme, encouraging critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like these: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

TOK activities and discussions aim to help students discover and express their views on knowledge questions. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge are shaped, enriched and deepened.

Theory of Knowledge is not a dry, philosophical course, nor is it limited to critical thinking. From world music to making ethical choices, from recognising how games can model the scientific process to seeing how languages can shape reality, from current affairs to ancient history, the Theory of Knowledge course promotes curiosity and a questioning attitude.

The subject supports the kinds of creative and critical thinking which universities are looking for:

- Can a machine know?
- Can literature tell the truth better than science?
- Can feelings have a rational basis?
- Does living a moral life matter?
- Can we think without language?

How will you do it?

You will be timetabled for TOK classes over the two year programme following a seminar approach. As types of knowledge and ways of knowing are diverse, there will be a range of speakers from within and outside the school community. There will be opportunities for team work, individual research and outside visits. Students complete course workbooks for each unit studied, writing a weekly reflection that connects their learning to real life situations drawn from their own experience, to their knowledge of current affairs, and to the subject areas they are studying on the IB.

How will you be assessed?

Students will be marked on the following two projects:

1. **TOK presentation** - One 10 minute presentation to the class, exploring the knowledge questions raised by a substantive real-life situation that is of interest to them. Aided by their teachers, students can select the situation they will tackle from personal, school, or community relevance, or from a wider one of national, international or global scope.
2. **TOK essay** - Essay on a prescribed title (maximum of 1600 words), which is externally assessed. **One** essay on a title chosen from a list of six titles prescribed by the IB Organisation.

What is your commitment as a learner?

- To be open to challenge and new ways of thinking
- An interest in people and ideas
- To work cooperatively with others, respecting plurality of opinion
- To keep a course workbook and complete all tasks within the prescribed deadlines
- A commitment to reading a quality newspaper or watching in-depth news programmes, keeping up with developments in thinking and current affairs
- Regular attendance at seminars

What future opportunities will this subject open for you?

The course is broad and challenging but will enrich you as a person, which will be beneficial to you when applying for Higher Education or the world of work. TOK's sheer breadth will give you skills that will advantage you throughout your life.

Creativity, Activity, Service (CAS)

What will you do?

Students will undertake a series of activities based on the themes of Creativity, Activity and Service throughout the two years of the Diploma Programme. Students are expected to devote the equivalent of one half-day (that is about three to four hours) each school week on CAS during the two years of the Diploma Programme. Time should be distributed evenly among the three areas: creativity, activity and service.

Learning Outcomes

1. Identify own strengths and develop areas for growth
2. Demonstrate that challenges have been undertaken, developing new skills in the process
3. Demonstrate how to initiate and plan a CAS experience
4. Show commitment to and perseverance in CAS experiences
5. Demonstrate the skills and recognize the benefits of working collaboratively
6. Demonstrate engagement with issues of global significance
7. Recognize and consider the ethics of choices and actions

How will you do it?

Good practice in CAS should involve a new role for the student, a real task for them to do, real consequences and opportunities for inward reflection. A new role will often be a new activity, but may also be the student taking a fresh approach towards, or setting different goals in an activity which they have already experienced. CAS should extend the student. They will complete a mixture of long-term and smaller projects which should challenge them to develop a value system by which they enhance their personal growth. It should encourage the development of new skills and inspire a sense of responsibility towards all members of the community.

All students will be expected to follow a CAS pathway during Year 12. Pathways include:

- Gold Arts Award
- Sports Leaders Award
- Young Enterprise
- B-Inspired Group

How will you be assessed?

CAS evaluation requires the making of qualitative judgments according to performance criteria which encourages the student to show evidence of personal development in their attitudes, values and skills. During the two years of the Diploma programme there are many sources which inform the evaluation process. Every CAS performance will be assessed in two ways:

1. Evaluation by the student:
 - A CAS diary, file or portfolio containing written, and perhaps visual, evidence of the student's involvement
 - Evidence of planning and organisation
 - Evidence of commitment and effort
 - The student's personal achievement and development, taking into account skills, attitudes and values at the start of the activity
 - Evidence of reflection throughout their CAS activities
2. Evaluation by the school:
 - Evaluation by a supervising adult, including comments on each activity/project
 - Evaluation by the CAS Coordinator, including guidance given during the course of CAS

Creativity, Activity, Service (continued) (CAS)

Is there anything else you need to know?

The following performance criteria describe a range of related qualities or attributes which students are expected to demonstrate during CAS:

Personal Achievement

The student should demonstrate the ability to meet challenges, regular participation, awareness of personal limitations, progress in the new role, learning from experience, helping to solve community problems.

Personal Skills

The student should demonstrate the abilities of thinking creatively, researching community needs, planning and organisation, resource management, identifying success and failure.

Personal Qualities

The student should demonstrate perseverance, self-confidence, a degree of humility, responsibility, punctuality, commitment, reliability and initiative.

Interpersonal Qualities

The student should demonstrate adaptability, collaboration, empathy, respect, a sense of justice and fair play.

Awareness of Global Issues

The student should demonstrate an ethical appreciation of humanitarian and environmental issues to guide choices of action from a local, national and international perspective.

What future opportunities will this subject open for you?

Completion of the CAS element of the IB Diploma will equip you with the following transferable skills and abilities, and consequently open up opportunities in all areas of work:

- Self-confidence and modesty
- Attitudes and values which respect human dignity and which transcend barriers of race, class, religion, gender and politics
- An awareness of humanitarian and environmental issues, and the development of an ethical position on them from a local, national and international perspective
- A willingness to interact meaningfully with others
- A sense of responsibility towards all members of the local, national and global communities, and a commitment to be of value to those communities
- Personal qualities of curiosity, honesty and self-criticism
- An ability to reflect on and to learn from experiences
- A spirit of discovery, commitment, initiative, determination and perseverance
- The ability to meet challenges and an awareness of personal limitations
- Practical skills which can be used in the service of others and in a future career

Extended Essay

(EE)

What will you do?

The Extended Essay is an independent, self-directed piece of research, culminating in a 4,000-word paper. The Extended Essay is an in-depth study of a focused topic chosen from a list of approved Diploma Programme subjects – normally one of the student's six chosen subjects for the IB Diploma. Students, however, may also elect to add to the breadth of their academic experience by writing on a subject not included in their Diploma choices. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.

How will you do it?

Students are expected to spend about 40 hours on the Extended Essay. It provides them with the opportunity to engage in personal research on a topic of their own choice, under the guidance of a supervisor (a teacher in school). Time will be made available to write up the Extended Essay during the two year Diploma cycle.

How will you be assessed?

The Extended Essay is externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB Diploma.

What is your commitment as a learner?

A wide range of reading and research will be required related to your chosen topic of investigation. But as the topic to be investigated is chosen by you, this should, therefore, appeal to your interests and strengths. You will need to communicate regularly with your supervisor. You will need to be organised and see through a plan with the support of your supervisor.

Is there anything else you need to know?

The aims of the Extended Essay are to provide students with the opportunity to:

- pursue independent research on a focused topic
- develop research and communication skills
- develop the skills of creative and critical thinking
- engage in a systematic process of research appropriate to the subject
- experience the excitement of intellectual discovery
- experience practical preparation for the kinds of undergraduate research required at university

Emphasis is placed on the research process:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument

Participation in this process develops the capacity to:

- analyse
- synthesise

What future opportunities will this subject open for you?

Within the Diploma Programme the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. It is given much importance by universities because it provides practical preparation for the kinds of undergraduate research required at university. For many students it is a key strand of university or career interviews.

Intentionally
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