



**WINDERMERE
SCHOOL**
FOUNDED 1863

SIXTH FORM OPPORTUNITIES

Curriculum Guide, September 2022 - May 2024

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Sixth Form Academic Opportunities

Windermere School creates a Sixth Form environment that supports the learning of all our students. The Sixth Form is not academically selective and we aim to help students find the pathway most suitable for their ambitions. Within each pathway, different courses exist, and choosing the right course of study is critical to eventual success. We believe it is essential that students have access to high quality careers advice and have the opportunity to explore an extensive range of career options. We are committed to finding what is right for each student.

At Windermere School we offer four pathways through Sixth Form:

- International Baccalaureate Diploma Programme (IBDP)
- International Baccalaureate Career-related Programme (IBCP), incorporating BTEC
- Standalone Individual IB Subjects
- Standalone BTEC

The Round Square and IB philosophy are infused within each pathway to help develop each individual into a well-rounded, independent learner, able to enter a competitive workplace, or further study, following Sixth Form. We aspire for all of our Sixth Form students to develop in the following characteristics:



IB Mission statement

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

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

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

IB Diploma Programme

Through the International Baccalaureate Diploma Programme, Windermere School is able to develop students who:

- have excellent breadth and depth of knowledge
- flourish physically, intellectually, emotionally and ethically
- study at least two languages
- excel in traditional academic subjects
- explore the nature of knowledge through the programme's unique theory of knowledge course.

The IBDP prepares students for university entrance and/or employment by following a two-year course of study, which can be broad or allow for specialism. This involves studying six subjects; three must be studied at Higher Level and three at Standard Level:

- First Language
- Second Language
- Humanities
- Experimental Science
- Mathematics
- A sixth subject representing the Arts or an additional course from the previously mentioned five subject areas

In addition to the six academic subjects, all IBDP students follow three core requirements: Theory of Knowledge, Extended Essay and Creativity, Activity and Service.



'The DP provides a variety to your learning. Taking many different disciplines enables you to gain various skills that can be transferred to other subjects. The essay-writing skills I developed in History and English benefited my science subjects when it came to writing assessments. For many of my friends who were unsure of what they wanted to study at university, they found that studying six subjects meant that they had more options.'

*Annabelle Bennett
Windermere School 2019*

Higher Level or Standard Level?

The philosophy of the IB DP is that students should engage with a range of subjects while being able to explore specific areas of personal interest in greater depth. SL courses ensure students are exposed to a range of disciplines, and HL courses allow students to spend more time with subjects they are more interested in by exploring options in addition to the SL core curriculum.

In most cases both SL and HL courses consist of the same educational aims, core syllabus, curriculum and assessment models. HL courses typically also include a range of additional elements designed to allow students to explore areas of interest within the subject in more depth. The assessment criteria are equally demanding for both levels. The IB recommendation is 240 hours for each Higher Level subject and 150 hours for each Standard Level subject.

IB Assessment

Assessment of IB subjects is based on a combination of final examinations and internal assessment, which are evaluated by both internal and external worldwide examiners.

Each subject is scored on a scale of 7 (the highest) through to 1 (the lowest), regardless of whether they are Higher Level or Standard Level, with a 4 constituting a 'pass' in an individual subject. Up to 3 additional points may be awarded for Theory of Knowledge and for the Extended Essay. The Creativity, Action, Service element must be completed, and learner outcomes met.

The maximum possible IB Diploma point score of 45 points consists of 42 points for six subjects and 3 points for the IB Diploma Programme's Core. A minimum of 24 points is required to obtain the IB Diploma, with at least 12 points achieved in HL subjects and 9 points achieved in SL subjects.

A Bilingual Diploma is awarded to candidates who complete and receive a grade 3 or higher in two Language A subjects, or in a Language A and an Individuals and Societies or Science subject, completed in a different language.

Individual Subjects

Each year a number of students opt to study IB subjects but for a variety of reasons, choose not to study for the diploma. In these circumstances, students may choose to study standalone IB subjects, with or without the Extended Essay and Theory of Knowledge components. This can be complimented with the BTEC Level 3 qualifications. Certificates can be awarded for individual subjects and Core components.

UCAS Tariff Points Conversion:

IB HL		IB SL		EE & ToK	
7	56	7	28	A	12
6	48	6	24	B	10
5	32	5	16	C	8
4	24	4	12	D	6
3	12	3	6	E	4

The Diploma Core

Extended Essay (EE)

The Extended Essay (EE) is a unique opportunity for students to engage in an academic area of personal interest on a topic of choice, under the guidance of a supervisor. It takes the form of an independently written research paper (maximum 4,000 words) that allows students to demonstrate the research and writing skills expected at university.

The Extended Essay fosters academic curiosity and is intended to promote high-level research, critical thinking and writing skills, intellectual discovery and creativity. The Extended Essay prepares students for different pathways beyond the Diploma Programme by developing skills valued by both further and higher education, and employers. The skills developed throughout the EE journey are highly prized by universities and many students have found that the research skills, self-discipline and referencing have provided a significant advantage over non IB students at university.

Examples of recent Extended Essay questions:

- How and to what effect do 21st century American Hip-Hop music videos by Black artists portray racial prejudice?
- What economic factors are causing the shortage of engineering skills in the UK nuclear industry?
- To what extent does heavy metal stress cause epigenetic alterations to the genotype of *Brassica rapa* populations?
- How can convergent and divergent series and integrals be used to explain mathematical paradoxes?
- To what extent does graffiti distribution in Warwick, England, follow the conclusion of Hayworth et al?
- How and to what effect are manipulation and revenge presented in the novel *‘Wuthering Heights’* by Emily Brontë?
- To what extent can the linguistic relativity hypothesis be used to explain difference’s perceptions in the world?

‘The Core elements of the IBDP programme are what really sets it apart from other qualifications... One of the biggest benefits of taking the IBDP was learning early on how to write academic essays. Coming to university, my first assignments for all of my modules involved essay writing and being an IB student gave me a massive advantage over those who took A levels.’

*Danielle Mather
Windermere School 2020*

The Diploma Core

Theory of Knowledge (TOK)

Theory of Knowledge (TOK) challenges students to consider the nature of knowledge and the knowledge issues that arise in the study of their academic subjects. Students are also taught to evaluate knowledge issues in areas such as technology, language and politics. This aspect of the course aims to broaden students' understanding of these important aspects of society, while encouraging a greater degree of critical thinking and awareness.

Internal Assessment: The Exhibition	Students curate three objects and write a commentary on them in response to one of 35 knowledge questions provided by the IB.
External Assessment: Essay	An essay of 1600 words from a list of six prescribed titles.

The aims of the TOK course are to:

- develop a fascination with the richness of knowledge as a human endeavour, and an understanding of the empowerment that follows from reflecting upon it
- develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed, by communities and individuals
- encourage students to reflect on their experiences as learners, in everyday life and in the DP, and to make connections between academic disciplines and between thoughts, feelings and actions
- encourage an interest in the diversity of ways of thinking, and ways of living as individuals and communities, and an awareness of personal and ideological assumptions
- encourage consideration of the responsibilities originating from the relationship between knowledge, the community, and the individual as a citizen of the world.

The course recognises that intellectual tools are double-edged, and encourage certain dispositions such as a willingness to challenge one's own deeply held convictions, to hold ourselves to the same standards to which we hold others, and to entertain opposing views charitably. In this way, the course encourages openness, intellectual honesty and, an intellectual humility.

Awarding of Core Points:

TOK/EE	A	B	C	D	E
A	3	3	2	2	<i>Failing Condition</i>
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	<i>Failing Condition</i>				

The Diploma Core

Creativity, Activity, Service (CAS)

The Creativity, Activity and Service (CAS) enables a student to recognise that there are many opportunities in life, away from formal academic study, to grow in knowledge, self, and others. The Diploma goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive in an immediate way when students reach beyond themselves and their books. The three elements are therefore interwoven:

- Creativity: arts, and other experiences that involve creative thinking.
- Activity: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The CAS programme aims to develop students who are:

- reflective thinkers: they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities, with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced: they enjoy and find significance in a range of activities involving intellectual, physical, creative, and emotional experiences.

For the award of a Diploma, students are required to make a substantial contribution over the two years of the DP against a set of specified learning outcomes. No Diploma Points are awarded for CAS, but a student who fails to complete the requirements is not eligible to be awarded a Diploma.

<p>Volunteering at Ambleside Primary School CAS Strand: Service Start Date: 26th September 2018 End Date: 12th February 2019 Approaches: Community-based</p> <p>Summary During this experience, I managed to engage with the local community more by working with the pupils and staff of Ambleside Primary School. I prepared for this experience by communicating with my peers and the teachers at the school about the role of contact and how to work with young children. This was because I really wanted to work with the younger year groups in the school, spending a lot of time with children aged 5-7 years.</p> <p>Learning Outcomes: ✓ Identify own strengths and develop areas for growth ✓ Show commitment to and perseverance in CAS experiences ✓ Demonstrate the skills and recognize the benefits of working collaboratively ✓ Recognize and consider the ethics of choices and actions</p> <p>Reflections "I have been in the Year One and two classes, and have been reading and engaging with the children during lessons and break times." "I have found this a very fun experience, however it can be challenging when looked to be in charge of a group of small children." "One of the children made it very stressful for me, as he was being very disruptive, but I had to try and remain calm around the other children. Despite the disruption, I was able to talk to a lot of the children, which was fun."</p> <p>Me and my fellow volunteers on our first day in the school reception.</p> <p>Me and my fellow volunteers on the pre-school playground.</p>	<p>Events Crew CAS Strand: Service Start Date: 30th October 2018 End Date: 28th February 2020 Approaches: Community-based</p> <p>Summary Joining the Events Crew meant that I would be helping out on one off events, e.g. parent evenings. This was an entirely new experience for me, but I was keen to step out of my comfort zone and work with others to make the events run smoothly. I helped out at multiple school parent evenings, and the Great North Swim, which was held close to school.</p> <p>Learning Outcomes: ✓ Identify own strengths and develop areas for growth ✓ Show commitment to and perseverance in CAS experiences ✓ Demonstrate that challenges have been undertaken, developing new skills in the process ✓ Demonstrate how to initiate and plan a CAS experience ✓ Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>Reflections and Evidence "Helping out with the Great North Swim on 7th June 2019 was a good experience for me as I was challenged to talk to and manage members of the public. At the beginning of the day I found this quite difficult as it was completely out of my comfort zone, but over the course of the day I grew in confidence and I began to enjoy myself a lot more." "On the 5th of February there was another Parent's Evening. I helped some drinks and welcome people in from 4.15pm to 5.15pm. I worked with two others whilst doing this, and was able to work alongside them, forming a system with which we worked. It was actually quite an enjoyable way to spend an hour, as I could get to know my peers better."</p> <p>Me and my fellow volunteers for the Great North Swim.</p> <p>Preparing hot drinks for parents and teachers.</p>
<p>Round Square Conferences 2019 CAS Strand: Creativity, Activity, Service Start Date: 8th October 2019 End Date: 14th June 2019 Approaches: School-based, Direct</p> <p>Summary My school is part of Round Square PSI, an international organization of schools. During my Round Square experience, I had the opportunity to participate in a round square conference.</p> <p>Reflections and Evidence—first conference "We had presented a talk about thinking positively about the future, and the value in making more climate change."</p> <p>Planning speakers for Round Square.</p> <p>Dark is Dawn at pool.</p> <p>Dark is Dawn at pool.</p> <p>One of my main roles as group leader was to be the conference photographer and document our round square experience. Throughout I had had fun creating a role for the Saturday morning, which meant I could use my general knowledge and find Square-related questions. I was really enjoying to watch the others come over the speakers."</p> <p>Outdoor board on which could write about climate issues.</p> <p>Learning Outcomes: ✓ Identify own strengths and develop areas for growth ✓ Show commitment to and perseverance in CAS experiences ✓ Demonstrate that challenges have been undertaken, developing new skills in the process ✓ Demonstrate how to initiate and plan a CAS experience ✓ Demonstrate the skills and recognize the benefits of working collaboratively ✓ Recognize and consider the ethics of choices and actions ✓ Demonstrate engagement with issues of global significance</p> <p>Me and my fellow group leaders on our final morning.</p>	<p>Performing Arts Competition 2019 CAS Strand: Creativity Start Date: 4th February 2019 End Date: 9th February 2019 Approaches: School-based</p> <p>Summary As one of the Performing Arts Captains of my school house, I considered me and my co-captain had to collaborate to create up with a 10-20 minute long performance piece for a house of our school, the Riverside House. A rehearsal was held on Saturday 9th February for which we performed to a panel of judges from the Riverside House and the Riverside House. We were given feedback to help us improve our performance and we were able to make changes to our performance before the competition.</p> <p>Reflections and Evidence "At the beginning of the week, there were some difficulties in trying to get a number of things done for our house. It was a bit stressful and energetic during rehearsals for the house song, which meant that I became more confident and enjoyed the experience. This was also made a lot better because my fellow team members and co-captain." "The drama aspect of the performance was the most enjoyable part of the experience, as we were able to work on our own ideas and create something that we were proud of. We were able to work on our own ideas and create something that we were proud of. We were able to work on our own ideas and create something that we were proud of." "The musical rehearsal was the most collaborative, as at the beginning of the week, we had a complete different idea of how the house would be compared to how it turned out." "I was most proud about the rehearsal, as many members of our group helped us out and we were able to work on our own ideas and create something that we were proud of. We were able to work on our own ideas and create something that we were proud of."</p> <p>Learning Outcomes: ✓ Identify own strengths and develop areas for growth ✓ Show commitment to and perseverance in CAS experiences ✓ Demonstrate that challenges have been undertaken, developing new skills in the process ✓ Demonstrate how to initiate and plan a CAS experience ✓ Demonstrate the skills and recognize the benefits of working collaboratively</p> <p>Performing our house song.</p>

Erin Kieser
Windermere School 2020

IB Career-related Programme

The International Baccalaureate Career-related Programme (IBCP) develops skills that are genuinely valued by employers, universities and the world of work, as well as developing a student's personal qualities. The IBCP is a coherent blend of IB academic courses with a Career-related study (CRS). The CRS is provided by another awarding body and at Windermere School, it is the study of a BTEC course.

IBCP students study:

- a minimum of two DP courses, which can be Standard Level or Higher Level
- the Career-related study:
 - Business or Business and Sport
- the Core:
 - Personal and Professional Skills, Language Development, Reflective Project and Service Learning.



Our experience shows us that the course incorporates the vision, principles, and academic rigour of IB, but also provides a personalised, career-related pathway. The Programme's curriculum develops:

- Linguistic proficiency
- Critical thinking skills
- Maturity and responsibility
- Time management skills
- A strong work ethic
- Social and communication skills

A candidate will be awarded CP Certificates if the candidate:

- has completed the specified career-related stud
- has been awarded a grade 3 or more in at least two of the IB Diploma subjects
- has been awarded a grade of at least D for the Reflective Project.

Has satisfactory completion of:

- Personal and Professional Skills Course Portfolio
- Language Development Portfolio
- Service Learning record.

Career-related Core

Personal and Professional Skills (PPS)

The Personal and Professional Skills course emphasises critical and ethical thinking, intercultural understanding, and the ability to communicate effectively. It fosters responsibility, practical problem solving, good intellectual habits, perseverance, resilience, an appreciation of identity and perspective, and an understanding of the complexity of the modern world.

The overall aims of Personal and Professional Skills are for the students to:

- Develop as reflective and lifelong learners who can adapt to diverse situations
- Recognise personal strengths and identify ways to overcome challenges
- Be aware of and respond effectively to ethical dilemmas
- Value diversity of cultures and perspectives
- Demonstrate the ten attributes of the IB learner profile.

There are five themes in Personal and Professional Skills that are assessed:

- Personal development
- Intercultural understanding
- Effective communication
- Thinking processes
- Applied ethics.

The Personal and Professional Skills course is a compulsory component of the IBCP core. A minimum of 90 hours is required and the course is designed to enable students to develop attitudes, skills and strategies to be applied now and in the future.

'I enjoyed PPS because it was an interactive lesson and we would do something different every time.'

*Jemma Brady
Windermere School 2021*



Career-related Core

Service Learning (SL)

Service Learning provides opportunities for students to understand their capacity to make a meaningful contribution to their community and society. Through service learning, students develop and apply academic knowledge, personal skills and social skills in real-life situations involving decision-making, problem-solving, initiative, responsibility and accountability for their actions. The purpose is for students to contribute to society by improving the lives of people or assisting the environment or animals.

The aims of Service Learning are for students to:

- Develop and apply knowledge and skills towards meeting an authentic community need
- Develop as leaders who take initiative, solve problems, and work collaboratively with others
- Enjoy the experiences of both learning and service
- Develop a sense of caring about, and a responsibility for, others
- Gain a deeper understanding of themselves, their community and society through meaningful reflection
- Enhance and strengthen their experience with the existing school curriculum.

The five learning outcomes articulate what CP students do during their Service Learning programme:

- Identify own strengths and develop areas for growth
- Demonstrate participation with service learning experiences
- Demonstrate the skills and recognize the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognise and consider the ethics of choices and actions.



Nazar Azarov
Windermere School 2020

Career-related Core

Language Development

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world and intercultural understanding. Language development encourages students to improve their proficiency in a language other than their best language.

The aims of Language Development are to:

- Enable students to understand and use the language they have studied in context.
- Encourage an awareness and appreciation of the different perspectives of people from other cultures.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

In Language Development, the objectives are organised into four communicative processes:

- Oral communication
- Visual interpretation
- Reading comprehension
- Writing

CP students are required to complete the language development core component and the language portfolio. Should a student undertake a DP language acquisition course in addition to the minimum requirement of two DP courses for the CP, the language development requirement is satisfied.

CP students are required to maintain and complete a language portfolio to document their learning activities and provide evidence of language engagement and development. Students are expected to devote a minimum of 50 hours to language development. The minimum requirement for satisfactory completion of language development is that students have developed their language ability when mapped against the language phases.

'The IBCP offers, what I believe to be an alternate route to further education - it does act as a somewhat USP for students. Both practical and coursework elements allowed me to take learning and make it applicable to my subject, both locally and internationally. The coursework element itself created a steady foundation for University work with a quick turnaround for deadlines.'

*Hannah Gale
Windermere School 2019*

Career-related Core

The Reflective Project (RP)

The Reflective Project is an in-depth body of work produced over an extended period of time and requires students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. It is on a subject of interest to the individual, and should reflect their personal experience of the CP.

The Reflective Project promotes high-level research, writing, and extended communication skills, intellectual discovery, and creativity through a variety of different approaches. The project can be submitted in different formats including an essay, web page or short film.

The Reflective Project aims to give students the opportunity to :

- produce an extended piece of work
- engage in personal inquiry, action and reflection on a specific ethical dilemma
- present a structured and coherent argument
- engage with local and/or global communities
- develop research and communication skills
- develop the skills of critical and creative thinking.

Examples of Reflective Project titles:

- To what extent can it be considered ethical to produce and sell cigarettes?
- Should businesses accept any form of inducement either before winning or during a contract?
- Should construction firms be granted planning permission to build on areas that are known to have flooded in the past?
- Does the music industry do enough to support its artists in relation to addictions?
- Do transgender athletes and biological athletes have the same opportunity to win competitions and be recognised for scholarships and rewards?

'I enjoyed the RP the most because it was on a topic I wanted to research and write about. It was also an independent project which means it was my own work and I can take credit for it.'

*Matthew Bielaczyc
Windermere School 2021*

BTEC

The Business and Technology Education Council (BTEC) provides specialist and career-related learning relevant to a range of sectors. BTEC is the world's most successful applied learning brand and can be delivered as a standalone qualification, or an integral part of the IBCP. The Level 3 qualification is an excellent route to employment, apprenticeships, or university. Around 25% of university students in Britain today have gained their place with a BTEC qualification.

UCAS Tariff Points Conversion:

BTEC Grade	Tariff Points
D*D*	112
D*D	104
DD	96
DM	80
MM	64
MP	48
PP	32

BTEC Level 3 Diploma in Business

The Business BTEC qualification offers learners the opportunity to develop a range of skills and techniques, personal skills, and attributes essential for successful performance in working life. Students develop the qualities they need to enter employment in the business sector or to progress to vocational qualifications or university.

The aims for BTEC Business are to give students:

- Practical experience from real world assignments
- Responsibility for their own learning
- A chance to develop interpersonal and practical thinking skills
- A strong core base of knowledge
- Real experience of effective teamwork
- The ability to work to a brief with set deadlines
- The ability to manage time efficiently to complete tasks and processes.

Units Studied	Optional Units (<i>students select two</i>)
Exploring Business	Recruitment and Selection
Developing a Marketing Campaign	Pitching for a New Business
Personal and Business Finance	Work Experience in Business
Managing an Event	Investigating Customer Service
International Business	Creative Promotion
Principals of Management	Market Research

International Baccalaureate Subjects

Group 1: Language A

- English Language and Literature
- English Literature
- German Literature
- School Supported Self-taught Literature

The aims of all Group 1 language courses are to:

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections between texts of different times and periods
- Develop the students' powers of expression, both in oral and written communication
- Encourage students to recognise the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature
- Develop in students an understanding of the techniques involved in literary criticism
- Develop the students' ability to form independent literary judgements and to support those ideas.

There are no formal requirements for students undertaking the Group 1 courses. Students who take these courses will often have varied language profiles and may be multilingual. Whilst it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studying Language A.

It is important to be aware that the relevant subject staff, in consultation with the IBDP coordinator make the decision about whether students study English Language A or English Language B. All students must study at least one subject from Group 1.



International Baccalaureate Subjects

Language A: Literature Higher Level and Standard Level

Why Literature?

Literature enables students to explore literary texts with both depth and breadth. The subject immerses students in a wide range of texts from around the world and from a variety of time periods.

- If you enjoy themes, ideas, concepts and storytelling you are likely to enjoy Literature.
- If you enjoy drama, you are likely to enjoy Literature.
- Literature students study fewer text types, and focus on depth of exploration.
- Because of the number of literary texts studied, Literature students have a greater level of choice in selecting which texts to use for the assessments.
- Literature students have the opportunity to go on more trips; we always try to see performances of the drama texts we study.

Literature students study a total of 13 literary works at HL and 10 at SL, including:

- Novels
- Plays
- Poetry
- Autobiographies
- Essays
- Graphic Novels

The texts are studied in themed Areas of Exploration:

- Readers, Writers and Texts
- Time and Space
- Intertextuality: connecting texts

Assessment	
Individual Oral HL & SL	Using two extracts, the student delivers a presentation of 10 minutes followed by 5 minutes of questions by the teacher.
Paper 1 HL & SL	Guided Literary Analysis – students analyse one (SL) or two (HL) previously unseen extract(s).
Paper 2 HL & SL	Comparative Essay – students write an essay in exam conditions about at least two literary works studied.
Written Coursework HL	Essay including HL only extension material



International Baccalaureate Subjects

Language A: Language and Literature Higher Level and Standard Level

Why Language and Literature?

Language and Literature explores a wide range of text types, focusing on the students' ability to think critically about both Literature and the media. The Literature texts introduce students to a wide range of texts from around the world and from a variety of time periods. The language texts challenge students to explore text types that they encounter regularly and to examine them with a critical eye.

- If you enjoy studying persuasive language, communication and exploring current affairs, then you are likely to enjoy Language and Literature.
- Language and Literature students study a wider range of text types.
- Language and Literature students have good opportunities to go on trips; we always try to see performances of the drama texts we study.

Language and Literature students study a total of 6 literary works at HL, and 4 at SL. They study an equivalent selection of language texts, including:

- Literary texts: novels, plays, poetry, autobiographies, essays, graphic novels
- Language texts: speeches, websites, infographics, leaflets, advertisements, news articles, diary entries, magazine covers, letters, opinion columns etc.

The texts are studied in themed Areas of Exploration:

- Readers, Writers and Texts
- Time and Space
- Intertextuality: connecting texts

Assessment	
Individual Oral HL & SL	Using two extracts, the student delivers a presentation of 10 minutes followed by 5 minutes of questions by the teacher.
Paper 1 HL & SL	Guided Literary Analysis – students analyse one (SL) or two (HL) previously unseen extract(s).
Paper 2 HL & SL	Comparative Essay – students write an essay in exam conditions about at least two literary works studied.
Written Coursework HL	Essay including HL only extension material





International Baccalaureate Subjects

Language A: Literature School-supported Self-taught Standard Level

Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered as a taught subject. A certain level of autonomy is expected, for example students will be responsible for selecting their texts from the IB lists available, with guidance from their supervisor and tutor.

A supervising teacher is allocated to support the study of the course. This is done in a class timetabled for the self-taught students each week. Students will also be assigned a tutor who is proficient in their first and best language. The tutor will help in areas where the SSST supervisor may not be able to. The tutor will be particularly helpful when students start preparing for the assessment components and need feedback on pieces of work.

Please see the information on page 15: 'Language A: Literature' to learn more about the details of the course. The syllabus and assessment procedures are the same as for Language A Literature SL classes, except the oral component, which is recorded for external marking and without questioning.

Availability of subjects

The following languages are available. Languages not listed may be allowed by special request and authorisation from the IB.

Albanian	English	Korean	Serbian
Amharic	Estonian	Latvian	Sesotho
Arabic	Filipino	Lithuanian	Sinhalese
Belarusian	Finnish	Macedonian	Slovak
Bengali	French	Malay	Slovene
Bosnian	German	Modern Greek	Spanish
Bulgarian	Hebrew	Nepali	Swahili
Catalan	Hindi	Norwegian	Swedish
Chinese	Hungarian	Persian	Thai
Croatian	Icelandic	Polish	Turkish
Czech	Indonesian	Portuguese	Ukrainian
Danish	Italian	Romanian	Urdu
Dutch	Japanese	Russian	Vietnamese
			Welsh



International Baccalaureate Subjects

Group 2: Language B and Language Ab Initio

- English B
- French B
- Spanish B
- Italian Ab Initio

The following aims are common to both language B and language ab initio:

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

Language B Higher Level is for language learners who

- have 4 to 5 years of experience of the target language
- are normally taught outside a country where language is spoken.

Language B Standard Level is for language learners who:

- have 2 to 5 years of experience of the target language
- are normally taught outside a country where the language is spoken
- are beginners or near-beginners who live in a country where the language is spoken.

Ab Initio is for beginners who:

- have little or no previous experience of the language
- are taught outside the countries where language is spoken.

Though Ab Initio is a course for beginners, in just two years, students reach standards significantly beyond GCSE. The expectation is that students will be equipped to go to the country, converse and be understood, as well as understanding what they see around them, with a basic knowledge of everyday life in that country.

Five prescribed themes are common to the syllabuses of Language B and Language ab initio:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet.

International Baccalaureate Subjects

Group 3: Individual and Societies

The aims for all subjects in Group 3 Individuals and Societies are to:

- Encourage the systematic and critical study of human experience and behaviour, physical, economic and social environments, and the history and development of social and cultural institutions.
- Develop the student's ability to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material.
- Promote the appreciation of the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies.
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity.
- Enable the student to recognise that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.



International Baccalaureate Subjects

Economics

Higher and Standard Level

Economics is an exciting, dynamic, subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. While the world’s population has unlimited needs and wants, there are limited resources. Because of this scarcity, choices have to be made.

In addition to the generic aims for Group 3, the aims of the Economics course at SL and HL are to develop:

- an understanding of microeconomic and macroeconomic theories and concepts and their real-world application.
- an appreciation of the impact on individuals and societies of economic interactions between nations.
- an awareness of development issues facing nations as they undergo the process of change.

The Economics course, at both SL and HL, uses economic theories to examine the ways in which these choices are made:

- At the level of producers and consumers in individual markets (microeconomics)
- At the level of the government and the national economy (macroeconomics)
- At an international level where countries are becoming increasingly interdependent through international trade, and the movement of labour and capital (the global economy).

Students to explore the models and theories, and apply them, using empirical data, through the examination of the following six real-world issues, which are posed as economic questions:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives—and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world’s economies?
- Why is economic development uneven?

Assessment	
Portfolio HL & SL	Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.
Paper 1 HL & SL	An extended response paper on all syllabus content.
Paper 2 HL & SL	A data response paper including some quantitative questions.
Paper 3 HL	Paper including HL only extension material.

International Baccalaureate Subjects

Geography Higher and Standard Level

In addition to the generic aims for Group 3, the aims of the Geography syllabus at HL and SL are to enable students to:

- Develop an understanding of the interrelationships between people, places, spaces and the environment.
- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.
- The IB Geography course is an "international" syllabus, drawing on the experiences and methodologies of educators from many parts of the world.

SL Geographic themes:

- Freshwater drainage basins
- Geophysical hazards
- Geographic perspectives: global change
- Population distribution
- Changing population
- Global climate change: vulnerability and resilience
- Global resource consumption and security
- Geographic perspectives: global interactions

HL Geographic themes:

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



Assessment	
Fieldwork HL & SL	Fieldwork question to be based on any suitable topic from the syllabus.
Paper 1 HL & SL	Each option has a structured question and one extended answer question from a choice of two.
Paper 2 HL & SL	Three structured questions, based on each core unit Infographic or visual stimulus, with structured questions. One extended answer question from a choice of two
Paper 3 HL	Choice of three extended answer questions, with two parts, based on each core unit.



International Baccalaureate Subjects

History

Higher and Standard Level

In addition to the generic aims for Group 3, the aims of the History course at SL and HL are to:

- Promote an understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations.
- Encourage an understanding of the present through critical reflection upon the past.
- Encourage an understanding of the impact of historical developments at national, regional and international levels
- Develop an awareness of one’s own historical identity through the study of the historical experiences of different cultures.

SL Topics:

- Rights and Protest – a study of Apartheid in South Africa and the Civil Right Movement in the US
- Authoritarian states with an emphasis on Stalin and Castro
- The Cold War 1945 – 1989

HL Topics:

- Imperial Russia, revolutions and the establishment of the Soviet Union 1855 – 1924
- European States in the inter-war years 1918 -1939 – this includes a study of Germany, Italy, Spain and one other European country 1918-39
- The Soviet Union and post-Soviet Russia 1924 – 2000.

Assessment	
Historical Investigation HL & SL	A historical investigation on a topic of choice. Recent choices include subjects as diverse as Partition in India, the Cuban Missile Crisis, an examination of the tactics used by Malcom X and a study of the impact of the Holocaust in Poland.
Paper 1 HL & SL	A source paper with 4 questions based on sources relating to Rights and Protest
Paper 2 HL & SL	Two essays based on questions from Authoritarian States and the Cold War
Paper 3 HL	Three essays based on questions from the History of Europe topic.

The IB is not too hard. It is however a challenge but one that once completed, is very rewarding through the amount of new knowledge and skills gained. Additionally, I have found that I can easily manage University workload and deadlines.

*Michel Carrillo
Windermere School 2020*

International Baccalaureate Subjects

Psychology Higher and Standard Level

In addition to the generic aims for Group 3, the aims of the Psychology course at SL and at HL are to:

- Develop an awareness of how psychological research can be applied for the benefit of human beings.
- Ensure that ethical practices are upheld in psychological inquiry.
- Develop an understanding of the biological, cognitive and sociocultural influences on human behaviour.
- Develop an understanding of alternative explanations of behaviour.
- Understand and use diverse methods of psychological inquiry.

Psychology adopts an exclusively analytical approach. This involves studying the different approaches psychologists use, in an attempt to gain an understanding of the underlying assumptions held by disparate groups of psychologists. The ultimate intention is to gain a holistic vision for how psychology fits together into a unit. Coursework has a compulsory experimental approach. In terms of assessment, the Psychology course places more far more emphasis on essays than on structured questions.

SL Content and topics:

- the biological level of analysis
- the cognitive level of analysis
- the socio- cultural level of analysis.

HL Content and Topics:

- Abnormal psychology, developmental psychology, health psychology, psychology of human relationships.
- Approaches to research

Assessment	
Experimental Study HL & SL	A report of a simple experimental study of up to 2200 words.
Paper 1 HL & SL	Three compulsory short-answer questions; one extended-response question from a choice of three questions
Paper 2 HL & SL	For each option topic studied choose one essay from three titles.
Paper 3 HL	Three compulsory questions on an unseen text, assessing students' understanding of research Methodology.



International Baccalaureate Subjects

Group 4: Experimental Sciences

'Whatever the field of science - whether it is in pure research, applied research or in engineering new technology - there is boundless scope for creative and imaginative thinking. Science has achieved a great deal but there are many, many unanswered questions to challenge future scientists.' IB Diploma Subject guide

Through studying Biology, Chemistry, Physics and Sports Science students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach, through experimental work, that characterises these subjects.

Each course aims to enable students, through the overarching theme of the Nature of Science, to:

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

Integral to the experience of students in any of the Group 4 courses, is their experience in the classroom, laboratory, or in the field. Practical activities allow students to interact directly with natural phenomena and secondary data sources. These experiences provide the students with the opportunity to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers, and evaluate and communicate their findings.

Assessment	
Individual Project HL & SL	Students demonstrate the application of their skills and knowledge, and pursue their personal interests.
Paper 1 HL & SL	Multiple-choice questions.
Paper 2 HL & SL	Short-answer and extended-response questions.
Paper 3 HL	Databased question, short-answer questions on experimental work and short-answer and extended-response questions from one option.

International Baccalaureate Subjects

Biology Higher and Standard Level

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. Estimates vary, but over the course of evolution, 4 billion species could have been produced. Most of these flourished for a period of time, and then became extinct as new, better adapted, species took their place. This diversity makes biology both an endless source of fascination and a considerable challenge.

Higher Level Biologists must have thorough knowledge, be prepared to learn the details and are acute in their interpretation. They will be strong candidates to study Biology at university.

Standard Level Core Units:

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution and biodiversity
- Human physiology

Higher level Units:

- Nucleic acids
- Metabolism, cell respiration and photosynthesis
- Plant biology
- Genetics and evolution
- Animal physiology

Options (one unit is studied):

- Material
- Neurobiology and behaviour
- Biotechnology and bioinformatics
- Ecology and conservation
- Human physiology



International Baccalaureate Subjects

Chemistry Higher and Standard Level

Chemistry combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems. Despite the exciting and extraordinary development of ideas throughout the history observations remain essential, and this sometimes requires decisions about what to look for.

The Chemistry course allows students to develop traditional practical skills and techniques and to increase facility in the use of mathematics, which is the language of science. It also allows students to develop interpersonal skills, and digital technology skills, which are essential in 21st century scientific endeavour and are important life-enhancing, transferable skills in their own right.

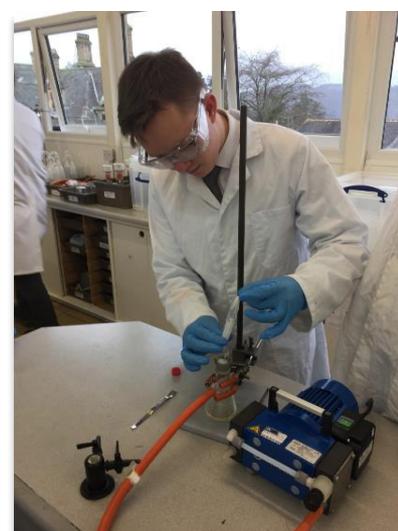
Standard Level Core Units:

- Stoichiometric relationships
- Atomic structure
- Periodicity
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing



Higher level Units:

- Atomic structure
- The periodic table-the transition metals
- Chemical bonding and structure
- Energetics/thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and analysis



Options (one unit is studied):

- Materials
- Biochemistry
- Energy
- Medicinal chemistry

International Baccalaureate Subjects

Physics

Higher and Standard Level

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles – currently accepted as quarks, which may be truly fundamental – to vast distances between galaxies. Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our students, is our ability to change the world. This is the technological side of physics, in which physical principles have been applied to construct and alter the material world to suit our needs, and have had a profound influence on the daily lives of all human beings.

IB Physics require mathematical sophistication and accuracy. Calculations are more extended and they often require algebraic skill. The problem solving is tough and mathematical. Formal questions, which rely on algebraic skill as well as on an understanding of the Physics concepts, are common.

Standard Level Core Units:

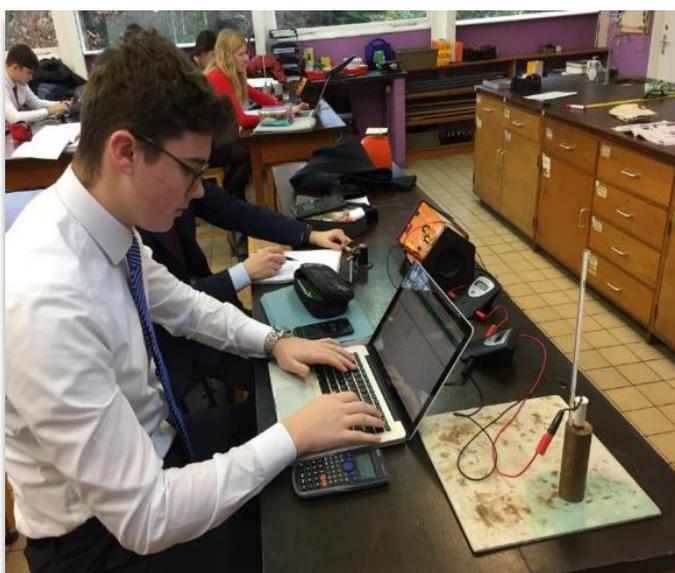
- Measurements and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

Higher level Units:

- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

Options (one unit is studied):

- Relativity
- Engineering physics
- Imaging
- Astrophysics



International Baccalaureate Subjects

Sports, Exercise and Health Science Higher and Standard Level

Sports, Exercise and Health Science (SEHS) is an experimental science that combines academic study with the acquisition of practical investigative skills. It is an applied science course 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 sports, exercise and health.

The subject matter goes beyond the traditional science subjects to offer a deeper understanding of the issues related to sports, exercise and health in the 21st century. Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health, and serves as useful preparation for employment in the sports and leisure industries.

Students will cover a range of core and option topics, and carry out practical (experimental) investigations in both laboratory and field settings. Both theory and practical work will be undertaken by all students. This will provide the 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 sports, exercise and health relative to the individual and in a global context.

Standard Level Core Units:

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

Higher level Units:

- Further Anatomy
- The Endocrine System
- Fatigue
- Friction and Drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

Options (two units are studied):

- Optimizing physiological performance
- Psychology of sports
- Physical activity and health
- Nutrition for sports, exercise and health



International Baccalaureate Subjects

Group 5: Mathematics

The aims of all Mathematics courses in Group 5 are to enable students to:

- Enjoy mathematics, and develop an appreciation of the elegance and power of mathematics.
- Develop an understanding of the principles and nature of mathematics.
- Communicate clearly and confidently in a variety of contexts.
- Develop logical, critical and creative thinking, and patience and persistence in problem solving.
- Employ and refine their powers of abstraction and generalisation
- Apply and transfer skills to alternative situations, to other areas of knowledge and to future developments.
- Appreciate how developments in technology and mathematics have influenced each other.
- Appreciate the moral, social, and ethical implications arising from the work of mathematicians and the applications of mathematics.
- Appreciate the international dimension in mathematics, through an awareness of the universality of mathematics and its multicultural and historical perspectives.
- Appreciate the contribution of mathematics to other disciplines.

Because individual students have different needs, interests and abilities, there are two different courses in mathematics. Students will need to think carefully about which option they choose. Their choice may be dependent on their future university and career interests, which other subjects they are studying at Higher Level, and possibly which country they wish to study in after leaving Windermere School.

Students are advised to take Mathematics Analysis at Higher Level if they have achieved a grade 8 or 9 at IGCSE, and are interested in a Mathematics based course at university, such as Mathematics, Physics, Engineering or Computer Science. Students are advised to take Mathematics Applications at Higher Level if they have achieved a grade 8 or 9 at IGCSE, and their other Higher Level subjects centre around Biology, Humanities subjects, Arts or Languages. Other students will generally be advised to take Mathematics Applications at Standard Level.

Mathematics: Applications and Interpretations	Appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Students will be those who enjoy mathematics best when seen in a practical context. This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, economics, psychology, and design for example.
Mathematics: Analysis and Approaches	Appropriate for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments, and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Students will be those who enjoy the thrill of mathematical problem solving and generalisation. This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.



International Baccalaureate Subjects

Mathematics: Application and Interpretations Higher and Standard Level

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics. The course makes extensive use of technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures.

Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

SL Core Content:

- Number and algebra: sequences and series, financial maths and logarithms
- Functions: theory of functions and mathematical modelling
- Geometry and trigonometry: 3D shapes, trigonometry, sectors and Voronoi diagrams
- Statistics and probability: statistics, bivariate data including Pearson’s and Spearman’s correlation coefficients, probability, binomial and normal distributions and chi- squared test
- Calculus: differentiation and integration of polynomials, optimisation and the trapezium rule

HL Core Content:

- Number and algebra: complex numbers and matrices
- Functions: transformations of functions, sinusoidal models and logistic models
- Geometry and trigonometry: vectors and graph theory
- Statistics and probability: non-linear regression, confidence intervals, the Poisson distribution and Markov chains
- Calculus: further differentiation and integration, kinematics and differential equations.

Assessment	
Individual Exploration HL & SL	This is a piece of written work that involves investigating an area of mathematics.
Paper 1 HL & SL	Graphic display calculator required. Short-response questions.
Paper 2 HL & SL	Graphic display calculator required. Compulsory extended-response questions.
Paper 3 HL	Graphic display calculator required. Two compulsory extended-response problem-solving questions.



International Baccalaureate Subjects

Mathematics: Analysis and Approaches Higher and Standard Level

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, Mathematics: analysis and approaches have a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

SL Core Content:

- Number and algebra: sequences and series, finance, logarithms and binomial expansions
- Functions: theory of functions, quadratic, exponential and reciprocal functions and transformations of functions
- Geometry and trigonometry: 3D shapes, trigonometry, sectors and circular functions
- Statistics and probability: statistics, bivariate data including Pearson’s correlation coefficient, probability, binomial and normal distributions
- Calculus: differentiation integration and kinematics.

HL Core Content:

- Number and algebra: permutations and combinations, complex numbers and induction
- Functions: polynomial and rational functions and domain restriction
- Geometry and trigonometry: reciprocal trigonometric ratios and vectors
- Statistics and probability: Bayes’ theorem and random variables
- Calculus: first principles, further differentiation and integration, differential equations and Maclaurin series expansions.

Assessment	
Individual Exploration HL & SL	This is a piece of written work that involves investigating an area of mathematics.
Paper 1 HL & SL	Short and extended response questions. No calculator allowed.
Paper 2 HL & SL	Graphic display calculator required. Compulsory short and extended-response questions.
Paper 3 HL	Graphic display calculator required. Two compulsory extended-response problem-solving questions.

International Baccalaureate Subjects

Group 6: Arts

Through studying any of the Group 6 subjects, the Arts, students become aware of how artists work and communicate.

The aims of all subjects in Group 6 are to enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective, and critical practitioners in the arts
- understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills.

'My set of subjects, both higher and standard, and my core work was completely individual and personal to me, my passions and interests. This meant that in each area, I could really stretch myself to reach my full potential. Additionally, by carrying out an Internal Assessment in almost every one of my subjects, I could further maximise my potential as these pieces of work were almost always on topics of my choice and thus topics I was interested and passionate about.'

*Eve Handy
Windermere School 2020*



*Theatre Higher Level Solo Piece
2020 & 2021*

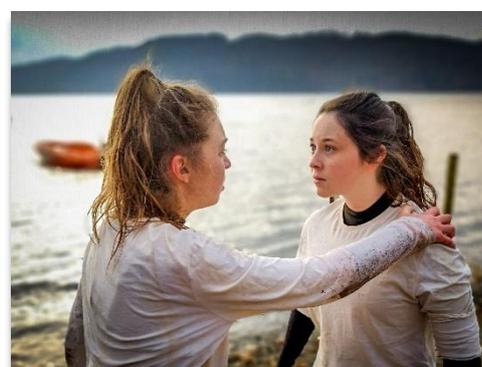
International Baccalaureate Subjects

Theatre Higher and Standard Level

Theatre is a dynamic, collaborative and live art form. A practical subject encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills, the building of confidence, creativity, and working collaboratively.

The IB Diploma Programme Theatre Course gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasises the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

Assessment	
Process Portfolio HL & SL	Students collaboratively create and present an original piece of theatre for and to a specified target audience, created from a starting point of their choice.
Director's Notebook HL & SL	Students choose a published play text and develop ideas regarding how it could be staged for an audience.
Research Presentation HL & SL	Students plan and deliver an individual presentation to their peers in which they outline and demonstrate their research into a convention of a theatre tradition.
Solo Piece HL	Students research a theatre theorist, identify an aspect(s) of their theory and create and present a solo theatre piece.



*Process Portfolio
2020*

International Baccalaureate Subjects

Visual Arts Higher and Standard Level

In addition to the generic aims for Group 6, the aims of the Visual Arts course are to provide students with the opportunity to:

- investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating these
- develop an understanding of visual arts from a local, national and international perspective
- build confidence in responding visually and creatively to personal and cultural experiences
- develop skills in, and sensitivity to, the creation of works that reflect active and individual involvement
- take responsibility for the direction of their learning through the acquisition of effective working practices.

Main areas of study:

- **Theoretical Practice** - Examining and comparing the work of artists from different times places and cultures.
- **Art making Practice** - Experimenting with diverse media, explore techniques, and produce a body of work through a process of reflection and evaluation.
- **Curatorial Practice** - Develop an informed response to work and exhibitions they have seen, and formulate personal intentions for creating and displaying their own art works.
- **A Visual Arts Journal** - will be kept by all students to record all aspects of their art-making journey.

Assessment	
The Exhibition HL & SL	Student create various artworks, exhibition text and a curatorial rationale.
The Process Portfolio HL & SL	Students carefully selected examples, which show experimentation, exploration, manipulation, refinement and development of ideas both visual and written.
Research Presentation HL & SL	An investigative comparison that should strike a balance between visual and written content.



