



IB (International Baccalaureate) Course Guide
2019-2021

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Introduction

This booklet is designed to assist boys in selecting their two-year International Baccalaureate (IB) Diploma course options. It includes a useful overview of the curriculum, an overview of the options that are available and detailed course descriptions for all subjects.

We encourage all boys to read this booklet carefully with their families and to seek advice from the Director of IB (Mr Finch) as well as their Tutors, Housemasters, Heads of Faculty and Subject Teachers. Boys may also speak to the Head of UCAS and Careers (Mrs Lincoln) if they require advice about subjects needed for various careers. The Deputy Head (Academic) (Mr Baldock) is also always available to boys and parents who wish to discuss their options.

Additionally, all 5th Form boys will attend an interview with a senior member of staff in the second half of the Autumn Term to consider their subject, university and career options in more detail, in addition to *Futurewise* career interviews with independent experts in the first half of the 5th Form Autumn Term.

The Curriculum

Requiring the study of six subjects, the IB allows boys to achieve depth of knowledge within their specialist areas while preserving breadth; it also recognises the importance of continuing, at some level, the study of each boy's native language, a foreign language, Mathematics, a humanities subject and Science up to the end of formal secondary education.

In addition to this, all IB students follow a course in Theory of Knowledge, write an Extended Essay on a topic that holds particular interest for them and follow an extra-curricular programme of Creativity, Activity and Service (CAS).

The IB Diploma Programme structure is illustrated in the following model:



Assessment

Diploma candidates are required to study six subjects (one from each of the six subject groups), with at least three (and not more than four) of these taken at Higher Level (allowing for greater depth of study in those areas). The other subjects will be taken at Standard Level. Up to 7 points are awarded for each subject regardless of the level at which the subject is studied.

By arranging work in this fashion, students are able to explore some subjects in depth and others more broadly over the two-year period; this is a deliberate compromise between the early specialisation preferred in some national systems and the breadth found in others.

In addition, three points are available for Theory of Knowledge and the Extended Essay. It is also a requirement for the award of the Diploma that pupils should satisfactorily complete the CAS programme.

Teaching

Boys opting for Higher Level study will receive six timetabled lessons each week in these subjects. Standard level subjects are allocated four timetabled lessons each week. There may be some additional teaching depending on subjects. More details follow in the subject summaries.

University Applications

The IB is highly regarded by universities globally. A recent survey of UK and US university admissions tutors revealed that the IB is the most highly regarded of all qualifications, in particular because it:

- Develops global awareness and creativity;
- Develops communication skills and numeracy;
- Develops self-management skills;
- Nurtures an open mind; and
- Encourages independent enquiry.

As a result, university offers to IB students are often very generous. Some universities now make a 'flat' offer to all IB students in an attempt to encourage IB students to apply. Birmingham, for example, makes an extremely achievable offer of 32 points to all students, with specific requirements for their HL subjects depending upon the course.

UCAS

Just like A Level boys, all IB students who wish to attend a UK university will apply through UCAS. GCSE/IGCSE Grades are an important part of any UCAS application, and boys must not underestimate the importance of securing the best possible GCSE grades to give them the best university options. Exams taken at the end of the Lower Sixth (IB1), however, are crucial in the university application process. Although the offer of a place will be determined by IB2 results, any IB2 grade prediction the School is able to make must be based on performance in IB1 internal exams. A boy's grades in the end of Lower Sixth IB1 exams, therefore, directly affects UCAS Predictions and the School can only make IB2 predictions which are in line with the grades they have achieved at IB1 Level.

IB or A Level – Which for me?

What is not different?

It is worth first mentioning the things that are not different:

- Both systems will serve you equally well in securing a place at university;
- Both systems are academically demanding. It is a real challenge to achieve a 7 at Higher Level or an A* in A Level;
- Universities will have high expectations in terms of their offers to students of either system;
- The number of taught periods you will attend will be very similar in both systems;
- Both systems give boys the opportunity to demonstrate academic extension beyond the curriculum, either via the Extended Essay in IB or via BSIP/EPQ in A Level;
- The structure of the year, assemblies, tutor time, games, parents' evenings, the UCAS application process, Citizenship mornings (to name but a few aspects of a school year in the Sixth Form) will all be the same regardless of your choice of Sixth Form curriculum.

What is different?

The key difference between the two systems is the educational philosophy.

If you subscribe to the IB Diploma programme you accept that breadth of education is an important part of Sixth Form education. Developing your skills in Mathematics and English, for example, is a core part of your education, regardless of your specification, the logic being that these are skills you are going to use later in life whatever job you end up doing. Learning an additional language is important in today's global community; studying a science deepens appreciation of the nature of scientific debate; critical thinking developed through studying the Theory of Knowledge course is a useful academic tool.

The depth of study in your principal subjects, however, is likely to be very similar for IB Higher Level or A Level – the conceptual challenges within subject courses are broadly the same across both systems.

If you subscribe to A Level courses you accept that focus on particular subject areas is more important in Sixth Form education. Developing your skills in areas of study that you will continue at university is your primary focus, without having to study in subject areas you would rather leave behind. The development of wider skills – the quality of your writing, your confidence with numbers and your analytical skills – may be developed through your A Level subject options rather than through a broader educational programme and separate critical thinking course.

If you subscribe to A Levels then you accept that you will not necessarily develop your skills across a broad range of subject areas, in exchange for more time in lessons devoted to your principal subjects. You can, of course, introduce some breadth in your curriculum by choosing a contrasting subject within your four A Level choices.

It is worth noting that the differences between the same subjects at IB or A Level can vary considerably, noticeably in the topics studied. Boys should consider carefully the differences between the content of your principal subjects before you make a final decision.

A Table of Comparison

The IB Diploma	A Level
Subjects	
<p>Students choose 6 subjects from the following groups:</p> <ul style="list-style-type: none"> • English • A foreign language • Humanities • Sciences • Maths • Creative arts (optional – you can instead choose to study another science, language or humanity). <p>3 subjects are studied in depth as Higher Level (HL) subjects, and 3 at Standard Level (SL). Consequently, the IB route creates a broader curriculum, encompassing a wide range of skills. However, writing an extended essay and the ability to select two subjects from the same group enables students to achieve a depth of knowledge as well as expanding their broader skill base.</p>	<p>Four subjects in the Lower Sixth.</p> <p>Four or three subjects in the Upper Sixth.</p> <p>Subject choices must fit the A Level Blocking Structure (one subject per block).</p> <p>Subjects follow a linear two-year course, with an externally assessed exam at the end of the Upper Sixth.</p>
The Broader Curriculum	
<p>As well as studying 6 HL/SL subjects, students also:</p> <ul style="list-style-type: none"> • Write a 4000-word Extended Essay (EE) on a topic of their choice. The EE is often a superb topic of conversation at university interviews; • Study Theory of Knowledge (ToK), a course which is designed to encourage students to reflect on the nature of knowledge and to think critically – again, a useful skill for university interviews; and • Partake in CAS (Community, Activity and Service) on Wednesday afternoons in their first year. This not only enriches the curriculum but also provides students with lots of useful material for their UCAS statement and CV. 	<p>All boys undertake a piece of independent research and writing known as the Bedford School Independent Project (BSIP) in the first term of the Lower Sixth.</p> <p>Boys are strongly encouraged to build on this work in the Spring Term, since evidence of work outside the core curriculum significantly enhances any university application. The best work is included in a Presentation Evening in the Summer Term.</p> <p>Boys are also encouraged to use their BSIP work as the foundation for an additional A Level qualification called the EPQ (Extended Project Qualification). Boys submit their work to the exam board in the Autumn Term of the Upper Sixth.</p>
Assessment and Grading	
<p>All subjects have a coursework component.</p> <p>Externally assessed exams are all taken in May of the second year. An internal assessment takes place at the end of the Lower Sixth, which provides evidence for UCAS predicted grades.</p> <p>Each HL and SL subject is assessed out of a maximum of 7 points. 3 additional points are available for the EE and ToK essay/presentation. The maximum mark for the Diploma is therefore 45 points.</p>	<p>Terminal externally-assessed exams in June of the Upper Sixth.</p> <p>All subjects have an internal assessment at the end of the Lower Sixth. This will determine the suitability of continuing with a fourth subject in the Upper Sixth, and provide evidence for UCAS predicted grades.</p> <p>Coursework is subject dependent.</p> <p>Individual subjects graded A*, A, B, C, D, E and U</p>

Finally

Don't worry about your choice of curriculum. Bedford has been delivering the IB Diploma programme for over ten years with tremendous success, and the staff at Bedford are equally experienced as IB and A Level teachers and examiners. Regardless of your choice of curriculum you will be inspired, supported and challenged in equal measure.

Careers Advice

Careers advice at Bedford School regarding the important choices to be made as boys move from the Fifth Form to the Sixth Form is infused throughout the curricular and extra-curricular life of the School, enabling them to access exceptional, tailored, professional experience and advice.

The source of this advice ranges from specific Citizenship Mornings run by Inspiring Futures, the Independent Schools Careers Organisation, to individual Tutor advice, Heads of Department meetings and Housemaster input. One to one interviews in the Autumn Term of the 5th Form with independent experts from Inspiring Futures and subsequently with the Head Master and other members of the Core Management Team ensures each boy makes the right decisions for himself.



In addition, there is a dedicated Careers service, available 24/7, to reinforce the information and choices available for boys, and to illustrate the range of career pathways and university and apprenticeship requirements.

careers@bedfordschool.org.uk crucially allows each and every boy to be directed on an individual needs basis to the most relevant and qualified member of staff to help them. This email address is managed by Mrs Melanie Lincoln, Head of Careers and UCAS at Bedford School.

Boys with a specific career path in mind **MUST** ensure they have spoken to the relevant staff to ensure the combination of subjects at A Level or IB is appropriate for that vocation.

Boys with less of a firm idea of what they want to do in future, must choose subjects they feel they can excel in, that they enjoy and that crucially do not close any doors in future.

The Annual Old Bedfordian Careers Fair, coordinated and run by the OB Association, provides access to a selection of the vibrant community of 8,500 members Bedford School has worldwide. The OB Club is also instrumental in assisting the 'Beyond Bedford' ethos by providing assistance for any boy needing a work placement through a sophisticated networking system.

Alongside selective use of the already mentioned external well-respected organisations such as Inspiring Futures, the School makes use of COA, (Cambridge Occupational Analysts) for specific Career path analysis in the L6th, High Fliers, (the research body behind the Times 100 Graduate Employers), NCS (the National Citizen Service) for work experience and apprenticeships, and of course, UCAS, the University and Colleges Admissions Service.

On average, approximately 70% of Bedford School boys who apply through UCAS each year go to Russell Group universities, and recent evidence has shown that many other leading universities we send boys to that are not Russell Group are outperforming those that are.

A valuable source of information regarding University Options, along with information about 6th Form subject requirements for certain University courses, can be found by following this link: <http://russellgroup.ac.uk/for-students/school-and-college-in-the-uk/subject-choices-at-school-and-college/>

Work Experience

Universities and employers increasingly ask boys to demonstrate evidence of relevant work experience to support and enhance applications. Work experience can be organised at any point during a boy's 5th or 6th Form career, but the time after a boy's GCSE exams is an excellent opportunity for him to gain work experience in a career field of interest. We strongly encourage all our boys to take full advantage of this time to arrange some work experience, using either family or business contacts, or via companies' advertised work experience programmes. If, having tried these initial contacts, any boy is still finding it difficult to arrange their own work experience placement, we may sometimes be able to find some assistance via contacts in the OB Club, as well as via past and present parents. Boys who undertake work experience placements will be asked to write up a report on their placement to help with university application Personal Statements in due course.

Sixth Form Entrance Requirements

On entering the Sixth Form, all boys embarking on A Level will study four subjects in the Lower Sixth Year, with most reducing to three A Levels in the Upper Sixth Year. Those embarking on the IB Diploma will study three subjects at Standard Level (SL) and three subjects at Higher Level (HL).

1. For entry into the Sixth Form to take **A Level**, a pupil must:
 - a. Gain a minimum of grade 6/B at GCSE in their chosen four A Level subjects.
 - i. The exception to this concerns boys studying Triple Award Science who wish to study Physics, Biology or Chemistry at A Level, who will need to have achieved a minimum of a grade 7 at GCSE/IGCSE.
 - ii. Those wishing to study Physics A Level are additionally required to get at least a grade 7 in Maths, and are advised to have at least a 7 in Physics.
 - iii. Those wishing to study Maths are required to get at least a grade 7 in Maths. The School's advice is that boys are best placed to do well at Maths A Level if they have at least a high grade 7 or above at GCSE.
 - iv. Those wishing to study Further Maths at A Level are required to get a grade 8 or 9 in Maths.
 - v. Boys studying the IGCSE Double Award Science specification wishing to pursue a Science A Level will need a minimum of grade 87 (A*A equivalent) in Science in order to study a Science subject at A Level.
 - b. Gain at least grade 4 in Maths and at least a grade 4 in either English Language or English Literature (ideally both).

2. For entry into the Sixth Form to take the **IB Diploma**, a pupil must:
 - a. Gain a minimum of grade 6/B at GCSE/IGCSE for their chosen Higher Level subjects, and a minimum grade profile at GCSE/IGCSE of grades 665/BBC for their chosen Standard Level subjects.
 - i. The exception to this concerns boys wishing to study HL Physics, Chemistry and Biology who are required to get a minimum grade 7 at GCSE/IGCSE (or 87 grade if studying Double Award Science)
 - ii. Those wishing to study Physics HL are additionally required to get at least a grade 7 in Maths, and are best advised to have at least a 7 in Physics.
 - iii. Those who wish to study Maths HL are required to get a grade 8 or 9 in Maths at GCSE.
 - iv. Those wishing to study Maths SL are required to get a minimum of a grade 7 in Maths.
 - b. Gain at least grade 4 in Maths and at least a grade 4 in either English Language or English Literature (ideally both).

3. Where a chosen A Level or IB Level subject is not offered by the School at GCSE/IGCSE the following grades are required in defined and related subjects as described here:

For Economics	=	At least Grade 6 in Mathematics and English
For Business Studies	=	At least Grade 6 in Mathematics and English
For Computing Science	=	At least Grade 7 in Mathematics
For Politics	=	At least Grade 6 in English and History/Geography
For Music Technology	=	At least Grade 6 in Music (some exceptions may be made for boys who have not studied music GCSE after consultation with the Director of Music)

4. Pre-IB boys entering the School in the 5th Form are expected to achieve this required standard, and the School will review a pre-IB boy's case in respect of Sixth Form entry if he has not achieved this standard.
5. Boys whose first language is not English will usually be required to take additional 'English as a Second Language' lessons to support them with academic English if the subject teacher judges this to be necessary for the student to cope with the requirements of his written work. The School can also provide tuition to students who wish to study for the IELTS (International English language Testing System) qualification, which is usually required for University.
6. The Head Master and School reserve the right to make exceptions to these requirements in certain circumstances.

N.B. Whilst the reforms to GCSE continue, please note that the School consider the new number grades to equate to the old letter grades as follows:

A*	8/9
A	7
B	6
C	5/4

September 2018

The Curriculum Options

The provision of any subject is provisional at IB depending on numbers opting for that subject.

The options available can change each academic year. The most up to date version will be published to boys and parents in the Spring Term of the Fifth Form prior to boys making their choices. After that point, the options available are likely to be amended, and subsequent requests to change options may not always be possible.

IB choices which do not fit into this block structure will be considered, but we cannot guarantee to be able to accommodate them.

Group 1: Studies in Language & Literature (Language A)		
English Literature	HL	SL
English Language & Literature	HL	SL
German Language and Literature	HL	SL
Mandarin Language and Literature		SL
Group 2: Language Acquisition (Second Language)		
Language B – French, German, Spanish	HL	SL
Latin	HL	SL
Mandarin or Spanish <i>ab initio</i> (for beginners)		SL
Group 3: Individuals & Societies		
Economics	HL	SL
Geography	HL	SL
History	HL	SL
Philosophy	HL	SL
Group 4: Sciences		
Biology	HL	SL
Chemistry	HL	SL
Physics	HL	SL
DT		SL
Group 5: Mathematics		
Maths Analysis and Approaches	HL	SL
Maths Applications and Interpretations		SL
Group 6: The Arts / Elective		
Music	HL	SL
Theatre	HL	SL
Visual Arts	HL	SL
Chemistry	HL	SL
Economics	HL	SL
Core		
Theory of Knowledge		
Extended Essay		
Creativity, Activity & Service (CAS)		

LANGUAGE A: LITERATURE

Head of Department: Mr N Hopton

Entry Requirement

An IB HL student should be able to demonstrate a strong competency in English before HL can be recommended. At least a 6 in IGCSE English Literature is required, although a 7 is preferable.

Introduction

Both the Literature and Language & Literature courses are in the process of revision by the IB and full details have not yet been published. The information here reflects what has been confirmed. The course is built on the assumption that literature is concerned with our conceptions, interpretations and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works.

Through the study of a wide range of literature, the Language A: Literature course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically on their reading. Works are studied in their literary and cultural contexts, through close study of individual texts and passages, and by considering a range of critical approaches. In view of the international nature of the IB and its commitment to intercultural understanding, the Language A: Literature course does not limit the study of works to the products of one culture or the cultures covered by any one language. The study of works in translation is especially important in introducing students, through literature, to other cultural perspectives. The response to the study of literature is through oral and written communication, thus enabling students to develop and refine their command of language.

Language A: Literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into four parts, each with a particular focus.

- Part 1: Works in translation
- Part 2: Detailed study
- Part 3: Literary genres
- Part 4: Options (in which works are freely chosen)

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

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication

- Encourage students to recognize the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature

Syllabus Content

Standard Level (SL)

Assessment component Weighting

External assessment (3 hours) 70%

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

The paper consists of two literary passages. Students choose one and write a guided literary analysis in response to two questions. (20 marks) 35%

Paper 2: Essay (1 hour 45 minutes)

The paper will require candidates to write a literary essay about two works in response to a question. Candidates must choose from one of four tasks, each of a general nature. They must compare and contrast two of the works they have studied in connection with one of these tasks. The works used to answer this paper could be works written by authors on the prescribed reading list or works freely chosen, and they could be either works studied in translation or written originally in the language studied. There will be a focus on genre so the texts used could be from any combination of literary forms. The only restriction is that no work used for a paper 2 response can have been used in the preparation of other components (25 marks) 35%.

Internal assessment

Individual Oral (30%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It will consist of a 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. The prompt the students will respond to will be: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

Higher Level (HL)

Assessment component Weighting

***External assessment* 80%**

Paper 1: Literary commentary (2 hours 15 minutes)

The paper consists of two literary passages. Students write a literary commentary on each of the passages. (20 marks) 35%

Paper 2: Essay (1 hour 45 hours)

The paper will require candidates to write a literary essay about two works in response to a question. Candidates must choose from one of four tasks, each of a general nature. They must compare and contrast two of the works they have studied in connection with one of these tasks. The works used to answer this paper could be works written by authors on the prescribed reading list or works freely chosen, and they could be either works studied in translation or written originally in the language studied. There will be a focus on genre so the texts used could be from any combination of literary forms. The only restriction is that no work used for a paper 2 response can have been used in the preparation of other components (25 marks) 25%.

Higher Level Essay (20%)

The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end Individual Oral (20%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It will consist of a 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. The prompt the students will respond to will be: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

The Learner Portfolio

This constitutes a collection and selection of a student's work including all sorts of tasks students might develop in their interaction with the texts and in their preparation of all assessment components. It will consist not only of entries where students reflect on the texts studied, but also of all sorts of activities which students might engage in as they respond critically or creatively to the texts they read. It can be either an electronic portfolio or a paper one. Although it will not be formally assessed by the IB, the learner portfolio will be a central element of the new courses and will be instrumental in the preparation of all assessment components.

Setting

Mixed ability within the SL and HL course where more than one set is required.

LANGUAGE A: LANGUAGE & LITERATURE

Head of Department: Mr N Hopton

Entry Requirement

An IB HL student should be able to demonstrate a strong competency in English before HL can be recommended. At least a 6 in IGCSE English Literature is required, although a 7 is preferable.

Introduction

Both the Literature and Language & Literature courses are in the process of revision by the IB and full details have not yet been published. The information here reflects what has been confirmed. Language A: Language and Literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the Language A: Language and Literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The Language A: Language and Literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices. The course is designed to be flexible—teachers have the opportunity to construct it in a way that reflects the interests and concerns that are relevant to their students while developing in students a range of transferable skills. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception.

In view of the international nature of the IB and its commitment to intercultural understanding, the language A: language and literature course does not limit the study of texts to the products of one culture or of the cultures covered by any one language. The study of literature in translation from other cultures is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity.

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

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received

- encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

Syllabus Content

Standard Level (SL)

Assessment Component Weighting

External assessment ((1 hour 15 minutes) 70%

Paper 1: Textual analysis (1 hour 30 minutes)

The paper consists of two unseen non-literary passages, each a different text type.

Students write an analysis of one of these texts. (20 marks) 35%

Paper 2: Essay (1 hour 45 minutes)

The paper will require candidates to write a literary essay about two works in response to a question. Candidates must choose from one of four tasks, each of a general nature. They must compare and contrast two of the works they have studied in connection with one of these tasks. The works used to answer this paper could be works written by authors on the prescribed reading list or works freely chosen, and they could be either works studied in translation or written originally in the language studied. There will be a focus on genre so the texts used could be from any combination of literary forms. The only restriction is that no work used for a paper 2 response can have been used in the preparation of other components (25 marks) 35%.

Higher Level Essay (20%)

The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.

Internal Assessment

Individual Oral (30%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It will consist of a 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. The prompt the students will respond to will be: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

Higher Level (HL)

Assessment Component Weighting

External assessment 80%

Paper 1: Textual analysis (2 hours 15 minutes)

The paper consists of two unseen non-literary passages, each a different text type. Students write an analysis of each passage. (20 marks) 35%

Paper 2: Essay (1 hour) 45 minutes

The paper will require candidates to write a literary essay about two works in response to a question. Candidates must choose from one of four tasks, each of a general nature. They must compare and contrast two of the works they have studied in connection with one of these tasks. The works used to answer this paper could be works written by authors on the prescribed reading list or works freely chosen, and they could be either works studied in translation or written originally in the language studied. There will be a focus on genre so the texts used could be from any combination of literary forms. The only restriction is that no work used for a paper 2 response can have been used in the preparation of other components (25 marks) 25%.

Higher Level Essay (20%)

The HL essay is a component that requires candidates to write a 1200-1500 word formal essay, following a line of inquiry of their own choice into one of the texts studied. HL Language A: language and literature candidates will have a choice between writing about a non-literary or literary text. Students can choose any of the texts studied during the course, with the exception of the texts they have used for their internal assessment or that they plan to use for their Paper 2. In order to guide students in their choice of topic, a recommendation will be made in the guide to use the seven central concepts in the course as a starting point for developing a line of inquiry.

Internal assessment

Individual Oral (20%)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. It will consist of a 15-minute individual oral exploring two of the texts in relation to a global issue of the student's choice. The first 10 minutes will consist of the student's analysis of the extracts and the overall texts in connection with the chosen global issue. In the remaining 5 minutes, the teacher will ask questions of the student that will encourage further development, exploration or discussion. The prompt the students will respond to will be: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.

The Learner Portfolio

This constitutes a collection and selection of a student's work including all sorts of tasks students might develop in their interaction with the texts and in their preparation of all assessment components. It will consist not only of entries where students reflect on the texts studied, but also of all sorts of activities which students might engage in as they respond critically or creatively to the texts they read. It can be either an electronic portfolio or a paper one. Although it will not be formally assessed by the IB, the learner portfolio will be a central element of the new courses and will be instrumental in the preparation of all assessment components.

Setting

Mixed ability within the SL and HL course where more than one set is required.

SECOND LANGUAGE: MODERN FOREIGN LANGUAGE

Heads of Department:	MFL & German	Mr F Graeff
	French	Ms V Fletcher (acting) / Mrs Wahid
	Spanish	Mr A Huxford
	Mandarin	Dr A Chen

All students who opt for the IB have to study a modern foreign or classical language. Those who particularly enjoy languages may choose to study two. We offer French, German, Spanish and Chinese as Language B for which a GCSE Level (or equivalent level of prior learning) is required.

We also offer Spanish and Mandarin at *ab initio* Level (i.e. for beginners).

There is a provision for German and Chinese as Language A, a course designed for native speakers. The course offered is Language A: Language and Literature, and it follows the same structure as the English A: Language and Literature course. The course develops essay skills and practises dealing with complex texts in German or Chinese. Please refer to the English section for more on the course structure. While German is available at both Standard and Higher Level, Chinese is offered at Standard Level only.

Entry Requirement

To study the language at Standard Level a GCSE grade 6 is required, but candidates with a grade 7 or 8/9 knowledge of grammar and vocabulary should consider Higher Level. For *ab initio* there should be no prior study of the subject.

The Standard Level course entails four periods per week; Higher Level students have six periods and undertake more advanced work. In addition, all students have a weekly conversation lesson with the native language assistant to boost their confidence in speaking.

IB Language B courses are very accessible and our IGCSE students cope well with their demands.

For the Language A courses, a native speaker level of language competency is required.

Introduction

The Language part of the IB develops crucial elements in its learners. Beyond understanding and using the language in many different contexts, you will enhance your intercultural understanding and acquire a great set of transferable skills, such as learning to work with complex (linguistic) systems. Through the study of texts and social interaction, you will increase your awareness and appreciation of the different perspectives of people from other cultures. The skills you pick up will open doors to further study and work opportunities. Language skills are highly sought after both by universities and employers and are a great asset in fields ranging from Arts to Law, from Business to Science, from

History to Engineering. After the course, you might find yourself using foreign language sources for your university essays, giving presentations to international business partners or impressing friends with your intercultural knowledge and sensibility. Previous students have studied abroad, and some have gone on to take up language degrees or international law.

Syllabus Content

The Language B course develops receptive and productive skills (i.e. understanding and producing language). Listening, Reading, Speaking and Writing exams each carry a weight of 25% towards the final mark. Much like in GCSE English, students will become familiar with a variety of different linguistic registers and text types. The language skills are practised within the context of themes and topics – such as Identities and Experiences, Human Ingenuity, Social Organisation and Sharing the Planet - which promote an awareness of the society in which the language is spoken and afford an insight into its culture. The Higher Level course includes a literary element, usually in the form of a play, short novel, prose extracts or poems. These works are studied for their themes, characters and contexts, not analysed for their literary devices. The course content is flexible and we tailor it according to the students' interests.

The overall assessment outline for the course are as follows (subject to change):

Language B SL	Language B HL	Language ab initio
<p>Paper 1</p> <p>Writing 1 hr 15 min</p> <p>Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 250-400 words length</p> <p>25% weighting</p>	<p>Paper 1</p> <p>Writing 1 hr 30 min</p> <p>Producing a text based on a choice of specific text types (e.g. article, speech, letter, flyer) of 450-600 words length</p> <p>25% weighting</p>	<p>Paper 1</p> <p>Writing 1 hr</p> <p>Producing 2 texts based on a choice of specific text types (e.g. article, speech, etc.) of 70-150 words each</p> <p>25% weighting</p>
<p>Paper 2</p> <p>Receptive skills – listening and reading (separate sections)</p> <p>Listening comp. – 45 min</p> <p>Reading comp. – 1 hr</p> <p>50% weighting</p>	<p>Paper 2</p> <p>Receptive skills – listening and reading (separate sections)</p> <p>Listening comp. – 1 hr</p> <p>Reading comp. – 1 hr</p> <p>50% weighting</p>	<p>Paper 2</p> <p>Receptive skills – listening and reading (separate sections)</p> <p>Listening comp. – 45 min</p> <p>Reading comp. – 1 hr</p> <p>50% weighting</p>
<p>Internal Assessment</p> <p>Individual oral 12-15 min + 15 min of preparation</p> <p>25% weighting</p>	<p>Internal Assessment</p> <p>Individual oral 12-15 min + 20 min of preparation</p> <p>For HL, this is based on an extract from the two literary works studied during the course</p> <p>25% weighting</p>	<p>Internal Assessment</p> <p>Individual oral 7-10 min + 15 min of preparation</p> <p>Picture-based presentation and discussion followed by general conversation</p> <p>25% weighting</p>

SECOND LANGUAGE: LATIN

Head of Department: Mr A Melvill

Entry Requirement

Latin is offered at both Standard and Higher Level to pupils who have achieved at least a grade 6 at GCSE.

Introduction

Latin is offered within the IB Diploma Course, where it may be studied as an alternative to a modern foreign language in Group 2, or as an elective subject in Group 6. The department offers Latin at both Standard and Higher Level to pupils who have achieved at least a B grade at GCSE. IB Latin involves gaining a deeper understanding and appreciation of Latin language and literature by reading a wide range of unabridged texts in the original language.

One week you might be studying a vehement law-court attack by Cicero upon a corrupt official or a bitter rival; the next week you might study a tender love-poem or a bitingly satirical epigram by Catullus, a playful and imaginative retelling of a well-known myth by Ovid, or the stirring and exciting account of the hero Aeneas' epic journey to Italy. It's the sheer variety which makes Roman literature so fresh and engaging.

Syllabus Content

There are 3 parts to the course, which are the same for both Higher and Standard Level:

Part One: Latin Language (35%)

Pupils are required to demonstrate their knowledge and understanding of Latin language, grammar and vocabulary by translating a passage of unseen Latin verse into English. Pupils will study Ovid's greatest work; *The Metamorphoses* in order to develop language translation skills for the exam. Pupils will be required to translate a passage from Ovid, using a Latin dictionary for help!

Part Two: Latin Literature Genre Study (45%)

In this Unit, pupils develop the skills needed to show knowledge, understanding and appreciation of Latin texts within their literary, social and historical contexts. They will study two set texts and will have to show their detailed understanding of the texts by answering comprehension and translation questions. In addition, they will develop their understanding of Latin literary techniques, and will produce personal responses to the Latin texts. In recent years, pupils have studied Tacitus, Livy, Catullus and Virgil.

Part Three: Research Dossier (20%)

Pupils will also work over the two year course on an annotated collection of source materials relating to a topic in classical history, literature, language, religion, mythology, art, archaeology of the pupil's own choosing. The Research Dossier allows the pupil to specialize and study an aspect of the classical world that really interests them. The final dossier is internally assessed and externally moderated.

ECONOMICS

Head of Department: Mr P Waterhouse

Entry Requirement

Candidates would be expected to secure at least a grade 6 in GCSE Maths.

Introduction

The overall aim of the course is to give students a deeper understanding of the nature and scope of Economics. The different parts of the course are designed to complement each other enabling students to develop a range of fundamental economic skills. The course naturally takes a global outlook from the onset, and the teaching and resources used to teach the course reflect this.

We aim to:

- Equip boys with a strong and intellectual understanding of core economics topics, themes and theories.
- Capture the boys' interest in the subject of economics, making them aware of the subjects wide ranging application to the real world and their own lives.
- Develop the boys' analytical, evaluative and mathematical skills when applying their economics knowledge to these real-world events.

Syllabus Content

The IB course consists of four parts, Microeconomics, Macroeconomics, International Economics and Development Economics. The microeconomics section gives boys an understanding of the key microeconomics topics, such as supply and demand, elasticities, externalities and government intervention, market structures. The macroeconomics section focuses on the main macroeconomics model of aggregate demand and supply, the component parts of aggregate demand, factors affecting a country's supply, measures of macroeconomic performance, government policy and macroeconomics objectives. The international section focuses on the reasons for trade, comparative advantage, protectionism, exchange rate policy, economic integration. The development section focuses on the factors affecting a country's development, development goals, and development policy.

Assessment

80% of the boys total grade in the subject is assessed through external examinations. For the Standard Level two papers are taken, consisting of an essay style paper and a data response style paper. The Higher Level students take three examination papers, again one essay style paper, one data response paper, but also a mathematical paper.

Boys must complete a piece of Internal Assessment worth 20% of their overall grade. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.

GEOGRAPHY

Head of Department: Mr T Rees

Entry Requirement

Candidates would be expected to secure at least a grade 6 at GCSE or the equivalent.

Introduction

The International Baccalaureate Course considers both human and physical geography, examining the way people live and their interactions with the Physical Environment. The geography course examines key issues such as poverty, sustainability and climate change at a variety of scales. Such considerations are highly pertinent in the twenty first century where economic, social and environmental issues dominate the news; geography can use its position to examine such challenges in a holistic manner, drawing on ideas from a variety of disciplines.

The aims of IB Geography are stated as enabling students to:

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

Standard Level (SL)

- Students study the Core theme, 2 Optional themes and complete the Internal Assessment.
- This is tested in 2 papers sat at the end of the 2 year course.
- Paper 1 (Geographical Themes) is 1 hr 30 mins and is worth 35% of your total grade.
- Paper 2 (Cores) is 1 hr 15 mins and is worth 40% of your total grade.
- The Internal Assessment is worth 25% of your total grade.

Higher Level (HL)

- Students study the Core theme, 3 Optional themes, HL Extension and complete the Internal Assessment.
- This is tested in 3 papers sat at the end of the 2 year course.
- Paper 1 (Geographical Themes) is 2 hrs 15 mins and is worth 35% of your total grade.

- Paper 2 (Core) is 1 hr 15 mins and is worth 25% of your total grade.
- Paper 3 (Core Extension) is 1 hr and is worth 20% of your total grade.
- The Internal Assessment is worth 20% of your total grade.

Syllabus Content

Paper 1 – Geographical Themes (HL students study three of these whilst SL students study two)

1. Freshwater (SL & HL)
2. Food & Health (SL & HL)
3. Geophysical Hazards (HL Only)

Paper 2 – Core Themes (HL and SL Students)

- Changing Population
- Global Climate – Vulnerability & Resilience
- Global Resource Consumption & Security

Paper 3 – Geographic Perspectives – Global Interactions (HL Only)

1. Power, Places & Networks
2. Human Development & Diversity
3. Global Risks & Resilience

Internal Assessment

A report, written as a result of a fieldwork investigation taught over 20 hours to both HL and SL students. The study is taken from the core or option themes and involves the collection of primary information at a local scale. Fieldwork will be conducted on a 3 day residential trip, allowing boys the chance to plan, prepare, collect and analyse their data in a well-equipped, focussed environment (this is a chargeable trip).

Setting

Generally our numbers allow us to run one set for all IB Geographers with Higher Level students also receiving tuition as a collective in a smaller grouping.

HISTORY

Head of Department: Miss E Parcell

Entry Requirement

A grade 6 in IGCSE/GCSE History or English is required.

Introduction

The IB History course is structured to give pupils an overview of the major European events of the late 19th and 20th Centuries and is unique in the way that papers interact with each other and require pupils to cross-refer and compare themes and countries. Pupils will emerge after two years with an understanding of the key historical events that have shaped the world in which they live. They will be able to compare and contrast the rise and rule of key historical figures of the 20th Century; they will have had the opportunity to study a topic of their choice in the Internal Assessment; and they will have an understanding of the ways in which world wars and civil and guerrilla wars start and are fought.

History is much respected by employers and in higher education and through IB pupils will develop not only subject-specific skills, but also be required to manage their time in such a way as to ideally prepare them for university life. The Department hopes that pupils will take IB History because they have a genuine interest in the subject and because they value the skills it develops. These skills are much in demand in today's changing world and the choice of History is a gateway to a wide range of careers. In recent years, many pupils have decided to study the subject at university, or have used their IB to enter a law course, where the skills are interchangeable.

There is an emphasis on participation in debate, discussion and argument; pupils should be willing to accept differences of opinion, think for themselves and be able to defend their views. The Department also encourages individual research and excellent written and verbal skills. Pupils will be expected to read widely, research material independently and write with increasing accuracy and fluency. The ability to argue and critically evaluate written source material is also very important. The Department will, of course, aim to foster all these skills and has over recent years produced some extremely gifted historians and prize-winning essay writers. Pupils will acquire both breadth and depth of historical knowledge and develop their skills of communicating this knowledge in a clear and effective manner. They will further their understanding of historical explanations and develop the ability to reach substantiated judgements. In particular, they will continue to advance their skills of handling source material.

Syllabus Content

Pupils can opt to take Higher or Standard Level. Higher Level consists of three papers, plus an internal assessment; Standard Level consists of two papers and an internal assessment (i.e., omitting Paper Three).

Paper 1 - Prescribed Subject Exam: 1 hour			
Content	Skill Tested	% HL	% SL
The move to global war. Pupils will examine two case studies from the 20 th century, Japanese expansion in East Asia from 1931-1941, and German and Italian expansion, 1933-1940. These options dovetail neatly with the Paper Two topics on single-party states.	This is a skills-based paper testing pupils' ability to analyse and manipulate a variety of primary and secondary source material.	20%	30%

Paper 2 - Century world history topics Exam: 1 hour 30 mins			
Content	Skill Tested	% HL	% SL
<p>Topic one: Causes and effects of 20th Century Wars. This will include a study of the First World War, Second World War and two key civil wars (China and Russia). Pupils will be encouraged to compare and contrast causes, effects, technological developments and the home fronts.</p> <p>Topic two: Origin and development of authoritarian and single party states. Pupils will study left and right-wing states such as Mussolini's Italy and Castro's Cuba. Pupils will be encouraged to compare and contrast the rise to power, social and economic policies, extent and success of opposition and totalitarian nature of these regimes.</p>	<p>Essay. Two extended response questions to be answered, each chosen from a different topic.</p> <p>Each essay is marked out of 20. Total mark for the exam is out of 40.</p>	25%	45%

Internal Assessment			
Content	Skill Tested	HL%	SL%
Pupils are given a choice of topic areas which they study independently with teacher guidance. They will produce a study of approximately 2,200 words.	This is a coursework topic. The final piece of work is marked out of 25.	20%	20%

Syllabus Content Higher

Paper 3 – Regional Option Exam: 2 hours 30 mins		
Students should study three sections of the HL European option		
Content	Skill Tested	HL%
Topic: Russia 1855-C1990. Pupils study the last tsars of Russia, the Revolutions of 1905 and 1917, the civil war and rise of Stalin. They also look at the USSR after Stalin and the eventual collapse of communism. There is a great deal of overlap with the Paper Two topics in the final paper and they are encouraged to revise Paper Two topics to give them the widest possible choice of questions.	<p>The examination will consist of 24 questions. Two questions will be set on each syllabus section. Students must choose three questions to answer.</p> <p>Each essay is marked out of 20, total marks for the paper 60.</p>	35%

Internal Assessment

The independent study enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and need not be related to the syllabus. They identify and evaluate sources relating to their topic, investigate the issues related to that topic and reflect on what the process has taught them about the methods used by, and the challenges facing historians. In the past pupils have opted to study the Franco-Prussian War, Stalingrad, the French Revolution and we have even been able to facilitate the use of family archives to produce a study of Bismarck and the unification of Germany.

It is internally assessed by the teacher and externally moderated by IBO.

PHILOSOPHY

Head of Department: Mr M Bolton

Entry Requirement

At least a 6 in GCSE Religious Studies. Boys may study IB Philosophy without having taken GCSE RS, subject to approval by the Head of Department.

Introduction

The emphasis of IB Philosophy is on ‘doing’ philosophy. It is an aim of the IB course that students begin as students of philosophy but become young philosophers. Students engage in their own reflection on central philosophical issues using a wide range of sources from philosophical texts to films and novels. A historical approach to philosophy is discouraged and the purpose is to encourage the student’s own thinking. Candidates are expected to express their ideas clearly and coherently, using the appropriate philosophical language. They will learn to develop and evaluate philosophical ideas and arguments and analyse a variety of texts and examples. IB Philosophy at both Higher and Standard Level is assessed by written papers and one piece of coursework. Students need no formal background in Religious Studies or Philosophy in order to take the course.

Syllabus Content and Assessment

Paper One – Philosophical Themes

Both Higher and Standard Level students study the Core Theme, ‘Being Human’ which covers issues such as freedom and determinism, the relationship between mind and body and whether animals or machines could be persons. Higher and Standard Level students also study the additional Ethics Optional Theme; this looks at theories such as utilitarianism, deontological approaches and virtue ethics as well as biomedical issues, environmental issues and animal rights. Pupils taking IB Philosophy at Higher Level study the, Philosophy of Religion Optional Theme; areas of study include arguments for the existence of God, the problem of evil, religious experience, science and religion and the post-modern view of faith.

Paper Two – Prescribed Text

All candidates study a prescribed text. The study of classical philosophical texts allows students to broaden their knowledge and understanding of philosophy and engage critically with the arguments presented. The current text for study is *On Liberty* by John Stuart Mill.

Paper Three – Unseen Text

This paper is for Higher Level candidates only and consists of an unseen text on the nature, function and meaning of philosophical activity to which students are required to write a response. The paper

allows students to demonstrate their understanding of what philosophy means through a holistic application of knowledge, skills and ideas developed through the course.

Coursework

For both Higher and Standard Level candidates, the coursework consists of one 1600 - 2000 word critical philosophical analysis of a non-philosophical stimulus such as a film, novel, poem or work of art.

BIOLOGY

Head of Department: Mr M Beale

Entry Requirements

Boys wishing to study Higher Level Biology are required to get a minimum of a grade 7 at IGCSE/GCSE Biology (or 87 if studying Double Award Science). At least a grade 6 is required for Standard Level.

Introduction

Students follow a linear Biology course which is assessed terminally. The subject is examined by three separate theory papers plus internally assessed coursework. Much of the SL Biology is covered by the GCSE Biology syllabus with some topics explored at greater depth and students who gain A* at GCSE Biology would be expected to aim for level 6/7 at SL Biology. There are 4 periods per week of Biology during the IB1 year and 4 ppw during the IB2 year. The HL course offers a great deal more depth than SL Biology, with 6ppw for both IB1 & IB2. In addition, 2 more modules are studied, so there is also greater breadth than SL. HL Biology is an excellent preparation for Biology related degree courses (including medicine). The Field Trip (in year 1) is compulsory for all IB1 students.

Syllabus Content

Some of the areas explored include:

Standard (SL)
Core
Molecular Biology
Cell biology
Molecular Biology
Genetics
Ecology
Evolution & Biodiversity
Human physiology
Option
Option D: Human Physiology
Individual Investigation
Completed during the Biology Field Trip

Higher (HL)
Core
Molecular Biology
Cell biology
Molecular Biology
Genetics
Ecology
Evolution & Biodiversity
Human physiology
Option
Option D: Human Physiology
Individual Investigation
Completed during the Biology Field Trip
Additional Higher Level
Nucleic Acids
Metabolism, respiration & photosynthesis
Plant Biology
Genetics & Evolution
Animal Physiology

What does success at IB Biology require?

Prep and revision for exams must be seen by students as opportunities for independent learning. HL Biologists must spend a minimum of 3 hours per week researching essays, answering structured question papers and writing up practicals (which are assessed during the theory exams), and be prepared to read around the subject; SL students will need to make c.2 hours for this. You are strongly encouraged to use your text books and scheme of work to read ahead, as this ensures lessons serve to reinforce and clarify and allows you to build your confidence and competence at the pace needed for success. Sound analytical, practical and communication skills are essential for success, although we hope these will develop during the course. The Individual Investigation will require students to complete a research project and all students are expected to attend the Biology Field Trip to Dorset where the bulk of the data collection and analysis will be completed.

To gain a level 6/7 at HL Biology, UK students should have gained a high 7 or 8/9 at GCSE/IGCSE, whilst those from overseas will need prepare themselves as fully as possible before arrival. For those embarking on a Biology-related career, HL Chemistry and SL (or HL) Mathematics should be taken in tandem with HL Biology. Most universities expect Medical and Veterinary Science applicants to have studied HL Biology with HL Chemistry with SL/HL Mathematics and usually expect applicants to be predicted 7,7,6 / 7,6,6 in their HL subjects, plus an overall score of 35 points or more. Cambridge usually requires HL Biology, Chemistry and Mathematics of medicine applicants. Grade forecasts for UCAS are based upon the results gained in the IBI end of year examinations.

CHEMISTRY

Head of Department: Mr S Knight

Entry Requirements

Boys wishing to study Higher Level Chemistry are required to get a minimum of a grade 7 at IGCSE/GCSE Chemistry (or 87 if studying Double Award Science). At least a grade 6 is required for Standard Level.

Introduction

The IB Chemistry courses are linear courses, with written exams in the May of the second year of study. At both Standard and Higher Levels, 20% of the final mark is set aside for internal assessment, which takes a minimum of 40 (SL) or 60 (HL) hours, and therefore represents a large commitment. Chemistry is offered in both Groups 4 and 6 at Bedford School and it is therefore possible to study it and another science within our curriculum.

Syllabus content

Students study the following core subjects:

Standard (SL)
Quantitative chemistry
Atomic structure
Periodicity
Bonding
Energetics
Kinetics
Equilibrium
Acids and bases
Oxidation and reduction
Organic chemistry
Measurement and data processing

Higher (HL)
Atomic structure
Periodicity
Bonding
Energetics
Kinetics
Equilibrium
Acids and bases
Oxidation and reduction
Organic chemistry
Measurement and analysis

Plus one option topics from:

Standard (SL) & Higher (HL)
Materials
Biochemistry
Energy
Medicinal chemistry

Internal Assessment

Assessed coursework is fully integrated within the practical work of each topic in the programme of study. Here the students will have the opportunity to develop a detailed and extensive Practical Investigation portfolio. HL students are expected to carry out 60 hours of practical work throughout the course; SL students are expected to carry out 40 hours. Assessed work is marked on the following criteria; *Personal engagement, Exploration, Analysis, Evaluation, Communication*.

IB students are required to complete a “Group 4” project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed.

External Assessment

The assessment structure is almost identical for SL and HL and is broken down as follows:

20% from Internal Assessment of practical work (externally moderated)

80% from three written examinations:

- Paper 1: multiple choice questions (20%)
- Paper 2: Structured and extended response questions on core. (HL - 36%, SL – 40%)
- Paper 3: Structured and extended response questions on core and option topic
(HL - 24%, SL – 20%)

These scores are aggregated to give a total mark which is then graded from 7 (highest) to 1 (lowest).

PHYSICS

Head of Department: Mr G Monaghan

Entry Requirements

Boys wishing to study Higher Level Physics must attain a minimum of a grade 7 at IGCSE/GCSE in both Maths and Physics (or 87 if studying Double Award Science) and given the mathematical demands of this course it would be advantageous (but not compulsory) to also study HL Maths. Boys wishing to study Standard Level Physics are required to get a minimum of a grade 6 at IGCSE/GCSE Physics (or 66 if studying Double Award Science) and must be studying at least SL Maths (Maths Studies will not provide the level of mathematical skills required).

Introduction

The IB Physics course is traditional in style and structure, with a heavy emphasis on the mathematical rigour of the subject and the way in which we can ‘know’ anything through the study of the natural world.

Physics is viewed as the fundamental science which attempts to explain all observations of the natural and physical world in terms of laws related to matter and energy. Students are made aware of the connections between the domains of physical laws, experimental skills and social and historical aspects of physics.

The course has a highly mathematical emphasis, where derivations are expected and a high degree of mathematical problem solving required in examination questions.

Syllabus content

SL and HL students study the following core subjects:

Core material
Measurements and Uncertainties
Mechanics
Thermal physics
Waves
Electricity and magnetism
Circular motion and gravitation
Atomic, nuclear and particle physics
Energy production

HL students will cover the following additional material:

AHL material
Wave phenomena
Fields
Electromagnetic induction
Quantum and nuclear physics

SL and HL students will then study one option topic from:

Options (HL options contain extra material)
Relativity
Engineering physics
Imaging
Astrophysics

Assessment

HL students are expected to carry out 60 hours of practical work throughout the course, SL students are expected to carry out 40 hours. This includes a list of set experiments which students must perform and may also be questioned on in examinations.

All IB students are required to complete a “Group 4” project, during which they collaborate with other IB science students. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed.

SL and HL students will have an assessment based on a single 10 hour individual investigation, which will result in a formal submitted report. This forms the internal assessment component score.

The assessment structure is almost identical for SL and HL and is broken down as follows:

20% from Internal Assessment of practical work (externally moderated)

80% from three written examinations:

- Paper 1: Multiple choice questions (20%)
- Paper 2: Short answer and extended response questions on Core and AHL (HL - 36%, SL – 40%)
- Paper 3: Short answer and data analysis questions on compulsory experiments plus short answer and extended response questions on the Option material (HL - 24%, SL - 20%)

These scores are aggregated to give a total mark which is then graded from 7 (highest) to 1 (lowest).

DESIGN & TECHNOLOGY

Head of Department: Mr I Armstrong

Entry Requirement

Boys must have studied GCSE Design & Technology and achieved a minimum of Grade B.

Introduction

IB Design Technology aims to develop internationally minded people whose enhanced understanding of the technological world can facilitate our shared guardianship of the planet and create a better world.

IB Design Technology achieves a high level of technological literacy by enabling students to develop critical-thinking and design skills, which they can apply in a practical context. While designing may take various forms, it will involve the selective application of knowledge within an ethical framework.

It will focus on the design, development, analysis, synthesis and evaluation of problems, and their solution through practical activities. The creative tension between theory and practice is what characterizes design technology within the Diploma Programme experimental sciences.

Syllabus Content

All students study the following topics as part of the IB core:

- Human factors & ergonomics
- Resource management and sustainable production
- Modelling
- Final production
- Innovation and design
- Classic design

Coursework is a large component of the subject and comprises of one major ‘design and make’ project.

The ‘design and make’ project encourages boys to tackle a design problem of their own choice, together with enough time to explore and develop an effective solution to that problem. The range of projects is wide ranging and includes: architecture, environmental, furniture, product and transport design.

Boys are encouraged to tackle projects that support their choice of university course/career and to work with a client.

Assessment

40% Coursework, 60% Examination

The external assessment consists of two written papers: a multiple choice paper and a short and long answer response paper.

MATHEMATICS

Head of Department (Acting): Ms R Jackson

Introduction

Mathematics is a key subject in the IB programme that all students must study. With this in mind, and recognising the different needs, interests and abilities of the students, the International Baccalaureate offers a number of different courses in Mathematics. These are targeted at students who wish to study Mathematics in depth; either as a subject in its own right or in order to pursue their interests in areas related to Mathematics, those who wish to gain a degree of understanding and competence in order to understand better their approach to other subjects and those who may not be aware that Mathematics has relevance in their studies and in their future lives.

Each course is designed to meet the needs of a particular group of students and so great care should be taken to select the course that is most appropriate for an individual student. In making the selection, individual pupils should be advised to take account of the following considerations:

- Their own abilities in Mathematics and the type of Mathematics in which they can be successful
- Their own interest in Mathematics with respect to the areas which hold an appeal
- Their choices of subjects within the framework of the IB Diploma
- Their future academic plans in terms of the subjects they wish to study
- Their choice of career

Unique to Mathematics, there are two possible courses of study at Standard Level, testifying to the range in ability of students, and the conceptual difficulties that the subject presents to many students. Choosing the right course is very important at this level as the difficulty level between the two is quite different, although it is possible to change from *Mathematics: Analysis and approaches* Standard Level to *Mathematics: Applications and interpretations* Standard Level within the first two terms, with the latter course being less demanding. Both courses are described below but it is worth saying now that *Mathematics: Analysis and approaches* SL should be attempted by those who are very good at Mathematics, or those who need to do it for their university or degree choice. *Mathematics: Applications and interpretations* SL is an entirely appropriate course for anyone who does not want to do a degree with mathematical content; many students who are thinking of applying to Oxbridge will take this course. *Mathematics: Applications and interpretations* SL is not a course purely for those who find mathematics difficult; it is a wise choice for those who wish to get a high points score in the IB.

The three courses on offer at Bedford School have an element of exploration work.

Mathematics: *Analysis and approaches* HL

The course is long and demanding and should not be taken lightly; up to half of the material is beyond A Level and so would not normally be encountered until undergraduate level. The course requires students to study a broad range of mathematical topics through a number of different approaches and to varying degrees of depth. Calculus forms a larger part of this course as does the study of mathematical functions and Statistics is studied both as a compulsory element and sometimes as the option. Students embarking on this course should be intellectually equipped to appreciate the links

between parallel structures within the different topic areas of Mathematics. The majority of students taking HL will be expecting to include Mathematics as a major component of their university studies. Students wishing to specialise in Mathematics at university must seek further advice from the Head of Mathematics.

Entry Requirements for Mathematics: *Analysis and approaches* HL

Students who really enjoy Mathematics, and would welcome the opportunity to study complex algebra and new abstract topics, should consider taking IB Higher Level. Higher Level extends the core topics and introduces new material normally encountered during the first year of a degree course. It is therefore a particularly demanding Higher Level, although many find it even more exciting and rewarding than Standard Level. However, students should consider this option only if they obtained a good Grade A* at GCSE and show talent in Mathematics **which now translates to at least an 8 with the new 9 – 1 grading for GCSE**. Many students attempting this course will already have knowledge beyond GCSE, such as the FSMQ Additional Mathematics qualification. An interest in Mathematical processes, the ability to cope with abstract ideas, the determination to practise techniques and a sense of achievement when worthwhile results are achieved are all fundamental to the successful student of Higher Level Mathematics. To help with the decision as to whether Higher Level or Standard Level Mathematics should be studied, a student who would have earned an A grade at A Level may well achieve 4 points at IB Higher and an average candidate might expect to increase their grade by 2 points by swapping from Maths HL to Maths SL.

Why do Mathematics Higher Level?

Higher Level Mathematics is a course designed for the particularly able Mathematician. Students taking this course usually fit into one of three categories: those who want to study Mathematics at university, those who might be contemplating an Oxbridge course for which some Mathematics might be a requirement and those students who enjoy Mathematics and wish to be intellectually challenged.

The course is highly regarded by University admissions tutors of all disciplines. Students who have studied Higher Level Mathematics will acquire skills and knowledge that can be applied in many fields. In addition to the acquisition of mathematical skills, students will develop their powers of reason and logic, and their communication skills. Because these skills are transferable, the worth of having studied Higher Level Mathematics is universally recognised.

As well as being an excellent intellectual challenge for anyone, this course is invaluable for those who wish to study Physical Science courses, some Economics courses (Oxbridge, LSE, UCL and Warwick only - the majority of Economics courses require Maths SL) or Actuarial Science. Even the best universities have relatively few pupils with a good mathematical background applying to them and such pupils (particularly Higher Level Mathematicians) tend to receive attractive offers from universities and, later on, from employers. In recent years, many of the students taking Higher Level Mathematics have gained Oxbridge places and anyone considering applying to a top university to study a subject with substantial mathematical content would be well advised to give serious thought to taking this option.

Students who wish to study mathematical subjects at some universities, notably Oxford, Cambridge and Warwick, may be required to sit extra examinations (OMAT, STEP or AEA). We provide support

and tuition for such students. It may also be advantageous for these students to complete some of the A Level mechanics options as mechanics is not covered in Mathematics Higher Level.

Exploration

A piece of work of the student's choosing, examining an area of Mathematics. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. It offers students the opportunity for developing independence in their mathematical learning. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas. There is allocation for approximately 10 hours of directed time in class and the same outside of the classroom. It makes up 20% of the Assessment.

Form of Assessment/Examination

External Assessment | 5 hours | 80%

Written Papers

Paper 1 | 2 hours | 30% Non-Calculator Core Material

Paper 2 | 2 hours | 30% Calculator Core Material

Paper 3 | 1 hour | 20% Two Compulsory extended –response questions based on the syllabus.

Internal Assessment | Exploration | 20%

Syllabus Outline (syllabus available April 2019)

Setting

As a large number of students take IB Higher Level Mathematics in the Sixth Form it is possible to set. There are usually 2 sets for Mathematics and setting is based upon the UMS mark achieved at GCSE and if this is not available the GCSE grade and entrance paper result if a boy is new to Bedford School. It can be possible to change the set during the course and it is also possible to change to Standard Level in the first two terms of the course, so long as there is another SL subject that can change to HL.

Mathematics: *Analysis and approaches* SL

The content of the Mathematics: *Analysis and approaches* Standard Level is approximately equivalent to three-quarters of an A-Level; however, the course is taught in only half the teaching time, so the pace is fairly brisk. This course is designed for the more able mathematician who might need a more substantial mathematics course for future studies. Students must possess a good knowledge of basic mathematical concepts and be confident when applying the mathematical techniques learnt at GCSE. There is some degree of overlap with the Mathematics: *Applications and interpretations* SL course but most topics are studied in greater depth. In addition, calculus is introduced into this course and forms

a significant part of the teaching programme. A greater emphasis is put on the use of the Graphical Display Calculator.

Entry Requirement for Mathematics: *Analysis and approaches* SL

Entry for this course requires the student to have the ability and the desire to take the subject well beyond GCSE Level. Students are expected to possess already knowledge of basic concepts and to be equipped with the skills needed to apply simple mathematical techniques correctly. To do well at Standard Level a student would be expected to have gained a grade A or A* at GCSE Level. Past experience has shown that, for a student to obtain a good points score at Standard Level, he ought to have gained an A* at GCSE and be thoroughly confident with algebraic techniques. Thus an A grade for Mathematics GCSE/IGCSE is the minimum grade required in order to study this subject at Standard Level **which now translates to at least a 7 with the new 9 – 1 grading for GCSE**. If, at the moment, you find that success in the subject is only achieved with difficulty and the algebra is an immense mystery, then you should think long and hard before committing yourself to the Standard Level course.

Why do Mathematics: *Analysis and approaches* SL?

There are three main reasons for taking Mathematics: *Analysis and approaches* Standard Level. The first, and best, is that you have an interest in it, and wish to pursue your knowledge of it beyond GCSE. The second is that you need a sound mathematical background in preparation for a university course which you hope to study, or for a career which you hope to follow. The third is that you have done well at GCSE Mathematics, enjoy problem solving and feel confident about obtaining a good grade at Standard Level.

Mathematics: *Analysis and approaches* SL is harder but more stimulating than Mathematics at GCSE. Students will be challenged and will need to be interested and determined to succeed. It will appeal particularly to those who enjoyed, and had a flair for, the more abstract topics of algebra and geometry. Learning and hard work cannot be avoided, it is a demanding course and is considered to be as difficult as A-Level Mathematics, but with fewer topics. The main emphasis is on learning techniques and skills, understanding concepts and applying these to solving problems.

Mathematics: *Analysis and approaches* SL is intended to provide sufficient mathematical background for the majority of numerate university courses. Students who have studied this course will acquire skills and knowledge that can be applied in many fields. In addition to the acquisition of mathematical skills, students will develop their powers of reason and logic, and their communication skills. Because these skills are transferable, the worth of having studied Mathematics is universally recognised.

The internally assessed component, the exploration, offers students the opportunity for developing independence in their mathematical learning. Students are encouraged to take a considered approach to various mathematical activities and to explore different mathematical ideas. The exploration also allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

Exploration

A piece of work of the student's choosing, examining an area of Mathematics. There is allocation for approximately 10 hours of directed time in class and the same outside of the classroom. It makes up 20% of the Assessment.

Form of Assessment/Examination

External Assessment | 3 hours | 80%

Written Papers

Paper 1 | 1½ hours | 40% Non-Calculator

Paper 2 | 1½ hours | 40% Calculator

Internal Assessment | Exploration | 20%

Syllabus Outline (syllabus available April 2019)

Setting

As a large number of students take IB Standard Level Mathematics in the Sixth Form it is possible to set. There are usually 2 sets for Mathematics and setting is based upon the UMS mark achieved at GCSE and if this is not available the GCSE grade and entrance paper result if a boy is new to Bedford School. It can be possible to change the set during the course and it is also possible to change to Mathematics: *Applications and interpretations* SL in the first two terms of the course.

MATHEMATICS: *Applications and Interpretations* Standard Level (replacing MATHEMATICAL STUDIES)

Head of Department (Acting): Ms R Jackson

This course has an emphasis on applications of Mathematics, and the largest section is on statistical techniques. It is designed for students with varied mathematical backgrounds and abilities. It offers students opportunities to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning and to enhance their critical thinking. The individual project is an extended piece of work based on personal research involving the collection, analysis and evaluation of data.

Students taking this Mathematics: *Applications and interpretations* SL course are well prepared for a career in social sciences, humanities, languages or arts. These students may need to utilize the statistics and logical reasoning that they have learned as part of the course in their future studies.

Entry Requirements

Building on a good knowledge of GCSE Higher Level Mathematics, the course covers the same topics in a little more detail along with new areas such as sets, calculus and financial mathematics. The probability and statistics component of this course includes the study of the χ^2 distribution and regression and often forms the basis of the project that all students attempt. A grade C at Higher Level GCSE is the minimum requirement **which now translates to at least a 5 with the new 9 – 1 grading for GCSE.**

Why do Mathematics: *Applications and interpretations* SL?

The students most likely to select this course are those whose main interests lie outside the field of Mathematics, and for many students this course will be their final experience of being taught formal Mathematics. All parts of the syllabus have therefore been carefully selected to ensure that an approach starting from first principles can be used. As a consequence, students can use their own inherent, logical thinking skills and do not need to rely on standard algorithms and remembered formulae. The course syllabus focuses on important mathematical topics that are interconnected. The syllabus is organised and structured with the following tenets in mind: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively.

Form of Assessment/Examination

External Assessment | 3 hours | 80%

Written Papers

Paper 1 | 1½ hours | 40% Calculator

Compulsory short-response questions based on the whole syllabus.

Paper 2 | 1½ hours | 40% Calculator

Compulsory extended-response questions based on the whole syllabus.

Internal Assessment | Exploration | 20%

Syllabus Outline (syllabus available April 2019)

Setting

The number of students taking Mathematics: *Applications and interpretations* SL in the Sixth Form varies from year to year. Often there is only one set. On the occasions when there are 2 sets, setting is based upon the UMS mark achieved at GCSE and if this is not available the GCSE grade and entrance paper result if a boy is new to Bedford School.

MUSIC

Head of Department: Mr J Rouse

Entry Requirement

At least a Grade 6 in Music GCSE or equivalent. Candidates must also play at least one instrument or sing and be having lessons in that instrument. As a very rough guide, boys should be playing at grade 5 level or above when starting the course, although this depends on individual circumstances.

Introduction

IB Music is an exciting and broad syllabus and is suitable for all those who enjoy listening to and playing music of any sort and are keen to learn more about music and how it works. The key areas of focus are performing, composing and history/analysis (at SL this depends on which options are chosen). The scope of the course is very wide so much of the lesson time is spent investigating the widest possible variety of music from different time periods and places, whilst focusing on particular areas of interest amongst those in the group. This journey of discovery requires an openness of mind and can be very rewarding. The course involves less practical application of music theory than A Level, though a working knowledge of basic theory is essential. One particularly interesting feature of the course is the Musical Investigation, a self-directed project comparing music from two distinct cultures.

Syllabus Content

Standard Level

There are three elements to Standard Level Music:

i) Listening Paper (30%)

This is a 2¼ hour exam paper at the end of the course, and is the main focus for much of the lesson time. We study two set works in detail for this exam. They are usually very contrasting works, one of which is a substantial piece of classical music. Boys are asked to place them in their musical and historical context and will need to be able to analyse and compare them in detail.

The remainder of the exam is one of the most interesting parts of the course: a number of short extracts of music from different time periods and places are played and boys will be asked to comment on them. Some may be known to them, but most will not be! It is essential to build up analytical skills during the course to deal with any music that crops up.

ii) Musical Investigation (20%)

A written media script of around 2000 words investigating the relationship between two musical genres. Recent examples chosen by Bedford pupils include a comparison of Steve Reich's minimalist piece *Drumming* with a Ugandan percussion piece, and of Miles Davis' *So What* with the Indian piece *Rag Bhairav*.

iii) One of the following options: (50%)

- a) **Solo Performance** - A solo recital of approximately 15 minutes
- b) **Group Performance** - A recital as a member of an ensemble lasting between 15 and 30 minutes
- c) **Creating** - Two contrasting compositions with recordings and a written statement

Higher Level

Sections (i) and (ii) of Higher Level are the same as the corresponding sections of Standard Level, except that Higher Level candidates must answer extra questions in the listening exam. There are no choices at Higher Level – **both** solo performance and composition are compulsory.

i) Listening Paper (30%)

This is a 3-hour exam paper at the end of the course, and is the main focus for much of the lesson time. We study two set works in detail for this exam. They are usually very contrasting works, one of which is a substantial piece of classical music. Boys are asked to place them in their musical and historical context and will need to be able to analyse and compare them in detail.

The remainder of the exam is one of the most interesting parts of the course: a number of short extracts of music from different time periods and places are played and boys will be asked to comment on them. Some may be known to them, but most will not be! It is essential to build up analytical skills during the course to deal with any music that crops up.

ii) Musical Investigation (20%)

A written media script of around 2000 words investigating the relationship between two musical genres. Recent examples chosen by Bedford pupils include a comparison of Steve Reich's minimalist piece *Drumming* and a Ugandan percussion piece, and of Miles Davis' *So What* and the Indian piece *Rag Bhairav*.

iii) Solo Performing (25%)

A solo recital of approximately 20 minutes.

iv) Creating (25%)

Three contrasting compositions with recordings and a written statement.

Coursework:

SL: Musical investigation and the performance/composition option are completed as coursework.

HL: Musical investigation, solo performance and composition are coursework.

Assessment

Internally assessed: 50%, externally assessed: 50%

Setting

There is no setting in IB Music.

THEATRE

Head of Department: Mrs A Keylock

Introduction

The Diploma Programme Theatre course is designed to encourage students to examine Theatre in its diversity of forms around the world. The Theatre course emphasizes the importance of working individually and as a member of an ensemble. Students are encouraged to develop the organisational and technical skills needed to express themselves creatively in Theatre.

The Theatre course at both HL and SL requires no previous experience in drama or theatre. Since the course is designed to enable students to experience theatre on a personal level, achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying this art form.

Students' individual ability to be creative and imaginative, and to communicate in dramatic form, will be challenged and extended through the theoretical and practical content of the course.

The Theatre course provides a relevant learning opportunity for a diverse range of students as it lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, by instilling discipline, and refining communication and group-work skills, it offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Entry Requirement

At least a grade 6 in English Literature GCSE and Drama GCSE if taken.

Syllabus Content

The Theatre syllabus is assessed through coursework and there is no terminal examination.

Core syllabus (HL and SL)

The core areas have been designed to fully interlink with the assessment tasks. Students are required to understand the relationship between these areas and how each area informs and impacts their work in theatre. Students are required to approach these areas from the perspectives of each of the following specialist theatre roles: creator, designer, director and performer.

Theatre in Context

This area of the syllabus addresses the students' understanding that theatre does not occur in a vacuum. Students examine the personal, theoretical and cultural contexts that inform theatre-making and the ways in which these affect and influence creating, designing, directing, performing and spectating.

Theatre Processes

This area of the syllabus addresses the students' exploration of the skills, techniques and processes involved in theatre-making. Students reflect on their own creative processes and skills acquisition as well as gaining a practical understanding of the processes of others; creators, designers, directors and performers.

Presenting Theatre

This area of the syllabus addresses the staging and presentation of theatre as well as the presentation of ideas, research and discoveries through diverse modes of presentation, both practical and written. Students consider the impact theatre can have on the spectator. They are encouraged to think about their own artistic intentions as creators, designers, directors and performers and the impact they wish to have on an audience.

Assessment

External Assessment (HL 75%, SL 65%)

Task 1: Solo Theatre Piece – HL only (35%)

Students at HL research a theatre theorist they have not previously studied, identify an aspect (or aspects) of their theory, create and present a solo theatre piece (4–8 minutes) based on an aspect(s) of this theory. This task develops, builds on and extends the skills and understandings developed in the other areas of the syllabus. It requires students to create a fully produced piece of theatre based on theatre theory. Students submit a report (maximum 3,000 words) which includes their research into and understandings of the theorist, the theory and the context of the theorist's work.

Task 2: Director's Notebook (HL 20%, SL 35%)

Students independently choose a published play text, read the text and record their personal responses. They then:

- research and record the cultural and/or theoretical context of the play and identify ideas the playwright may be addressing
- explore the play and record their own ideas regarding how this play may be staged for an audience
- explain their directorial intention(s) and explain how this will inform their staging of two particular moments of the play; these can be moments of atmosphere, emotion or tension or which communicate the meaning(s) of the play; they must demonstrate an understanding of how performance and production elements function together to create these moments
- reference live performances they have experienced and how these have influenced, inspired or informed their directing of these moments. This process is recorded and presented in the form of a director's notebook (20 pages maximum) which is made up of visuals and words. This is a theoretical exercise.

Task 3: Research Presentation (HL 20%, SL 30%)

Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline their research and exploration of a theatre tradition they have not previously studied. Students research the cultural and/or theoretical context of the selected theatre tradition and identify one performance convention from this tradition to explore practically and physically. The presentation must include a physical demonstration of the student's practical and physical explorations of the performance convention and its application to a moment of theatre.

Internal Assessment (HL 25%, SL 35%)

Task 4: Collaborative Project

Students collaboratively create and present an original piece of theatre (lasting 13–15 minutes) to a specified target audience from a starting point selected by the ensemble. They submit a process portfolio (15 pages maximum) which documents their own individual approaches and skills, the exploration of the starting point selected by the ensemble, the nature of the collaboration and the student's individual contribution to the creation and presentation of the piece of theatre. The student submits a video recording (4 minutes maximum) in support of the process portfolio which the student selects from the unedited video recording of the created piece.

VISUAL ARTS

Head of Department: Mr M Croker

Entry Requirement

GCSE Art Grade 6

Introduction

The Diploma Programme Visual Arts course enables students to engage in both practical exploration and artistic production, and in independent contextual, visual and critical investigation. The course is designed to enable students to study visual arts in higher education and also welcomes those students who seek life enrichment through visual arts. Visits to art galleries and museums are seen as integral to the course with a European Study Tour usually arranged annually. Although this is not compulsory all students who have taken part have benefited enormously from the experience. Life Drawing classes take place every Wednesday between 4.30 and 6pm and there are at least four Gilbert Lloyd Art lectures each academic year which are given by eminent speakers. The expectations are that IB students attend both life drawing and lectures particularly if they are intending to apply for Foundation or degree courses.

The IB course itself builds on the skills, knowledge and understanding acquired at GCSE. The emphasis for the course is on Fine Art, which incorporates specialisms in Drawing, Printmaking, Sculpture and Alternative Media although every attempt is made to realise students' ideas beyond these areas if so required.

Throughout the course students are expected to experience working with a variety of different art-making and conceptual forms. In tandem they will be looking at and analysing works by artists from differing cultural contexts, interpreting the meaning and significance of the work and making comparisons with other selected pieces and relating back to their own practice. As students begin to develop a body of work they are encouraged to think about curatorial strategies and the presentation of work to an audience, considering methods of display and to explore how meaning is communicated through exhibiting.

Quality work in visual arts can be produced by students at both Higher Level (HL) and Standard Level (SL). The aims and assessment objectives are the same for visual arts students at both HL and SL. Through a variety of teaching approaches, all students are encouraged to develop their creative and critical abilities and to enhance their knowledge, appreciation and enjoyment of visual arts.

The course content for HL and SL may be the same. However, due to the increased requirements for students at HL they will have the opportunity to further develop ideas and skills, and to produce a larger body of work, or work of greater depth. In order to reflect this, the assessment criteria are differentiated according to option and level.

Syllabus Content

The Visual Arts course consists of three linked parts, underpinned by the Visual Arts Journal (artist sketchbook) where much of the artwork and written work will take place. From this work can be taken for both the Comparative Study and the Process Portfolio. This course can be taken at both Higher and Standard Levels:

- **The Comparative Study (20%).** This is an independent critical and contextual investigation which explores artworks, objects and artefacts from differing cultural contexts. At least three artworks (by different artists) are researched and studied. These works should come from contrasting cultural contexts and ideally should be seen first-hand.

At both Higher and Standard Level the requirement is for 10-15 screen shots with an additional 3 – 5 pages at Higher Level which analyse how the student's work has been influenced by the art and artists explored.

- **The Process Portfolio (40%).** Students submit carefully selected materials which document their experimentation, exploration, manipulation and refinement of a variety of art techniques and processes during the two-year course. It is an art skills based portfolio which includes work produced in 2D, 3D and digital media. Much of this work will come from the Visual Arts Journal but could also come from loose drawings, prints, painting studies and maquettes showing the development of resolved and unresolved work.

Standard Level students submit 9 – 18 pages and at Higher Level students submit 13 – 25 pages.

- **The Exhibition (40%).** For this students submit for assessment a selection of resolved artworks from their final exhibition. The selected pieces should show evidence of their technical accomplishment during the course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

Both Standard Level and Higher Level require the students to write a curatorial rationale for their exhibition (up to 400 words at Standard Level and 700 words at Higher Level). In the exhibition students will show 4 – 7 works at Standard Level and 8 – 11 works at Higher Level. Each piece of work exhibited will also be labelled stating the artist's intention.

- **The Visual Arts Journal.** The aim of the Visual Arts Journal (sketchbook) is to support and nurture the acquisition of skills and ideas, to record developments and to critique challenges and successes. Although the Journal itself is not directly assessed it is considered integral to the course as this is where much of both the written and practical work will be done and where ideas will evolve. Work will be taken from the Journal to be used for assessment for both the Process Portfolio and the Comparative Study.

Assessment Outline

The Process Portfolio accounts for 40% of the course and is externally assessed by submission of a carefully selected range of scanned work (from both the Visual Arts Journal and other works).

The Comparative Study accounts for 20% and is also externally assessed by submission of scanned pages (mainly from the Visual Arts Journal).

The Exhibition accounts for 40% and is internally assessed, and externally moderated by IBO at the end of the course.

THEORY OF KNOWLEDGE (ToK)

ToK Co-ordinator: Mr A Finch

Introduction

In ToK, we examine the ways in which we acquire knowledge in the different subject areas of the curriculum, how reliable those methods are and how robust the knowledge is that they give us. This means asking to what extent we achieve knowledge using such tools as reason, language, sense perception and memory, and what their strengths and limitations are. We also consider how, and why, knowledge changes and evolves over time in different subject areas. Students learn the importance of using language with care, supporting their ideas with evidence and arguing coherently.

In particular, ToK focuses on:

- The development of critical and higher order thinking skills
- Awareness of subjective and ideological bias – developing an ability to analyse evidence and construct a rational argument
- An appreciation of different cultural and subject perspectives
- Connections between subjects
- Philosophical and ethical questions - encouraging students to think about the application of knowledge and what ‘truth’ is

Assessment

Internal Assessment

ToK students prepare and give a presentation to their class on a question of knowledge. The presentation should be about 10 minutes long and should be based on a real-life situation, focusing on ‘knowledge questions’. Each presentation is assessed by the classroom teacher and supporting documentation is marked by external examiners.

External Assessment

Students write a Prescribed Title Essay, of 1200-1600 words, on a topic chosen from a list provided by the IB. This essay is sent away to be marked by external examiners.

EXTENDED ESSAY

Extended Essay Co-ordinator: Mr A Finch

Introduction

IB students write an Extended Essay – a piece of independent personal research of 4000 words (maximum). Candidates select their own subject, topic and title of the essay, under the guidance of a supervisor (a teacher in school chosen, where possible, by the student). The essay does not need to produce something completely original, just evidence of research. It teaches the student how to carry out and present his own research and is a way of showing commitment to a subject beyond the syllabus.

It is recommended that boys spend about 40 hours on the Extended Essay.

In which subjects can you write an Extended Essay?

The Extended Essay should be within a Higher Level subject that the candidate is studying (except World Studies which can be cross-curricular). All essays should be written in English unless otherwise stated. At Bedford School boys are free to choose an Extended Essay title from the following list of subjects.

Extended Essay Subject List (* to be written in that Group 2 language)

- Literature (English & world literature)
- Language and literature
- Biology
- Chemistry
- Economics
- French*
- Geography
- German*
- History
- Latin
- Mathematics
- Music
- Philosophy
- Physics
- Politics
- Spanish*
- Theatre
- Visual Arts
- World Studies (cross-curricular)

CREATIVITY, ACTIVITY, SERVICE (CAS)

CAS Co-ordinator: Mr A Finch

Introduction

The philosophy and spirit that form the CAS requirement of the Diploma programme are based on several assumptions:

- Education does not begin or end in the classroom or examination
- An international education must go well beyond the provision of information, and is involved in the development of attitudes and values that transcend barriers of race, class, religion, gender or politics
- Service to the local, national or international community is complementary to intellectual development and academic endeavour
- IB schools have a special challenge and opportunity to establish links with the local community and, by so doing, to further international understanding
- The CAS programme should challenge and extend the individual student, develop a spirit of discovery and self-reliance, encourage new skills and interests and inspire a sense of responsibility toward all members of the community

The emphasis of CAS is on experiential learning. Students are expected to be involved for the equivalent of at least three to four hours a week, throughout their Diploma, in a balanced range of different activities.

Creativity covers a range of arts and other activities, and includes creativity by the individual student in designing and carrying out service projects.

Activity can include participation in expeditions, individual and team sports and physical training.

Service is community or social service; it can include environmental and international projects. In the Lower Sixth, Wednesday afternoons are used for completion of the Service component.

Frequently Asked Questions

1. Do universities recognise and welcome the IB?

The IB is recognised not just in the UK, but in countries all over the world. Universities like the fact that IB is not subject to political interference from governments; that its grades are not inflated and thus, over time, not devalued; and that its grading system allows them to differentiate so clearly between students. “Because the IB differentiates better than A Levels, [...] if we are hesitating about making an offer at all, we would be more likely to make an offer to an IB student than an A Level student” – Dr Geoff Parks, formerly Director of Admissions at Cambridge University.

Universities welcome the IB and respect its academic rigour. They know that IB students have a wider perspective on their studies and that it provides a good preparation for university and beyond. They also find that IB students, when they arrive to start their courses, already possess superior skills in research and analytical thinking, and that they are good independent learners and able to take responsibility for their own work. “IB is well known to us for excellent preparations. Success in an IB program correlates well with success at Harvard. We are always pleased to see the credentials of the IB Diploma program on the transcript” – Marilyn McGrath Lewis, Director of Undergraduate Admission, Harvard University.

Employers also respect it: the Chairman of BT recently admired the way in which it promotes breadth of understanding and avoids too much specialisation too early.

2. How is the IB assessed?

In each of the six subjects, whether taken at Higher or Standard Level, you can score a maximum of seven points. Three additional points are available for a combination of Theory of Knowledge and Extended Essay. The maximum is thus 45 points. The minimum required to achieve the Diploma is 24 points.

3. Exactly how much coursework is there on the IB course?

All subjects have some coursework, or ‘internal assessment’. Typically, it accounts for between 20% and 30% of the total mark for each subject.

4. Are coursework deadlines evenly spaced?

We do the majority of coursework in year two of the course to allow for maturation. We recognise the need to spread the burden of work as sensibly as we can to avoid points of unreasonable pressure during the year. To achieve this, we produce a schedule of internal deadlines that spreads the work out over the year from June of the first year to March of the second year.

5. Is IB an accepted programme for those wanting to go on to study Medicine?

Absolutely. Good doctors are well-rounded and possess, besides expertise in their specialist area, a broad range of other skills. Studying Biology, Chemistry, Maths and/or Philosophy at Higher Level gives students an excellent opportunity to develop all the skills they need.

6. I want to study Natural Sciences – is the IB an appropriate course for me?

Yes, because it allows higher level study of two natural sciences – Chemistry plus either Biology or Physics – and the study of Mathematics. This meets the entry requirements of UK universities.

7. Is the IB just for the academically strongest students?

No. It is designed for students representing a broad range of ability. The Diploma Programme pass range, in terms of total points, extends from 24 up to 45. Naturally, academic ability is needed – the IB DP is an academic programme – but it is at least as important that those who do the IB are self-motivated, well organised and unafraid of a challenge.

8. Will I really be able to cope with six different subject areas?

The breadth of the course is certainly a major part of the challenge it presents. The IB believes that a good education means maintaining breadth of learning up to the end of secondary education. Thus, you have to study English, a foreign language, Maths, a natural science and a ‘human’ science, plus one further subject. However, this does not mean that you have to be exceptional at every subject. Remember that you do not have to study every subject to the same level: you take three (your best subjects) to Higher Level and three others to Standard Level. However, to get a good overall final score, you do have to be prepared to work hard at all your subjects.

9. Will I really be able to cope with the ongoing work load at IB?

The main difference, in terms of work-load, between IB and A Level comes in year two of the course: in year one, IB and A Level students have exactly the same number of timetabled lessons; in year two, A Level candidates usually drop a subject. There is no doubt that the IB demands a readiness to work hard and to invest time in study. It is not the easy option for the Sixth Form: it does require a commitment to academic work. The advantage of this is that it will improve your time management skills and get the best out of you in a way that less challenging courses will not. Moreover, it is very good preparation for the reality of life after school. If you do the work when it is set, instead of putting it off and letting it build up, you will cope.

10. If I opt for the IB, will I still be able to do my extra-curricular activities to my preferred level?

The IB Diploma Programme includes an extra-curricular requirement; it aims to develop the whole person. It is perfectly compatible with sport, music, drama and other activities. Many of our IB students are also talented sportsmen, musicians and actors. However, the more you do, the more effective your time management must be, and it is important to find a good balance between academic work and other commitments.

11. If I’m not very good at Maths, does that rule out the IB for me?

Certainly not. The IB offers Maths at different levels. The best mathematicians take *Analysis and Approaches* at Higher Level; Standard Level is also quite challenging. However, if your interest lies in other areas of the curriculum, you can do *Maths Applications and Interpretations* Standard Level, an accessible course designed to take you a little way beyond GCSE.

12. Will I get the depth I need in my specialist subjects on the IB Diploma Programme?

Yes. Higher Level in an IB subject is superb preparation for university courses in that subject; many UCAS offers ask for Higher Level points in the most relevant subjects.

13. What do the terms 'Theory of Knowledge', 'Extended Essay' and 'CAS' actually mean, and what are their benefits?

Theory of Knowledge teaches you to think critically and to see the deeper connections between areas of your education that might not be visible on the surface. It puts you on your guard against bias and preconceptions and makes you aware of the factors governing your own thinking. It gets you ask yourself how we know and to seek evidence for knowledge claims, beliefs, opinions and arguments. As Professor A.C. Grayling has written:

“the most advanced and successful societies, in point of technological and social development and economic power, are precisely those where critical evaluation of orthodoxy has been most encouraged.

Let's bring the general point here down to the particular. In the range of contemporary styles of school education on offer in the UK by far the best is the International Baccalaureate. One of its compulsory elements is theory of knowledge, a course aimed at getting students to reflect critically on diverse ways of knowing and on areas of knowledge, and to consider the role and nature of knowledge in our own culture & in other cultures.”

The Extended Essay is a 4000-word research project that allows you to investigate in depth an aspect of one of your favourite subjects. It teaches you the disciplines of academic inquiry and gives you an opportunity to show commitment to a subject that you may well want to read at university. Universities value this aspect of the IB very highly.

Creativity, Activity and Service: this (CAS) acknowledges the importance of extra-curricular activities in a full and rounded education. IB students have to participate in some way in artistic activities, sport and community service. The programme aims to challenge and extend the individual student, develop a spirit of discovery and self-reliance, encourage new skills and interests and inspire a sense of responsibility towards all members of the community.

14. What are the specific advantages of the IB as a Sixth Form programme at Bedford School?

Quite simply, because of the level of demand that it makes and because it will stretch you, the IB is likely to get the best out of you, and you are likely to get more out of it. Secondly, it is a non-modular programme that teaches you to see subjects in an integrated rather than a fragmented way and it will thus give you a good overall understanding. Finally, it will give you an excellent preparation for the world beyond school and will equip you admirably for university because it will teach you to be self-reliant.

Academic Advice and Support

Your son's Tutor and Housemaster as well as the Heads of Faculty and Departments make every effort to provide academic support through the school year. The Deputy Head (Academic) is also always available to offer advice and support on academic issues, including Sixth Form options.

Educational Support

Educational Support continues to be available to boys on an individual basis in the Sixth Form.

Contacts

Deputy Head Academic Mr Sam Baldock
sbaldock@bedfordschool.org.uk

Director of IB Mr Adrian Finch
afinch@bedfordschool.org.uk

Careers Advice Mrs Mel Lincoln
mlincoln@bedfordschool.org.uk

Academic Support Mrs Jo Spir
jspir@bedfordschool.org.uk

Heads of Departments

Art Mr M Croker mcroker@bedfordschool.org.uk

Classics (inc. Latin) Mr A Melvill amelvill@bedfordschool.org.uk

Design and Technology Mr I Armstrong iarmstrong@bedfordschool.org.uk

Drama & Theatre Mrs A Keylock akeylock@bedfordschool.org.uk

Economics Mr P Waterhouse pwaterhouse@bedfordschool.org.uk

English Mr N Hopton nhopton@bedfordschool.org.uk

Geography Mr T Rees rees@bedfordschool.org.uk

History Miss E Parcell eparcell@bedfordschool.org.uk

Maths Mrs R Jackson rjackson@bedfordschool.org.uk

Modern Languages

- MFL & German Mr F Graeff fgraeff@bedfordschool.org.uk
- Spanish Mr A Huxford ahuxford@bedfordschool.org.uk
- French Ms V Fletcher (acting) / vfletcher@bedfordschool.org.uk
Mrs Wahid jwahid@bedfordschool.org.uk

Music Mr J Rouse (Academic) jrouse@bedfordschool.org.uk

**Religious Studies
(inc. Philosophy)** Mr M Bolton mbolton@bedfordschool.org.uk

Science

- Biology Mr M Beale mbeale@bedfordschool.org.uk
- Chemistry Mr S Knight sknight@bedfordschool.org.uk
- Physics Mr G Monaghan gmonaghan@bedfordschool.org.uk

The 'Old' v 'New' GCSE Grade Structure for current 5th Form

These 'pairings' are not exact; examination boards have not yet indicated exact mark thresholds for grades, and these are not likely to be known until after public examination results using the new grading structure have been released. But this chart is designed to give an indication of how the new structure fits with the old, for the purposes of comparison, tracking of attainment, and to aid the understanding of progress and attainment for boys and parents.

'Old' GCSE Grade	'New' GCSE Grade	Notes
DT	Art, Biology, Chemistry, Classical Civilisation, Drama, ESL, Geography, History, English (Lang and Lit), Latin, Maths, MFL (French, German, Spanish), Music, Religious Studies, Physics	
A*	9	The equivalent of a very top end A* under the 'old' system
	8	
A	7	
B	6	
C	5	The equivalent of a top end C under the 'old' system
	4	The equivalent of a bottom end C under the 'old' system
D	3	
E	2	
F		
G	1	
U	U	

Art History: an optional additional opportunity

History of Art and Art Appreciation will appeal to all those students who have an interest in the visual culture of the past and present. It is highly likely that very few potential students will have much previous knowledge and none is expected. The emphasis is on the pleasure gained from studying beautiful, fascinating and interesting works of art so we will be delighted to teach you, to take you on trips and to share our enthusiasm.

Although there is no formal qualification or exam there will be the option for written essays and analysis for those who would like to engage with the subject in a more formal way and for any potential Art History degree applicant this will be encouraged. No specific grades are required at GCSE but Art History and Art Appreciation requires an ability to articulate ideas whether verbally or in writing. You should have English GCSE, grade 4 or above. We expect a strong commitment to engage and participate in discussions so you will need to learn to use your eyes critically and intelligently so that you gain the fullest enjoyment from this fascinating subject.

We aim to make you aware of the History of Art as an exciting academic discipline, discovering the materials, styles and techniques of artists and also setting art and architecture in a historical perspective. To do this you will be taught social, religious, political and cultural history in addition to visual analysis of the works themselves.

In addition, Bedford School hosts regular exhibition openings and four major art lectures by eminent artists and art historians each year which you will be actively encouraged to attend. Known as the Gilbert Lloyd lectures previous speakers have included Martin Gayford, Will Gompertz, William Feaver and Andrew Graham Dixon.

Course Requirements

The weekly 2-hour class will take place on a weekday afternoon (this year it is a Monday) for school pupils from 4.30-6.30pm. (For adults there will be a later class which will run from 7.00-9.00pm). Note-taking and class discussion are expected, with the option of written essays for those who would like to. You will be taken on visits to galleries to study works of art first hand which is crucial to a thorough understanding of a work of art. In addition, you are encouraged to visit galleries and museums and to read and research widely in your own time.

The course we will be offering will broadly follow the History of Art chronologically and so will offer a broad but fascinating overview of the development of Art throughout history. It runs from September until May in the Summer term, 25 weeks in total. The course will be led by Andrew Gillespie who is an artist and Art History teacher with an Art History degree from the University of Cambridge (St John's College) and a Fine Art degree from the University of Oxford (Ruskin). He is a practising artist and has been teaching Art History A-level for a number of years in both schools and as a private tutor.

For this extra-curricular course there is a charge of £100 for school students and £250 for adults for the whole course but this does not cover any visits for which there will be an additional charge. If you would like to register an interest please contact Mr Michael Croker, Head of Art (mcroker@bedfordschool.org.uk)

Requirements for entry into German university with the International Baccalaureate Diploma

There are a number of special requirements that students have to fulfil so that the German education authorities recognise their IB diploma as an equivalent to the “Abitur” (=entry qualification for German university). These requirements cover the subjects taken in the IB Diploma and also the grades achieved.

1. Regarding subjects:

- Students must study two languages on the level of Language A or B, of which one has to be a foreign language as either a Language A (Literature or Language & Literature at HL or SL) or Language B (HL only).
- Please also note that “Literature and Performance” is only accepted as a Group 6 elective by the German authorities.
- Any language ab initio is only accepted as a third language and if the student has had no prior formal tuition in this subject (i.e. the language is not listed any of the school reports from Germany).
- The study of one of the following seven subjects as a Group 3 humanity: Business and Management, Economics, Geography, History, Philosophy, Psychology or Social Anthropology
- Either Maths or a science at Higher Level. Please note that for the science only Biology, Chemistry or Physics are accepted (Environmental Systems and Design Technology currently aren't, only as electives in Group 6).
- For the Group 6 elective: either a subject from groups 1-5 or one of the following subjects: Visual Arts, Music, Theatre; Film, Literature and Performance, another modern language; Latin, Classical Greek; General Chemistry, Applied Chemistry, Environmental Systems and Societies, Computer Science, Design Technology, World Religions or Sports, Exercise and Health Science. Please note: All of the other possible IB electives, such as Global Politics or Information Technology in a Global Society are not (yet) accepted.

Please note that all subjects must be taken for the full two years of the Diploma course. Even changes between HL and SL subjects are not allowed.

2. Regarding grades:

- All subjects must be passed with a minimum of 4 points, with one exception:
 - One grade 3 is allowed if it is compensated with a minimum grade 5 at the same level (HL/SL).

In other words, candidates with two grade 3s or one grade 2 will not have their IB diploma recognised in Germany.

This rule on grading is stricter than the IB's own conditions on awarding the Diploma and causes confusion every year once the results are posted. German students are reminded that they are allowed 3 points only once, otherwise their IB Diploma will not get them into German university.

Munich, January 2016

Notes