

Introduction.

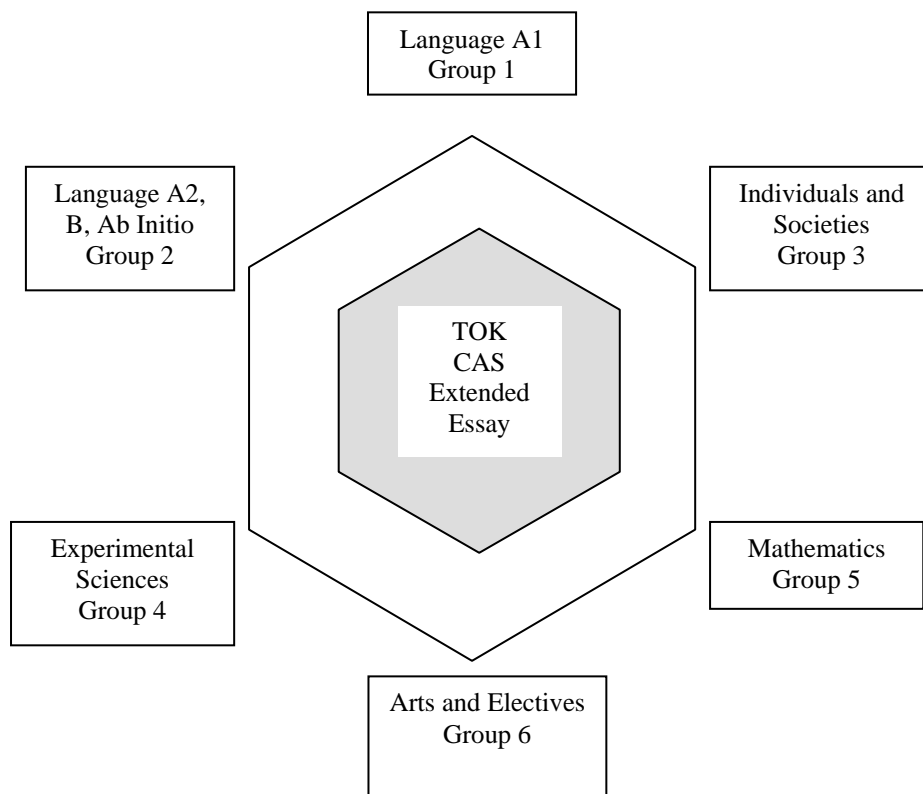
I would like to welcome you to the 2007 IB Diploma and Certificate options book. If you are considering joining the International Baccalaureate programme here at IST, you are starting off in the right way by reading this first. The school has offered this programme for over twenty years and we find that it an excellent preparation for courses at university and college all over the world in a wide variety of subject areas. We believe it is the best preparation for those who are moving onto further education, and that the programme produces young adults with a broad academic base, enquiring minds and diverse social interests. Students have left IST to continue their education at places such as the University of Cambridge, the London School of Economics, Princeton, Yale, MIT and Mc Gill. I hope the following pages will give you the information you require, but if they do not, please do not hesitate to contact me.

Best wishes
Wendy Gifford
IB Diploma Coordinator
January 2007.

Why We Teach the International Baccalaureate Programme.

We teach the IB programme because we believe in its mission statement. *“Through comprehensive and balanced curricula coupled with challenging assessments, the IB programme aims to develop the individual talents of young people and teach them how to relate the experiences of the classroom to the realities of the world outside. Beyond intellectual rigour and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life.”* (IBO Mission Statement 1996)

We also believe in the breadth of the IB programme which can be seen from the hexagon below. These subjects on the hexagon are explained in greater detail later on. Central to the programme are Theory of Knowledge (TOK) which challenges students to reflect critically on diverse ways of knowing and areas of knowledge, and to consider the role knowledge plays in a global society; CAS (Creativity, Action, Service) which encourages students to develop in areas outside the school; and the extended essay, a piece of original research on a topic of interest.



The IB Programme at IST.

The two years leading to graduation at IST are based primarily on courses leading to IB Certificates and the IB Diploma. Students entering grade 11 will be expected to enrol in six courses in addition to Theory of Knowledge and Health and Social Education (HSE). These courses will be selected from offerings in Groups 1 to 6. All students must also participate in the school's CAS programme. Diploma students take 3 subjects at higher level, 3 subjects at standard level, and do an extended essay, whereas Certificate students generally take all subjects at standard level and do not undertake the extended essay.

Course selection at this stage in a student's life entails important decisions and should be made in consultation with parents, teachers and a counsellor. These choices must take into account each student's;

- ◆ long-term education and career goals
- ◆ demonstrated skills and strengths
- ◆ current interests.

Requirements to Enter the IB Programme at IST.

For a Diploma programme students should have a minimum of 35 points for Achievement as taken as an average of Report Two (December report) and Report Three (March report) grades in Grade 10. They should also be achieving at least a grade five in the subjects they wish to take at Higher Level and have successfully completed their personal project and community service requirement.

Entry to a Certificate programme will be considered on a case-by-case basis

Diplomas, Certificates and College/University.

Each academic subject is graded on a scale of 1 (minimum) to 7 (maximum). The award of the IB Diploma requires a minimum of 24 points and the satisfactory completion of other components. In addition there are certain excluding conditions which apply and bonus points which can be awarded. The maximum Diploma score, including bonuses, is 45 points.

If a student successfully completes the Diploma requirements and has taken one language at A1 level and another at A1 or A2 level they will be awarded the Bilingual Diploma.

If students do not gain 24 points and/or do not fulfil all the other necessary Diploma requirements, then they are awarded Certificates in the individual subjects they gain a 4 or above in.

Good individual subject scores or high overall Diploma totals will open doors in the most competitive European, British and North American colleges. Our students have also been successful in college placement in Australia, S. Africa and India. Many North American colleges award advanced placements and course credits, for up to one year, based on IB grades. Certificate students gain access to a wide range of universities and colleges in both Europe and North America.

The Academic Subjects.

All students must study a range of six subjects, one from each group in the IB Curriculum. For Diploma students three of these subjects must be taken at a Higher Level and three are taken at Standard Level. Course offerings for 2007 - 2009 are set out in the six groups below. Expanded descriptions of each subject are given in separate sections.

Please note that this does not guarantee that all courses will run.

All courses are available at both Higher and Standard Level **unless** annotated with the following codes: HL = Higher Level, SL = Standard Level.

Group 1	Language A1	English A1, Independent Language A1
Group 2	Languages A2 and B	English A2, Independent Language A2, French B, Kiswahili B, Spanish B, Ab Initio Kiswahili SL & Ab Initio Spanish SL.
Group 3	Individuals and Societies	History, Economics, Geography, Psychology
Group 4	Experimental Sciences	Biology, Chemistry, Physics, Design Technology
Group 5	Mathematics	Mathematics HL, Mathematics SL, Mathematical Studies SL.
Group 6	Electives	Visual Arts, Theatre Arts, Computer Science, Music <u>or</u> a second subject from groups 2, 3 or 4.

The Extended Essay.

The Extended Essay (compulsory for IB Diploma students only) is an independent research paper of approximately 4000 words in one of the subjects of the IB curriculum. Each student is assigned a supervisor from the school's teaching staff who will assist and advise with the planning, development and completion of the essay. The Extended Essay provides an excellent preparation for the kind of work required at many colleges and universities. Essays are assessed by an external examiner.

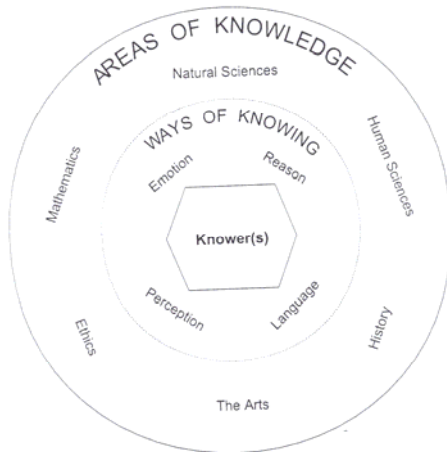
Theory of Knowledge.

TOK is a required course for the IB Diploma and the IST High School Diploma. It focuses on developing skills of critical analysis and thought. In the course each student examines various ways of knowing, including perception, emotion, language, and reasoning and various areas of knowledge, including the arts, mathematics, history, ethics, natural science and human science. At the forefront of discussions and class activities will be the central questions:

- ◆ How do we know this is true?
- ◆ What are the problems of knowledge?
- ◆ What are the links between different ways of knowing and areas of knowledge?

The TOK diagram

The formal assessment of TOK is based upon an essay of 1600 words, which is assessed externally, and a presentation which is assessed internally.



CAS.

CAS stands for **CREATIVITY, ACTION** and **SERVICE**.

All students participate in CAS activities for 3 – 4 hours per week for the first six terms of their IB course.

CAS aims to challenge and extend a student by developing a spirit of discovery, self-reliance, as well as additional skills and interests.

All students during the IB years are required to participate in at least one Community Service project and an afternoon activity or personally arranged activity. (Often, IB students initiate their own activities or events that can also form part of their CAS programme.)

CAS is an integral part of the IB Programme at IST, the benefits of which stay with students far beyond their two years at IST.

Completion of CAS is an IST Graduation requirement.

Health and Social Education (HSE).

Health and Social Education within the IB years is often determined by current student interests and world issues. The majority of the time is spent in preparation for further education with units on the college/university applications process, interview techniques, college life, and preparation for the SAT and TOEFL examinations.

The Academic Subjects in Detail.

Group 1 : ENGLISH A1	Higher and Standard Level
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AIMS:

The IB Language A1 course at both the Higher and Standard Levels is designed to:

1. Develop students' powers of expression (both oral and written),
2. Introduce students to literature of different genres and from a range of periods and cultures, and to instil in them a lifelong interest in writing of quality,
3. Give students the tools which will allow them to analyse literature and make critical and comparative judgements of it.

COURSE CONTENT:

The course offers much variety in the selection of texts for study (fifteen at Higher, eleven at Standard Level), the focus on different aspects of literature (world literature, literature in context, detailed study of particular texts, unseen commentary) and the methods of assessment (major assignments, a written examination, oral presentations and an oral examination). Emphasis is placed on personal response.

ASSESSMENT:

Internal:

School-based assessment (oral) : 30% of the total assessment

Written assignments (externally marked) : 20%

External:

Written examinations : 50%

REQUIREMENTS:

Candidates at the Higher Level must have a very effective command of English. Students with very weak expressive skills will have difficulty in performing well at Standard Level, and should consider English A2 as an alternative.

Group 1: INDEPENDENT LANGUAGE A1 Higher and Standard Level

AIMS:

This course is the same as any other A1 language course, but is designed for bilingual students who wish to study their native language and its literature even though it is not offered in school. The aim of the course is to improve and develop students' expression both in written and oral forms. Students are exposed to literature of different types and from various cultures and periods. The literature component will develop students' critical and analytical skills.

COURSE CONTENT:

Fifteen (HL) or eleven texts (SL) are studied. These focus on world literature and literature in context. Assessment is based on assignments, examinations, and orals.

ASSESSMENT:

Internal:

School-based assessment (oral) 30%

Written assignments (externally marked) 20%

External:

Written examinations 50%

REQUIREMENTS:

Only self-motivated students will be permitted to undertake an Independent Language A1, since they have to secure a tutor and organise lessons often outside of school times. They will need to liaise with the Independent Languages Coordinator to discuss specific requirements. Please note that payment of tutors for Independent Languages is not the responsibility of the school.

AIMS:

This course is designed to meet the needs of students for whom English is not a first language, and who, if they are Diploma students, are studying a Language A1 other than English. Certificate students may find it a more appropriate course than English A1. A range of texts, including literary, journalistic, and informative is used to help students develop their linguistic skills. These skills include students' ability to express themselves clearly and appropriately both orally and in writing, structure arguments logically and persuasively, and engage in critical examination of a range of texts. Overall, the Language A2 programme offers a middle course between the in-depth literary analysis of Language A1 and the language acquisition of Language B.

COURSE CONTENT:

The course is divided into four units, two of which may be based on cultural, journalistic and informative writing, and two of which will be based on literary texts. In addition, students will produce writing of their own, in different styles and forms. It teaches some analysis of literary texts in the same manner as A1, and some analysis of newspapers and other non-literary texts as in B.

ASSESSMENT:Internal:

School-based assessment (oral) 30%

Written assignments (externally marked) 20%

External:

Written examinations 50%

REQUIREMENTS:

Diploma students must have selected a Language A1 other than English.

Group 2: INDEPENDENT LANGUAGE A2 Higher and Standard Level

AIMS:

This course is designed to meet the needs of;

- bilingual students who do not wish to study two languages at A1 level
- for those who have gone beyond the foreign language stage but are not considered native speakers of the language
- for those who wish/need to study their mother tongue where their mother tongue has not previously or recently been the medium of instruction.

If they are Diploma students they should also have an A1 language. A range of texts, including literary, journalistic, and informative is used to help students develop their linguistic skills. These skills include students' ability to express themselves clearly and appropriately both orally and in writing, structure arguments logically and persuasively, and engage in critical examination of a range of texts. Overall, the Language A2 programme offers a middle course between the in-depth literary analysis of Language A1 and the language acquisition of Language B.

Please note that the IBO does not make all languages available at A2 level. Please check with the Independent Languages Coordinator or the IBDP Coordinator for a list of available languages.

COURSE CONTENT:

The course is divided into four units, two of which may be based on cultural, journalistic and informative writing, and two of which will be based on literary texts. In addition, students will produce writing of their own, in different styles and forms. It teaches some analysis of literary texts in the same manner as A1, and some analysis of newspapers and other non-literary texts as in B.

ASSESSMENT:

Internal:

School-based assessment (oral) 30%

Written assignments (externally marked) 20%

External:

Written examinations 50%

REQUIREMENTS:

Diploma students must have selected a Language A1 other than English.

Only self-motivated students will be permitted to undertake an Independent Language A2, since they have to secure a tutor and organise lessons often outside of school times. They will need to liaise with the Independent Languages Coordinator to discuss specific requirements. Please note that payment for tutors for Independent Languages is not the responsibility of the school.

Group 2: LANGUAGE B. French, Spanish and Kiswahili. Higher and Standard Level

AIMS:

The Language B program emphasises the concepts of communication and creative thinking, whether this be written or spoken. The medium of instruction is primarily the language concerned and this offers an intense and rewarding linguistic experience. Knowledge of an additional language is not only useful but also contributes to the 'internationalisation' of students. It develops not only understanding, but also tolerance and divergent thinking.

COURSE CONTENT:

The course involves the regular study of the language itself, its structures, its idioms and vocabulary, not only through the use of text books but also through living material such as newspapers, magazines, films, the Internet and so on. The course will be thematic and some literature will be incorporated at Higher Level and may be included at Standard Level where it relates to the theme.

ASSESSMENT:

Internal:

School-based assessment (oral) 30%

External:

Written examination 70%

REQUIREMENTS:

Three to five years prior study of the language. Please note that native speakers do not qualify for a language B course.

AIMS:

The course is designed for students who have insufficient prior knowledge to follow a Language B programme. Ab Initio is only open to genuine beginners with very little or no knowledge of the language. The course aims at developing the student's ability to communicate in speech and in writing in order to deal adequately with familiar and practical needs. This is a demanding course.

COURSE CONTENT:

Students will be introduced to the culture of the countries where the language is spoken. Original material, newspaper articles, radio and video programmes are incorporated into the programme, making it a challenging and intellectually stimulating course.

ASSESSMENT:Internal:

School-based assessment (oral) 30%

External:

Written examination 70%

REQUIREMENTS:

Given the intense nature of the Ab Initio course applicants will need to have shown that they possess good language learning skills. This course is not an easy option for students who have found other languages difficult.

AIMS:

The aims of the course are to provide students with a core knowledge of the subject area and to encourage students to think critically about economics. It also promotes an awareness and understanding of internationalism in economics and enables a student to recognise their own tendencies for bias.

COURSE CONTENT:

The core content for Higher Level and Standard Level includes: an introduction to economics, microeconomics, macroeconomics, international trade theory, and economic development.

ASSESSMENT:

There are three external examination papers for the Higher Level and two for Standard Level.

Higher Level:

Internal:

School-based assessment (portfolio)	20%
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External:

Written examination	80%
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Standard Level:

Internal:

School-based assessment (portfolio)	25%
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External:

Written examination	75%
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REQUIREMENTS:

An interest in reading newspapers and current affairs magazines and an ability to write analytically and evaluate evidence.

Group 3: GEOGRAPHY Higher and Standard Level

AIMS:

The aims of the course are to:

- 1) develop a global perspective and a sense of world interdependence
- 2) to understand the interrelationship between people, place and the environment
- 3) to develop a concern for the quality of the environment, and an understanding of the need to plan and manage for future generations
- 4) to appreciate the relevance of geography in analysing contemporary world issues, and develop and modify values and attitudes in relation to geographical problems and issues.

COURSE CONTENT:

The course examines the relationship between the natural world and human activity. The course is made up of three parts. All students complete parts 1 & 2 and Higher Level students complete four optional themes while Standard Level students complete only two.

Part 1 - Geographical Skills

- ◆ Locate and differentiate elements of the Earth's surface.
- ◆ Read, interpret, analyse and produce maps.
- ◆ Topographic map interpretation.
- ◆ Statistical analysis and representation.
- ◆ Read, interpret, analyse and construct graphs.
- ◆ Manipulate and interpret data using quantitative techniques.

Part 2 – Core Theme

- ◆ Population, Resources and Development.

Part 3 – Optional Themes

- ◆ Topographical Mapping (HL only)
- ◆ Lithospheric Processes and Hazards
- ◆ Drainage Basins or their Management or Coasts and their Management
- ◆ Globalization (HL only).

ASSESSMENT:

Higher Level:

<u>Internal:</u> School-based assessment (fieldwork)	25%
<u>External:</u> Written examination	75%

Standard Level:

<u>Internal:</u> School-based assessment (fieldwork)	20%
<u>External:</u> Written examination	80%

REQUIREMENTS:

Field Trips are a **COMPULSORY** part of the course and may be residential.

Group 3: HISTORY Higher and Standard Level

AIMS:

The selection of the twentieth century as the core course meets the increasing interest of students in the contemporary world. At the same time, it is a sound foundation for training students to understand the nature of historical evidence, to develop the capacity to evaluate evidence and to readjust historical views in the light of new evidence. Finally, it aims to promote:

- 1) The acquisition and understanding of historical knowledge in breadth and in depth, and across different cultures.
- 2) A lasting interest in history.

COURSE CONTENT:

The core content for both HL/SL students covers Twentieth Century World History Topics:

- a) The Causes, Practices and Effects of Wars. e.g. the World Wars, civil wars, wars of independence
- b) Nationalism, De-colonisation and the Formation of New States: with particular reference to Africa
- c) The Rise and Rule of Single Party States: with reference to European, Asian and African examples
- d) East-West Relations since 1945.

The Regional Study, for HL students ONLY, is:

- e) Africa from the late Nineteenth Century to modern times.

ASSESSMENT:

Higher Level:

Internal: School-based assessment (written study)	25%
External: Written examination	75%

Standard Level:

Internal: School-based assessment (written study)	20%
External: Written examination	80%

REQUIREMENTS:

An ability to write analytically and evaluate evidence critically is essential to success in this course.

Group 4: PHYSICS Higher and Standard Level

AIMS:

This course is designed for students interested in the study of Physics on both a practical and theoretical level. Students develop competence in the collection and analysis of data derived from investigations and laboratory work and also the ability to analyse, evaluate and synthesise scientific information.

COURSE CONTENT

In the course students learn to construct abstract models such as analogies and mathematical systems to explain phenomena, then link these abstract concepts to reality through controlled experiments. Sometimes the experiments lead to constructing models. The Standard Level course is a subset of the Higher Level programme.

The course covers the following topics: Mechanics, Thermodynamics, Optics and Waves, Electricity and Magnetism, Atomic and Nuclear Physics, plus 2 options topics.

ASSESSMENT:

Internal:

School-based assessment (practicals and group projects)	24%
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External:

Written examination	76%
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REQUIREMENTS:

Entry to Higher Level is for students who have a genuine interest in the subject and who have a strong background in the subject. Students should also have a strong Mathematical background. Standard level builds on the ideas met at MYP/GCSE level and also requires a competency in Mathematics.

Group 4: CHEMISTRY Higher and Standard Level

AIMS:

The aims of the course are to develop the ability to familiarise students with the principles of chemistry and develop analytical and problem solving skills. The course offers a broad and strong foundation on which to study science or medicine-related degrees at university or college.

COURSE CONTENT:

Chemistry is a branch of science in which we study the materials that comprise our environment. We do this by investigating their properties, their composition and the way they react. The course contains the following topics:

Stoichiometry
Atomic Theory
Periodicity
Bonding
States of Matter
Energetics
Kinetics
Equilibrium
Acids and Bases
Oxidation and Reduction
Organic Chemistry

In addition, students choose two topics from the following options:

Medicines and Drugs
Human Biochemistry
Environmental Chemistry
Chemical Industries
Modern Analytical Chemistry
Further Organic Chemistry
Food chemistry

ASSESSMENT:

Internal:

School-based assessment (practicals and group projects)	24%
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External:

Written examination	76%
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REQUIREMENTS:

Entry to Higher Level is for students who have a strong background in the subject. Students will often be expected to solve problems requiring a good level of Mathematics. To take the Standard Level course requires some background knowledge along with a genuine interest.

Group 4: BIOLOGY	Higher and Standard Level
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AIMS:

based on the experimental study of living organisms. It forms an introduction to many disciplines of further study, including medicine, veterinary medicine, dentistry, agriculture, forestry, fisheries, nursing, and pharmacy. There is an emphasis on Biochemistry and the more abstract aspects of the subject. It is therefore suitable to the science specialist, who might go on to further Biological studies at university. The Standard Level course is designed to meet the needs of a more varied group of students, typically a non-science specialist who does not necessarily need preparation for higher level university science courses.

COURSE CONTENT:

For Higher Level the course is divided into seven broad areas:

Cells, structure & membranes
Chemistry of life
Plant science
Human health, physiology, & reproduction
Genetics
Ecology
Environmental issues and biodiversity

Candidates will choose to complete 2 options from the following: neurobiology and behaviour, applied plant and animal science, evolution, ecology and conservation, further human physiology.

For Standard Level the compulsory core section covers:

Statistical analysis
Cell structure and function
Chemistry of life
Theoretical and applied genetics
Ecology and Evolution
Human health and physiology

Classes will also choose to do 2 options from the following topics: health and human nutrition, physiology of exercise, cells and energy, neurobiology and behaviour, microbes and biotechnology, evolution, and ecology and conservation.

ASSESSMENT:Internal:

School-based assessment (practicals and group projects) 24%

External:

Written examination 76%

REQUIREMENTS:

Entry to Higher Level is for students who have a genuine interest in the subject and who have a strong background in the subject. To take the Standard Level course requires some background knowledge along with a genuine interest. Field Trips are a compulsory part of the course for both Higher and Standard Level and at least one will be residential.

Group 4: DESIGN TECHNOLOGY Higher and Standard Level

AIMS:

This course is designed for students interested in the study of design and technology in a global society on both a practical and theoretical level. Students develop competence in investigation and analysis of various design concepts and apply their knowledge and skills through problem solving practical projects. This course is recommended to students with an interest in architecture, interior and environmental design; industrial or product design; graphics and engineering.

COURSE CONTENT

In the course students learn about the role of the designer in society, the nature of materials and the environment from which resources are attained. Students explore the concepts of invention, innovation and the use and application of appropriate technology. The theory of the topics are studied concurrently with and in relation to practical based projects which helps students understand the links between abstract concepts in a real world context.

The course covers the following core topics:

- **Topic 1: Design Process**
- **Topic 2: Product Innovation**
- **Topic 3: Green Design**
- **Topic 4: Materials**
- **Topic 5: Product development**
- **Topic 6: Product design**
- **Topic 7: Evaluation**

Additional higher level core topics include:

- **Topic 8: Energy**
- **Topic 9: Structures**
- **Topic 10: Mechanical design**
- **Topic 11: Advanced manufacturing techniques**
- **Topic 12: Sustainable development**

In addition, students also study 2 option topics.

- **Option C: CAD/CAM**
- **Option E: Human Factors**

Both the core and option topics are taught throughout the first year and should prepare students for their Group 4 Project at the end of Year 1 and the Major Project in Year 2.

Throughout the first year, students are assessed through a series of short practical projects, investigations and reports.

The Standard Level course is a subset of the Higher Level programme.

ASSESSMENT:

Internal:

School-based assessment (practical and theory projects) 36%

External:

Written examination 64%

Three Papers

REQUIREMENTS:

Entry to Higher Level is for students with a genuine interest and a strong background in the subject. Standard level builds on the concepts and ideas studied at MYP/GCSE level whilst Higher level explores core topics in greater depth. Students should have a strong Science background as Design Technology is situated in Group 4 with the other experimental Sciences; however a creative and inquiring mind is of equal importance.

Group 5 : MATHEMATICAL STUDIES Standard Level

AIMS:

The course is aimed at students who are going to university or college, but to pursue a subject that does not involve mathematics or is not mathematically based. In this course, the skills needed to cope with the mathematical demands of a technological society are developed. A research project is a requirement.

COURSE CONTENT:

Candidates will cover the following topics:

Number and algebra; sets and logic; geometry and trigonometry; statistics and probability; functions; financial mathematics, and introductory calculus.

ASSESSMENT:Internal:

School-based assessment (project) 20%

External:

Written examination 80%

REQUIREMENTS:

A reasonable level of mathematical knowledge.

AIMS:

This is a demanding program containing a wide variety of mathematical topics aimed at providing a sound mathematical basis for those students who plan to study subjects such as chemistry, economics, geography or business administration in the future.

COURSE CONTENT:

Mathematics SL is a subset of the Mathematics Higher Level course. The candidates will cover the following topics:

Number and algebra; functions and equations; circular functions and trigonometry, calculus; matrices; vector geometry; statistics and probability.

ASSESSMENT:Internal:

School-based assessment (2 portfolio assignments)	20%
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External:

Written examination	80%
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REQUIREMENTS:

A sound background in mathematics.

Group 5 : MATHEMATICS Higher Level

AIMS:

This course aims to provide stimulation and challenge for those with a genuine interest in the subject and to fulfil the mathematical need for future studies in physics, engineering, technology, or mathematics.

COURSE CONTENT:

Mathematics HL covers all the material in Mathematics SL but goes into more depth. It also covers additional material. The following topics will be covered:

Number and algebra; functions and equations; circular functions and trigonometry; calculus; matrices; vector geometry; statistics; probability.

One of the following option topics will also be covered:

Statistics; sets, relations and groups; discrete mathematics; series and differential equations.

ASSESSMENT:Internal:

School-based assessment (2 portfolio assignments)	20%
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External:

Written examination	80%
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REQUIREMENTS:

This is a demanding course for candidates with a strong background, interest, and ability in mathematics.

AIMS:

The study of the visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world. Today, learning and practice in the visual arts invariably extends beyond traditional boundaries to connect many areas of study and human experience through collaborative, as well as individual, production and interpretation. Approaches to learning in the visual arts can cover a wide variety of expressive forms from a variety of cultural contexts.

COURSE CONTENT:

The Visual Art course has two components.

Part A - Studio Work

This consists of practical exploration and artistic production. There is a minimum requirement of twelve, quality studio pieces.

Part B - Research Workbooks.

This is independent, visual and written critical research and analysis, based on more than one culture. The content of the workbooks should relate to the studio work.

ASSESSMENT:

At the end of the second year the students prepare for an exhibition that is assessed by an external examiner. In addition there is a half hour interview with the examiner, during which candidates can discuss the content of their work. Research workbooks are internally assessed and moderated externally by the IBO. There is no formal written examination.

Part A	Studio (Practical Work)	70%
Part B	Research Workbooks	30%

REQUIREMENTS:

This course requires initiative, commitment, imagination and the ability to generate work independently.

AIMS:

IB Theatre Arts aims to develop an understanding of theatre in different cultures through both theory and practice. It is both an academic and practical course.

COURSE CONTENT:

1. Performance Skills.
Class work which includes developing teamwork, self-confidence, risk-taking, communication skills, voice, mime and movement, improvisation and role-play, and presentation skills.
2. Theatre Studies.
The study of a variety of international theatre styles, plays and practitioners.
3. Theatre Production.
Experience of being involved in a production from start to finish: auditioning; analysing scripts; developing character; rehearsing; technical and backstage work; presenting to an audience.
4. Play Analysis and Interpretation
The study of at least three play texts as if you were intending to direct them.
5. Individual Study (Higher Level only)
A practical project undertaken by Higher Level students on a focus of their choice including: acting; writing a script; directing a performance; and designing lights or costume for a show.

ASSESSMENT:

There is no final written examination.

Performance skills/Theatre Production

Based on class work and productions using mark sheets and student profiles. Students also keep a performance/theatre journal.

Internally Assessed	
Higher Level	25%
Standard Level	35%

Theatre Studies

A written research commission based on one style of theatre studied.

Externally assessed	
Higher Level	25%
Standard Level	25%

Play Analysis and Interpretation

A discussion/presentation based on the study of a text and recorded on cassette.

Externally assessed	
Higher Level	25%
Standard Level	25%

Individual Study

Presentation and documentation of an individual project.

Externally assessed	
Higher Level only	10%

'Theatre Arts Portfolio'.

A selection of materials from the journals, summary of the Individual Study and evaluation of plays seen as audience members. Some plays will have been seen on field trips.

Internally assessed

Higher Level 15%

Standard Level 15%

REQUIREMENTS:

Anyone who wants to develop their self-confidence, communication skills, team skills or who enjoys theatre and performance will enjoy and benefit from Theatre Arts.

Group 6 : MUSIC Higher and Standard Level

AIMS:

This course aims to give students the opportunity to explore and enjoy the diversity of music throughout the world. Students will be able to develop a wide range of musical skills through academic and practical work. They will be allowed to develop their potential as musicians both personally and collaboratively, to the full.

COURSE CONTENT:

Higher Level:

This course is designed for the specialist music student who has a prior background in musical performance and who **may** intend to pursue music at university/ college level. It comprises 3 parts: Performance, Composition and Musical Perception and Analysis. This consists of the study of a prescribed work, the study of musical styles and a musical investigation.

Standard Level: There are three options:

1. *Solo Performance Option:* This course is designed for the student who has a background in musical performance. There are 2 parts: Performance (voice or instrument) and Musical Perception and Analysis.
2. *Group Performance Option:* This course is designed for students with a general interest in music particularly members of ensembles, e.g. Band, Choir. There are 2 parts: Group Performance and Musical Perception and Analysis.
3. *Composition Option:* This course is designed for the student who has a background in musical composition. There are 2 parts: Composition (2 contrasting pieces) and Musical Perception and Analysis.

ASSESSMENT:

Internal:

School-based assessment (portfolio) 50%

External:

Written examination 50%

REQUIREMENTS:

An ability to read and write music is important. New students need to consult the Music Department to talk about past musical experience and which option is the most suitable.

AIMS:

The aims of the course are to develop an understanding of the methods of analysing problems, the planning and implementation of solutions using computers, the range and organisation of computer systems, and the use of computers in a variety of disciplines, applications and contexts.

COURSE CONTENT:

Computer Science is a demanding course that focuses on structured problem solving through programming. Students will study one high level programming language (Java) extensively, which they will use to develop their own software project in Grade 12. This practical approach is balanced by theoretical content. All students will study fundamentals of computing systems and the impact of computers on society. In addition, Higher Level students learn about Boolean algebra, data representation, advanced data structures, further system fundamentals and the physical organisation of files.

ASSESSMENT:

Internal:

School-based assessment (programming) 35%

External:

Written examination 65%

REQUIREMENTS:

This is a demanding course and candidates who wish to do Higher Level should have a strong background in mathematics.