



**ST ANDREW'S**  
INTERNATIONAL SCHOOL

Grade 10  
Options Brochure 2024-2025

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# Our Vision

Building a diverse community of lifelong learners to be a force for positive change through ethics and excellence.

# Our Motto

"Ethics and Excellence"

# Our Unique Identity

International and Proudly Bahamian

Our curriculum sets out the knowledge and skills that are important for our students to become successful lifelong learners, confident individuals and responsible citizens. We bring learning to life, raise aspirations and help our students to approach existing challenges through critical and creative thinking. We prepare them to become proactive problem solvers, imaginatively seeking out opportunities for innovation in school and beyond.

Working towards each student fulfilling their maximum potential, we promote self reliance, personal development and empathy, valuing all members of the school community equally and taking opportunities to facilitate students working together across age groups. Importantly, we believe that cultural diversity is a positive strength and therefore we actively promote international awareness including an understanding of different ways of life.

We believe that this international dimension enables us to draw on a wide pool of talents from our students, parents and staff in a sharing supportive environment. We celebrate our differences, and our different abilities, using both to provide the opportunities for learners to achieve their full potential.

At St Andrew's International School, the IB curriculum and philosophy encourages you to develop skills as both an independent learner and in working collaboratively with your classes. Our tailored university programme and expertise will provide the opportunity for you to achieve your potential into further education and future careers.





# Welcome to Grades 11 and 12

Grades 11 and 12 and the International Baccalaureate (IB) Diploma are the pinnacle of your St Andrew's education. This is an opportunity for you to shine as an individual, and to develop into a lifelong learner ready for your entry to higher education and future careers. You can expect two years of a high quality, tailored programme of academic and pastoral support, including university seminars and application support to the USA, Canada, the UK or further afield.

In grades 11 and 12 you will enjoy considerable privileges such as smaller class sizes, the use of a common room (grade 12), a new dress code and more independence in your learning and study methods. As a result of these privileges as young adults, we have high expectations of your conduct as role models in both your academic subjects and participation in the wider school programmes. You will be expected to immerse yourself fully in the life of the school and our local community, as well as participating in the plethora of extra-curricular activities offered. You may also apply for positions of responsibility such as being a member of School Council, Mentoring Programs, Prefect and Head Boy and Girl. These opportunities enrich your time in grade 11 and help with the increasingly competitive university application process, and we encourage you to make the most of every opportunity.

St Andrew's students achieve IB results above the world average, but we offer so much more than just academic excellence. For instance, at the heart of the IB philosophy is the Core programme. There are numerous CAS (Creativity, Activity and Service) activities designed to promote students' concern for the wider community, and personal health and fitness. The compulsory Theory of Knowledge

course enables you to learn about different ways of learning and how to think 'outside the box'. The Extended Essay, a 4000-word thesis on a subject of your choice, involves conducting your own research with one-to-one supervision from a dedicated teacher. The IB is a challenging academic programme which demands both breadth and depth of study. It is designed to stretch and challenge above and beyond the demands of BGCSE and IGCSE, developing you as a learner and an individual. It therefore demands self-reliance and personal organization from the very start. The IB philosophy not only considers your academic development, but individual qualities indicated in the IB Learner Profile and IB Skills detailed on the following pages.

Please do take the time to read this booklet carefully, as choosing your IB subjects involves making important, informed decisions based on both your current personal strengths and interests as well as your future university and career aspirations. I also encourage you to discuss your choices with your Learning Advisor, teachers and parents to consider how your options relate to your future applications and careers. I wish you every success with your different GCSE examinations and look forward to the prospect of welcoming you into our upper years.

**St Andrew's students  
achieve IB results  
above the world  
average, but we  
offer so much more  
than just academic  
excellence.**







# What is the IB Diploma?

The International Baccalaureate Diploma Programme has been in place at St Andrew's for almost 20 years.

Now widely regarded as the leading school-leaving qualification and recognised by the best universities across the world, the International Baccalaureate Diploma Programme has been in place at St Andrew's for more than 20 years. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. IB programmes are recognised around the world and ensure an increased adaptability and mobility for IB students. But above all, they promote international understanding through a shared academic experience which is critical to St Andrew's values. The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The information that follows is designed to help students, parents and carers make informed choices about subject choices within the IB Diploma. Pastoral time within school has been dedicated to introducing Grade 10 students to the aims and options within the programme by specialist teachers' presentations detailing the IB subject choices.

Grade 10 have taken the 'Career Test' which helps them gain an understanding of their strengths, talents and interests, and how to use them successfully in the future. Individual appointments with the University Counsellor enables students to choose the right IB pathway by exploring suitable university

courses and careers and provides a valuable steering tool for grade 10 students in this key transition. Parents and students are encouraged to attend the IB Options evening where teachers of all subject areas will be available to answer any questions, following a short presentation on the IB Programme.

It should be emphasized that the material below is, of necessity, only introductory in nature and that final student programmes will have to work within the constraints of course numbers and staff availability. All grade 10 students will be carefully guided and offered one to one support in ensuring that their subject choices are in their best interests for future career pathways. Course choices and even choices between Higher and Standard Levels of a course can, in some cases, determine where and in what subject areas a student will be able to pursue further education. A carefully constructed program and team will ensure that each need is met in the key transition from Grade 10 to the upper years. as choosing your IB subjects involves making important, informed decisions based on both your current personal strengths and interests as well as your future university and career aspirations. I also encourage you to discuss your choices with your Learning Advisor, teachers and parents to consider how your options relate to your future applications and careers. I wish you every success with your different GCSE examinations and look forward to the prospect of welcoming you into our upper years.

# The IB Learner Profile

St Andrew's is an International Baccalaureate school and the aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet and help to create a better and more peaceful world. St. Andrew's School also expects its teachers to be lifelong learners and model the attributes of the profile

## **IB learners strive to be:**

**Inquirers-** they develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable-** they explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers-** they exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.

**Communicators-** they understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled-** they act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded-** they understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring-** they show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers-** they approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced-** they understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective-** they give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.



# Approaches to Learning

The IB Diploma Programme (DP) encourages students to become “active, compassionate and lifelong learners” (IB mission statement), and as such studying for the IB Diploma should be viewed as more than simply the content of the individual subject groups. This is vital if the IB Diploma is to achieve its aims of promoting international mindfulness rooted in both local and global contexts.

The IB has established the framework for the approaches to teaching and learning (ATL) in the IB Diploma programme. The ATL framework is designed to influence all aspects of the Diploma and is therefore an excellent opportunity to encourage the development of cognitive, affective and metacognitive skills.

The ATL framework identifies the following six key Approaches to Teaching in the IB

**Diploma programme, teaching should be:**

- **based on inquiry**
- **focused on conceptual understanding**
- **developed in local and global contexts**
- **focused on effective teamwork and collaboration**
- **differentiated to meet the needs of all learners**
- **informed by assessment (formative and summative)**



The ATL are not a curriculum. They cannot, and should not, be “taught” without a meaningful purpose. However, developing ATL skills, both through the six subject groups and the Core, students can become “self-regulated learners” (Kaplan 1998) and come to view learning as something that they “do for themselves in a proactive way, rather than as a covert event that happens to them in reaction to teaching” (Zimmerman 2000).



# Universities and the IB Diploma

Universities throughout the United States and the world recognize the high level of preparation that IB Diploma Candidates receive, making them twice as likely to graduate from college as their peers. As such, many universities grant preferred levels of acceptance, scholarship credit and credits for success in the Diploma Programme.

# What College Admission Directors Are Saying about IB...

"IB is well known to us for its 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 Programme on the transcript."

**Marlyn McGrath Lewis**  
**Director of Undergraduate Admission,**  
**Harvard University**

"One of the advantages of the IB curriculum is its structure and quality. It is a coordinated program, well established, well known and well respected. We know the quality of IB courses, and we think the IB curriculum is terrific."

**Christoph Guttentag**  
**Director of Undergraduate Admission, Duke University**

"Send us prepared students a la IB. . . It is the 'best' high school prep curriculum an American school can offer."

**Marilee Jones**  
**Director of Undergraduate Admission, Massachusetts Institute of Technology**



# 10 Reasons



why the IB Diploma Programme (DP) is ideal preparation for university

1



## It increases academic opportunity

Research\* shows that DP graduates are much more likely to be enrolled at top higher education institutions than entrants holding other qualifications.

2



## IB students care about more than just results

Through creativity, action, service (CAS) you learn outside the classroom and develop emotionally and ethically as well as intellectually.

3



## It encourages you to become a confident and independent learner

For example, the extended essay requires independent research through an in-depth study.

6



## The IB encourages critical thinking

Learn how to analyse and evaluate issues, generate ideas and consider new perspectives.

5



## Graduates are globally minded

Language classes encourage an international mindset, key for increasingly globalized societies.

4



## It's an international qualification

The DP is recognized globally by universities and employers.

7



## DP students have proven time management skills

Take good study habits and strong time management to further education and the working world.

9



## Subjects are not taught in isolation

Theory of knowledge (TOK) classes encourage you to make connections between subjects.

10



## It encourages breadth and depth of learning

You are able to choose courses from six subject groups and study subjects at different levels.

8



## It assesses more than examination techniques

Learn to understand, not just memorize facts or topics and prepare for exams.



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\*Based on IB research - [www.ibo.org/research](http://www.ibo.org/research)

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# Student Perspectives...

I chose to pursue the IB Diploma for my own academic, intellectual and personal growth. Nobody convinced me to do it, and, even after all of the hours of work, no one could have convinced me out of it.

**Ella,  
Pierson High School**

At school I did the International Baccalaureate, which means that I had a range of six subjects, three of which were at Higher Level and three of which were at Standard Level. The inclusion of mathematics, sciences, humanities and arts means that I was already used to having a workload that reached across many areas in a short time frame

**Nina, Cambridge University Admission,  
Harvard University**

Overall, the CAS experience helped me be more tenacious and persevere to achieve a goal, something that I still appreciate today

**Nisarg, MIT**

Once I enrolled at Syracuse, I took honors general chemistry and the class was a breeze after completing higher level IB chemistry. Having had to work through and retain two years of class material made college semesters seem more like sprints, and I had earned great organizational and study skills.

**Oriana, Syracuse University**

After my GCSE's, I decided to study the International Baccalaureate instead of A Levels. I chose History, English and Chemistry for my Higher Level subjects, and Maths Studies, Biology and Spanish for my Standard Level choices. I think that I benefited from having studied with so much breadth in the IB. Each subject has transferable skills that I use in my studies. Studying such a breadth of subjects... also allowed me to think more carefully about my degree choices. So when I eventually decided to pursue a degree in History, I was very certain.

**Juan, Cambridge University**





# Alternatives to the full IB Diploma

## GBDP CERTIFICATES

There is an alternative to the full IB Diploma which offers the same challenging courses and life-changing philosophy while allowing greater flexibility and choice. Through the IB Certificate option, students can put together a range of courses that are externally examined. The certificate option offers more flexibility than in the IB Diploma option regarding the number and levels of courses studied.

The IB Certificates option is more appropriate for students who could find the demands and requirements of the full diploma difficult.

Flexibility to be exempt from the assessment elements of Extended Essay and TOK

Certificates students will not receive an IB Diploma upon completion of the two year programme, but will receive certificates for the results of the examinations in the courses they follow through.

Students should discuss their options with their Learning Advisor, teachers, University Counsellor and parents before deciding whether to opt for the full IB Diploma or the Certificates option.

## THE CERTIFICATE OPTION INVOLVES:

**Open choice of levels: no requirement to study 3 Higher Level subjects**

Exposure to the same challenging work as DP students in each class

## WHAT ABOUT COLLEGE?

Further Education institutions generally give course credit for IB certificates (particularly at Higher Level) where they support chosen college courses.

## Core Requirements - CAS

Students should discuss their options with their Learning Advisor, teachers, University Counsellor and parents before deciding whether to opt for the full IB Diploma or the Certificates option.

# What Happens Next?

The table below outlines the time line over the next two months, of the IB Options Process

Date	Event
Week of March 24	Options Presentation Evening
Ongoing	Individual Careers Interviews
April 3	Online Course Choice Form Opens (8:00 PM)
April 10	Online Course Choice Form Closes (9:00 AM)
Week of April 28, 2025	Week of April 28, 2025 Course confirmation sent to students and parents

## CHOOSING THE RIGHT SUBJECTS FOR YOU

### Do choose a subject because:

- You will enjoy it
- You have a strong interest in it
- You are good at it
- It will help you in your future University/career plans
- 

### Do not choose a subject because:

- Your friends have chosen it
- You think it will be easy
- You have been told it involves less work
- You just like your current teacher
- You want to do something new for the sake of it

# Recommendations for Entry

In selecting IB subjects, our recommendation is that each individual considers their interests, future university and career choices, and their highest predictions in IGCSE or BGCSE results. Students choose IB subject options in the spring of grade 10.

Where courses have a minimum requirement (marked in blue below), students must meet this on teacher predictions to be accepted into a course. These may be reviewed during the summer post IGCSE/ BGCSE results (or equivalent) where students have over or underperformed against teacher predictions.

Each student will have an individual meeting with senior staff at the school to discuss option choices and recommendations for subject selection prior to joining grade 11. The table below indicates our recommendations for entry:

Subject	Recommended minimum Grade for Higher Level Entry*	Recommended minimum Grade for Standard Level Entry*
English Language & Literature	1B/6 in language including C/4 in Language including proficiency in Spoken English	C/4 in Language including proficiency in Spoken English
French	A/7 or high level of proficiency of written and spoken language	C/4 or at least two years of exposure with the language
Spanish	A/7 or high level of proficiency of written and spoken language	C/A or at least two years of exposure with the language
Business Management	C/4 in Business	Successfully completed the grade 9 & 10 IGCSE Business course/English
History	C/4 in History	Successfully completed the grade 9 & 10 IGCSE Business course/ English
Biology	B/6 in Biology	B/6 in Biology
Chemistry	B/6 in Chemistry	B/6 in Chemistry
Physics	B/6 1n Physics	C/4 in Physics
Mathematics Analysis	A*/8 in Maths	C/6 Maths
Mathematics Applications	A*/8 in Maths	C/4 Maths
Theatre	B/6 in Drama or performance piece	Cl4 in Drama or performance piece
Music	A in Music or instrumental grade	B in Music or instrumental grade (not offered this year)
Visual Arts	B in Art of portfolio	C in Art or a portfolio

In circumstances where an IGCSE has not been obtained, St Andrew's will review subject choices in light of equivalent qualifications from international institutions. N.B. This table includes both numerical IGCSE grade indication equivalents introduced from 2018 and older letter grades. This assumes: A\* = 8 points, A = 7 points, B = 6 points, and C = 4 points.





# Which Courses to Study

## OVERVIEW

The Diploma model shows the curriculum with the six areas of knowledge surrounding the core subjects.

IB Diploma students are required to study:

6 subjects with one from each group.

3 must be taken at Higher Level (Higher Level).

3 must be taken at Standard Level (Standard Level).

The Diploma candidate must meet three additional requirements:

- Submission of an Extended Essay research project.
- Satisfactory completion of the Theory of Knowledge course.
- Compulsory participation in the CAS programme.

## CONDITIONS FOR THE DIPLOMA

The diploma will be awarded to candidates whose total score, including core points, reach 24 points and does not contain any of a number of the failing conditions. These include:

1. CAS requirements have not been completed.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for both theory of knowledge and the extended essay.
5. There is a grade 1 awarded in any subject and level.
6. Grade 2 has been awarded three or more times (Higher Level or Standard Level).
7. Grade 3 or below has been awarded four or more times (Higher Level or Standard Level).
8. Candidate has gained fewer than 12 points on Higher Level subjects.
9. Candidate has gained fewer than 9 points on Standard Level subjects.



The diploma will be awarded to candidates whose total score, including core points, reach 24 points and does not contain any of a number of the failing



# Option Choices at St Andrew's

## OVERVIEW

The table below outlines the subject choices available for students on the IB Diploma at St Andrew's.

- One subject must be selected from each of the six groups.
- For Diploma students, three subjects must be selected at Higher Level (Higher Level) and three subjects at Standard Level (Standard Level).
- Language B Ab Initio courses are offered at Standard Level (SL) only.
- Group 6 Arts and Elective offers three creative subjects, or Chemistry from Group 4 for flexibility.

Please note that all groups are dependent upon student uptake each year, and therefore may be subject to change. Currently at least 5 students must select a particular class for it to run the following year.

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Mandatory
English A Language & Literature	French or Spanish	Business Management or History	Biology or Physics	Mathematics Analysis & Approaches or Applications & Interpretations	Visual Arts or Theatre Arts or Chemistry	TOK/CAS/ Extended Easy
Students then choose to study each subject at Standard Level (SL) or Higher Level (HL)						

## THE CHOICE PROCESS

As indicated on the timeline on page 14, Students will make their selections via a Google Form. They must be logged in to their St Andrew's gmail account before completing the choice form. They should first indicate whether they are Diploma or Certificate students and then indicate which subjects and levels they would like to choose. Students will indicate a first and second choice in each group.

Courses will be filled on a first come, first served basis. Submissions are time-stamped to ensure fairness. Failure to complete the form promptly or correctly may result in students not accessing their first choices.



# LANGUAGE & LITERATURE

Standard Level

Higher Level.

<b>Overview</b>	<p>English Language and Literature is a varied, interesting and challenging course for students curious about the way meaning is both generated and interpreted. Students explore a wide range of texts, both visual and written. The course examines the fact that whilst texts are autonomous entities, they are also influenced by identity and related to cultural practices, time and place. The development of analytical skills, the ability to write structured academic essays and to explore global ideas in formal oral assessments are all crucial to students' success.</p> <p>The principal difference between Higher and Standard Level lies in the number of texts studied. In addition, Higher Level students will have an additional assessment component, the Higher Level essay. The methods of assessment and the criteria used also vary Standard Level slightly.</p>
<b>Areas of Exploraton</b>	<p>The course is divided into three areas of exploration, which focus on both non-literary texts and literary works.</p> <p><b>Readers, writers and texts</b> Texts and works should come from a range of sources. Students consider how language creates meanings, emphasising, through close reading, the choices writers make. In addition, students come to understand that contexts of production and reception influence meanings.</p> <p><b>Time and space</b> The emphasis is on time, space, culture, society, and politics, where students consider the ways in which such contextual factors influence meanings in texts and works. Students understand that texts and works are shaped by and, in turn, shape their contexts. Students also understand that ideas and concerns potentially transcend time, whilst being contested within and between historical periods, and within and between cultural space</p> <p><b>Intertextuality: connecting texts</b> The key focus is on making comparisons. Students understand that texts and works may have particular qualities, but that they also exist in dialogic conversation with other texts and works. Understanding this dynamic exchange between texts and works within spatial, temporal, cultural, social, and aesthetic contexts enhances how students understand and appreciate texts and works.</p>
<b>Assessment</b>	<p>Paper 1: Writing 1 hr 15 min Standard Level 25% weighting</p> <p>1 hr 30 min Higher Level</p> <p>Paper 2: Receptive skills - listening and reading (separate sections) Listening comprehension 45 min Ab initio &amp; Standard Level</p> <p>1 hr Higher Level</p> <p>Reading comp - 1 hr 50% weighting (each skill is weighted at 25%)</p> <p>Internal Assessment: Individual oral 12-15 min Standard Level &amp; Higher Level 25% weighting</p>
<b>Future Pathways</b>	<p>Studying Language and Literature at Higher Level would lead naturally to studying English at university. However, it is also a very good Higher Level subject to offer for those who want to study any subject requiring textual analysis and excellent communication skills (business related subjects, law, medicine, marketing, media etc.).</p> <p>Whether at Higher Level or Standard Level, this course will develop your ability to analyse information, identify how language influences understanding, examine global issues and how to present ideas clearly and persuasively. These are essential skills for a whole host of degree and career options.</p>

# FRENCH & SPANISH

Standard Level

Higher Level

<b>Overview</b>	<p>All students must study a second language at either Higher or Standard Level. Language B and Language ab initio are foreign language programmes for students at the IB Diploma level. Language B is designed for individuals who have previous experience of learning the language, at least to GCSE level or equivalent. Ab initio is specifically designed for students with no prior experience of the target language, or for those students with very limited previous exposure.</p> <p>The courses available at St Andrew's are in French or Spanish. The skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written material alongside the further study of grammatical structures. At the end of the courses students should be able to communicate accurately and effectively in speech and in writing and be able to understand and respond to the language in a range of contexts. The curriculum model develops the ability to communicate in the target language through the study of language, themes and texts.</p> <p>Through a list of five prescribed themes, students study the life and culture of the countries where the language is spoken. Students studying for the Higher Level will also study two works of literature in the target language.</p>
<b>Curriculum Topics</b>	<p>The programme will be delivered through the use of five themes and related topics:  <b>Identities:</b> lifestyles, health and wellbeing, beliefs and values, subcultures, language and identity.  <b>Experiences:</b> leisure activities, holidays and travel, life stories, rites of passage, customs and traditions, migration  <b>Human ingenuity:</b> entertainment, artistic: expressions, communication and media, technology, scientific innovation  <b>Social organization:</b> social relationships, community, social engagement, education, the working world, law and order.  <b>Sharing the planet:</b> the environment, human rights, peace and conflict, equality, globalisation, ethics, urban and rural environment.</p>
<b>Assessment</b>	<p><b>Paper 1: Writing</b>  1 hr 15 min Standard Level 1 hr30 min Higher Level  25% weighting</p> <p><b>Paper 2: Receptive skills - listening and reading (separate sections)</b>  Listening comp - 45 min Standard Level 1 hr Higher Level  Reading comp - 1 hr  50% weighting (each skill is weighted at 25%)</p> <p><b>Internal Assessment:</b>  Individual oral  12-15 min Standard Level and 20 min Higher Level of preparation 25% weighting:</p>
<b>Future Pathways</b>	<p>Studying Languages enables access not only to Language degrees but develops the conceptual analysis needed for many courses such as linguistic courses, social sciences, and joint honour degrees. This provides you with access to lots of cultural studies in degree programmes such as Anthropology, Psychology and International Relations.</p>

# BUSINESS MANAGEMENT

Standard Level

Higher Level

Overview	Business Management in the IB programme studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how these business decisions are influenced by factors internal and external to an organisation, and how business decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concerns for sustainability.																													
Curriculum Topics	All students study these topics at a core level. Those opting for Higher Level will study them either in more depth or with additional components  Unit 1: Introduction to business management Unit 2: Human resource management Unit 3: Finance and accounts Unit 4: Marketing Unit 5: Operations management																													
Assessment	<p>The course is assessed through external exams (70%) and internal coursework (30%)</p> <table><tr><td><b>Paper 1 Standard Level</b> Duration: 1hr and 30mins Weighting: 35% Students answer in depth structured questions based on a pre-released statement that specifies the context and background for the unseen case study which is provided 3 months in advance of the exam. Questions require students to display skills of: knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills.</td><td colspan="3"><b>Higher Level</b> Duration: 1hr and 30mins Weighting: 25%</td></tr><tr><td><b>Paper 2 Standard Level</b> Duration: 1hr and 30mins Weighting: 35% It is based on unseen stimulus material with quantitative focus. Questions require students to display skills of knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills.</td><td colspan="3"><b>Higher Level</b> Duration: 1hr and 45 mins Weighting:30%</td></tr><tr><td><b>Paper 3</b>  This is an Higher Level only paper based on unseen stimulus material with a Social Entrepreneurship focus. Questions require students to display skills of: knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills.</td><td colspan="3"><b>Higher Level (Only)</b> Duration: 1hr and 45 mins Weighting:25%</td></tr><tr><td colspan="4"><b>Internal Assessment</b> The research project is common for both Standard Level and Higher Level students. Students must demonstrate the application of real business issues or problems facing a particular organisation using a conceptual lens.</td></tr><tr><td colspan="2">Standard Level Business Research Project:</td><td>30%</td><td>20 hours</td><td>Max 1800 words</td></tr><tr><td colspan="2">Higher Level Business Research Project:</td><td>20%</td><td>20 hours</td><td>Max 1800 words</td></tr></table>				<b>Paper 1 Standard Level</b> Duration: 1hr and 30mins Weighting: 35% Students answer in depth structured questions based on a pre-released statement that specifies the context and background for the unseen case study which is provided 3 months in advance of the exam. Questions require students to display skills of: knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills.	<b>Higher Level</b> Duration: 1hr and 30mins Weighting: 25%			<b>Paper 2 Standard Level</b> Duration: 1hr and 30mins Weighting: 35% It is based on unseen stimulus material with quantitative focus. Questions require students to display skills of knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills.	<b>Higher Level</b> Duration: 1hr and 45 mins Weighting:30%			<b>Paper 3</b>  This is an Higher Level only paper based on unseen stimulus material with a Social Entrepreneurship focus. Questions require students to display skills of: knowledge and understanding, application and analysis, synthesis and evaluation, and use and application of appropriate skills.	<b>Higher Level (Only)</b> Duration: 1hr and 45 mins Weighting:25%			<b>Internal Assessment</b> The research project is common for both Standard Level and Higher Level students. Students must demonstrate the application of real business issues or problems facing a particular organisation using a conceptual lens.				Standard Level Business Research Project:		30%	20 hours	Max 1800 words	Higher Level Business Research Project:		20%	20 hours	Max 1800 words
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Future Pathways	Whether you explore Business Management as a new humanities subject or view it as a potential area to study at university, it will enable you to understand how organisations operate in all fields. It is not a prerequisite for studying Business Management at university but it will equip you with a good introduction to the key concepts and a basis.																													



# HISTORY

Standard Level

Higher Level

<b>Overview</b>	Students tend to continue this highHigher Level academic subject at university, thus enabling them to acquire skills which are not confined to the study of the past. Skills of analysis are invaluable in many jobs, and the ability to analyse and then prioritise information is vital to decision making. This not only provides a skills set for a student but it also keeps career options open.														
<b>Curriculum Topics</b>	<p>Our IB History Course investigates 20th Century Modern World History. Students at bot.. levels follow a course focusing on the following topic areas:</p> <p><b>Paper 1: Prescribed Subject: The move to global war</b>  <b>Case study 1:</b> Japanese expansion in East Asia (1931-1941)  <b>Case study 2:</b> German and Italian expansion (1933-1940)</p> <p><b>Paper 2: Causes and effects of 20th Century Wars</b></p> <ul style="list-style-type: none"> <li>• First World War (1914-1918)</li> <li>• Chinese Civil War (1927-1949)</li> <li>• Spanish Civil War (1936-1939)</li> <li>• Second World War (1939-1945)</li> </ul> <p><b>Paper 2: The Cold War 1945-1989</b>  <b>Rivalry, mistrust and accord</b></p> <ul style="list-style-type: none"> <li>• Causes, events and reasons for the end of the Cold War</li> </ul> <p><b>Leaders and nations</b></p> <ul style="list-style-type: none"> <li>• Impact of leaders on the course and development of the Cold War</li> <li>• The economic, social and cultural impact of the Cold War on two countries</li> </ul> <p><b>Detailed study of two Cold War crises from different regions</b>  Examples:</p> <ul style="list-style-type: none"> <li>• Berlin Crisis of 1948-49 and the North Korean invasion of 1950,</li> <li>• The Suez Crisis, 1956 and the invasion of South Korea by North Korea, 1950</li> <li>• The Berlin Crisis, 1958-61 and the Cuban Missile Crisis, 1962</li> <li>• Hungry, 1956 and Afghanistan, 1989</li> </ul> <p>At Higher level, we will also be studying the following topics in detail:  <b>Topic 1:</b> The Great Depression in the Americas  <b>Topic 2:</b> The Second World War in the Americas  <b>Topic 3:</b> The Cold War in the Americas</p>														
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<b>Future Pathways</b>	Many students who take IB History choose to study a number of related subjects at university such as Politics, International Relations, PPE and Law. Any career that rewards clear thinking, good writing, articulate speaking and the ability to ask and answer complicated questions about how the world works will be open to a student of history.														

# BIOLOGY

## Standard Level

## Higher Level

Overview	The field of Biology is currently going through a rapid transformation, with great leaps in research and applications of these findings, particularly in the areas of biotechnology and genetics. The IB Biology course reflects these rapid changes, stimulating and challenging students academically and promoting debate on where they stand ethically, on many of the controversial issues facing today's societies. Work in class involves a blend of independent and group based tasks, both student and teacher led. The course is broad, relevant and challenging and requires significant study outside of taught lessons. Students are encouraged to read current publications, access online resources including molecular visualisation software and attend relevant lectures and presentations both inside and outside of school to increase their knowledge base.									
Curriculum Topics	<p>All students study these topics at a core level. Those opting for Higher Level will study them either in more depth or with additional components</p> <p>The overarching and interconnected themes are as follows:</p> <ul style="list-style-type: none"><li>• Unity &amp; Diversity</li><li>• Form &amp; Function</li><li>• Interaction &amp; Interdependence</li><li>• Continuity &amp; Change</li></ul> <p>The following levels of organisation are linked to the above themes:</p> <ul style="list-style-type: none"><li>• Molecules</li><li>• Cells</li><li>• Organism</li><li>• Ecosystem</li></ul>									
Assessment	<p>The course is assessed through external exams (80%) and internal coursework (20%)</p> <table><tr><td><p><b>Paper 1A Standard Level</b> Duration: 1hr and 30 mins Weighting: 36% Paper 1A Multiple Choice Questions Paper 1B Data Based Questions</p></td><td><p><b>Higher Level</b> Duration: 2hr Weighting: 36%</p></td></tr><tr><td><p><b>Paper 2 Standard Level</b> Duration: 1hr and 30 mins Weighting: 44% Data based and short answer questions Extended response questions</p></td><td><p><b>Higher Level</b> Duration: 2hr and 30 mins Weighting: 44%</p></td></tr></table> <p><b>Internal Assessment</b> The scientific investigation is an open-ended task in which the student gathers, creates and conducts their own experiment, and analyses the primary data in order to answer their own formulated research question. Though students must conduct individual experiments and submit individual reports, they are allowed to work in small groups, collaborate with and receive feedback from their peers.</p> <table><tr><td>Standard Level &amp; Higher Level: 20%</td><td>10 hours</td><td>Max 3000 words</td></tr></table>			<p><b>Paper 1A Standard Level</b> Duration: 1hr and 30 mins Weighting: 36% Paper 1A Multiple Choice Questions Paper 1B Data Based Questions</p>	<p><b>Higher Level</b> Duration: 2hr Weighting: 36%</p>	<p><b>Paper 2 Standard Level</b> Duration: 1hr and 30 mins Weighting: 44% Data based and short answer questions Extended response questions</p>	<p><b>Higher Level</b> Duration: 2hr and 30 mins Weighting: 44%</p>	Standard Level & Higher Level: 20%	10 hours	Max 3000 words
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Future Pathways	Biology is a popular group 4 option choice for many of our students. Often combined with Chemistry, it provides a thorough grounding for students to go on to study a wide range of courses in university. These range from medicine and dentistry to forensic science, genetics, biomedical engineering and environmental management just to name a few.									

# CHEMISTRY

Standard Level

Higher Level

<b>Overview</b>	<p>Chemistry is at the forefront of progress in many facets of human life. The study of Chemistry allows students to become part of this evolutionary whirlwind as they discover the principles behind progress in medicine, industry and technology. All of these branches utilise molecules or materials selected specifically because of their special properties.</p> <p>Activities in class include both theory and practical, group and individual work. The course is both stimulating and demanding. Students support their in class instruction and activities with a significant amount of independent preparation, practice and research.</p> <p>The coursework element is an exciting opportunity to design and carry out an investigation independently, combining the knowledge and skills acquired during the course.</p>				
<b>Curriculum Topics</b>	<p>Both Higher Level and Standard Level students study topics which fall under the overarching themes of structure and reactivity. Some of the core concepts include: The Particulate Nature of Matter, Bonding &amp; Structure, Classification of Matter, Energy in Chemistry and Kinetics.</p> <p>Higher Level Students study each topic in greater depth.</p>				
<b>Assessment</b>	<p>The course is assessed through external exams (80%) and internal coursework (20%)</p> <table border="0"> <tr> <td data-bbox="344 861 812 1008"> <b>Paper 1A Standard Level</b>            Duration: 1hr and 30 mins            Weighting: 36%            Paper 1A Multiple Choice Questions            Paper 1B Data Based Questions         </td><td data-bbox="812 861 1468 1008"> <b>Higher Level</b>            Duration: 2hr            Weighting: 36 %         </td></tr> <tr> <td data-bbox="344 1029 812 1123">           Paper 2 SL            Duration: 1hr and 30 mins            Weighting: 44%         </td><td data-bbox="812 1029 1468 1123"> <b>Higher Level</b>            Duration: 2hr and 30 mins            Weighting: 44%         </td></tr> </table> <p>Data based and short answer questions Extended response questions</p> <p><b>Internal Assessment</b> The scientific investigation is an open-ended task in which the student gathers, creates and conducts their own experiment, and analyses the primary data in order to answer their own formulated research question. Though students must conduct individual experiments and submit individual reports, they are allowed to work in small groups, collaborate with and receive feedback from their peers.</p> <p>SL &amp; HL: 20%      10 hours      Max 3000 words</p>	<b>Paper 1A Standard Level</b> Duration: 1hr and 30 mins Weighting: 36% Paper 1A Multiple Choice Questions Paper 1B Data Based Questions	<b>Higher Level</b> Duration: 2hr Weighting: 36 %	Paper 2 SL Duration: 1hr and 30 mins Weighting: 44%	<b>Higher Level</b> Duration: 2hr and 30 mins Weighting: 44%
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<b>Future Pathways</b>	<p>Chemistry is an increasingly popular choice of Group 4 subjects and is often combined with either Physics or Biology. The course adequately prepares students for future studies in medicine, allied health professions, pharmacy, chemical engineering, environmental chemistry and forensic science just to name a few.</p>				

# PHYSICS

Standard Level  
Higher Level

<b>Overview</b>	Physics is the most fundamental of experimental science as it seeks to explain the universe itself, from the smallest particles (quarks), to the vast distances between galaxies..				
<b>Curriculum Topics</b>	<p>IB Physics is a very wide-ranging course, focused on many principles which will be familiar to students from their IGCSE programme. These are studied in more depth and with greater mathematical rigour. The overarching themes for this course are:</p> <ul style="list-style-type: none"> <li>• Space, time and motion</li> <li>• The particulate nature of matter</li> <li>• Wave behaviour</li> <li>• Fields</li> <li>• Nuclear and quantum physics</li> </ul>				
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<b>Future Pathways</b>	IB Physics is very well-regarded preparation for any university "STEM" course (Science, Technology, Engineering and Mathematics). This course is an excellent, often required preparation for the plethora of university courses in engineering, whether it be bio-engineering or design engineering, Cmuarrriinceu lour ma eTroonpaicutsical, micro-electronic or material engineering.				



# MATHEMATICS-ANALYSIS & APPROACHES

Standard Level

Higher Level

<b>Overview</b>	<p>This course addresses the need for analytical expertise. Students will become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. Thus, there is an emphasis on algebraic methods, real and abstract problem solving, and the ability to construct, communicate and justify correct mathematical arguments. Applications will be explored, with and without technology. Students who take Mathematics: analysis and approaches will be those who enjoy the thrill of mathematical problem solving and generalization. In addition to topics that prepare students for university, this course also offers topics that are amenable to investigation, conjecture and proof..</p>
<b>Curriculum Topics</b>	<p>The course is split into 5 topics:            Number and algebra, Functions, Geometry and trigonometry, Probability and statistics, and Calculus. Each topic begins with Standard Level content which is common to both Mathematics: analysis and approaches and to Mathematics: applications and interpretation. This is then followed by course specific Standard Level content followed by additional higher level content.</p> <p>Higher level content includes a study of the counting principles, extension of the binomial theorem, partial fractions, complex numbers, proof by mathematical induction and by contradiction, polynomial functions, factor and remainder theorem, reciprocal trigonometric ratios, DeMoivre's theorem, compound angles identities, vectors, Bayes theorem, probability density function, l'Hopital's rule, Maclaurin series, implicit differentiation, and integrating by substitution and parts.</p>
<b>Assessment</b>	<p><b>Standard Level</b>  <b>Paper 1</b>            No technology allowed.            Section A: Compulsory short-response questions. Section B: Compulsory extended-response questions            Duration: 1 hour 30 minutes            Weighting: 40%</p> <p><b>Paper 2</b>            Technology required.            Section A: Compulsory short-response questions.            Section B: Compulsory extended-response questions.            Duration: 1 hour 30 minutes            Weighting: 40%</p> <p><b>Internal Assessment</b>            An individual written exploration that involves investigating an area of mathematics.            Weighting: 20%</p> <p><b>Higher Level</b>  <b>Paper 1</b>            No technology allowed.            Section A: Compulsory short-response questions.            Section B: Compulsory extended-response questions.            Duration: 2 hours            Weighting: 30%</p> <p><b>Paper 2</b>            Technology required.            Section A: Compulsory short-response questions.</p>

# MATHEMATICS-APPLICATIONS AND INTERPRETATION

Standard Level

Higher Level

<b>Overview</b>	This course addresses the role mathematics and technology play in the data-rich world. Students will develop skills in strong mathematical thinking, in applying mathematics to real world situations by exploring and constructing mathematical models. Thus, there is an emphasis on modelling and statistics. Applications will be explored and extensive use of technology will be undertaken. Students who take Mathematics: applications and interpretation will be those who enjoy seeing mathematics used in real-world contexts and to solve real-world problems. The course also includes topics that prepare students for university.
<b>Curriculum Topics</b>	<p>The course is split into 5 topics: Number and algebra, Functions, Geometry and trigonometry, Probability and statistics, and Calculus. Each topic begins with Standard Level content which is common to both Mathematics: analysis and approaches and to Mathematics: applications and interpretation. This is then followed by course specific Standard Level content followed by additional higher level content.</p> <p>Higher level content includes a study of complex numbers, matrices, vectors, graph theory, confidence interval, Poisson distribution, kinematics, differential equations, integral calculus, Standard Level fields, and Euler's method.</p>
<b>Assessment</b>	<p><b>Standard Level</b></p> <p><b>Paper 1</b> No technology allowed. Section A: Compulsory short-response questions. Section B: Compulsory extended-response questions Duration: 1 hour 30 minutes Weighting: 40%</p> <p><b>Paper 2</b> Technology required. Section A: Compulsory short-response questions. Section B: Compulsory extended-response questions. Duration: 1 hour 30 minutes Weighting: 40%</p> <p><b>Internal Assessment</b> An individual written exploration that involves investigating an area of mathematics. Weighting: 20%</p> <p><b>Higher Level</b></p> <p><b>Paper 1</b> No technology allowed. Section A: Compulsory short-response questions. Section B: Compulsory extended-response questions. Duration: 2 hours Weighting: 30%</p> <p><b>Paper 2</b> Technology required. Section A: Compulsory short-response questions</p>
<b>Future Pathways</b>	At least one mathematics course is included in many university programmes. The skills gained in this course from constructing mathematical models are easily transferable, whether via university studies or in the workforce as solving real world problems occur on a consistent basis. This course is a natural pathway for those intending to join the workforce or to pursue further studies into social sciences, natural sciences, medicine, statistics, business, some engineering, some economics, psychology, and design. Some colleges and universities have specific recommendations on this pathway.

# THEATRE

## Standard Level

## Higher Level

<b>Overview</b>	IB Theatre is an extremely challenging, but rewarding, multifaceted theatre-making course of study. It gives you the opportunity to make theatre as creators, designers, directors and performers, encouraging discovery through experimentation, the taking of risks and the presentation of ideas to others. The theatre course encourages you to appreciate that, through the processes of researching, creating, preparing, presenting and critically reflecting on theatre - as participants and audience members - you can gain a richer understanding of yourselves, your community and the world. You can take this subject without previous study of drama or theatre, although it is advisable for candidates to be able to undertake independent research and develop their writing skills
<b>Curriculum Topics</b>	<p>Exploration of theatre is practical, aiming to develop research and dramaturgical skills, applied through the directing, designing sets and costumes, bringing texts to life from page to stage, as well as performing a range of exciting roles and characters to the highest possible standard. Theatre students enjoy making and performing theatre from around the world whilst extending their knowledge of a variety of theatre practices, styles and genres.</p> <p>The course aims to inspire and motivate you to appreciate and academically explore Theatre in Context, Theatre Processes and Presenting Theatre. One-person shows, Shakespeare, Japanese Puppetry, Opera, Greek Theatre, Contemporary Western and Eastern Theatre, Theatre of the Absurd and other styles, genres and interests.</p>
<b>Assessment</b>	<p>IB Theatre is assessed in four tasks:</p> <p><b>Task 1:</b> Solo Theatre Piece (Higher Level only) External Assessment 35% Research a theatre theorist not previously studied, identify an aspect(s) of their theory and present a solo theatre piece (4-8 minutes) based on this aspect(s) of theory.</p> <p><b>Task 2:</b> Production Proposal (Standard Level and Higher Level) External Assessment Standard Level 35% Higher Level 20% Choose a published play text not previously studied and formulate a vision for the design and theoretical staging of the whole play text for an audience.</p> <p><b>Task 3:</b> Research Presentation (Standard Level and Higher Level) External Assessment Standard Level 30% Higher Level 20% Plan and deliver an individual presentation to peers (15 minutes maximum) outlining and physically demonstrating independent research into a convention of theatre tradition not previously studied.</p> <p><b>Task 4:</b> Collaborative Project (Standard Level and Higher Level) Internal Assessment Standard Level 40% Higher Level 25% Collaboratively create and present an original piece of theatre (13-15 minutes) for and to a specified target audience, created from a starting point chosen by the group.</p>
<b>Future Pathways</b>	IB Theatre students are well-prepared for further studies and careers in a wide range of areas including Broadcast Journalism, Theatre and Performance Arts, Events Management and leadership roles in a variety of contexts. Employers know that IB Theatre students demonstrate a high degree of emotional intelligence and the resilience that is needed to flourish in people centred jobs. The ability to inspire and motivate others and take creative ideas forward is appreciated in such contexts.

# VISUAL ARTS

Standard Level

Higher Level

<b>Overview</b>	The International Baccalaureate Visual Arts course at St Andrew's both requires and enables students to develop advanced practical and critical capacities. With such skills they are able to pursue individual projects in a huge array of advanced media and techniques. These typically range from performance and digital video/ photography to large-scale paintings in oil on canvas. Previous experience of Art to examination level is highly desirable.
<b>Curriculum Topics</b>	At Higher Level & Standard Level students are assessed on an exhibition of their studio work, a 3-4000 word Comparative Study and a 'Process Portfolio'. These mixed media, written and visual journals record their guided, personal, practical, critical and historical research and experimentation. There is no final written or practical final exam. Instead the students curate an exhibition of their most significant studio work at the end of the course. Consequently, IB Visual Arts best suits highly motivated students. They must be inclined to work steadily throughout the course, as everything that they produce across all three components contributes to their final grade.
<b>Assessment</b>	<p>IB is assessed in four tasks:</p> <p>Task 1: Comparative study (20%) Analyse and compare different artworks of different artists. This is an independent critical and contextual investigation, which explores art pieces, objects and artifacts from varying cultural contexts.</p> <p>Task 2: Process portfolio (40%) Submission of carefully selected materials as evidence of the student's experimentation, exploration, manipulation and refinement of various visual arts activities during the two-year course.</p> <p>Task 3: Exhibition (40%) Submission of a selection of finished art pieces from their exhibition, which will be assessed. The student's technical accomplishment during the visual arts course must be evident in the chosen pieces. Additionally, an understanding of the use of materials, ideas and practices appropriate to visual communication must also be visible.</p>
<b>Future Pathways</b>	IB Visual Arts at either Higher Level or Standard Level is an essential option for any students considering an Art or Design based career pathway. Our ex-students have gone on to study and work in fields including film, TV, architecture, fashion, vehicle design, stage and theatre design, illustration, graphic design and fine art.







# Core Requirements - CAS

## CREATIVITY, ACTIVITY & SERVICE

Creativity, Activity, Service (CAS) is an integral part of all Secondary School programmes at St Andrew's and is a compulsory component of the IB programme. The IBO views it as an acknowledgement that important educational experiences also take place outside of the classroom. The will to act in the service of the community is seen as an important complement to the intellectual and moral development of the student.

The CAS programme at St Andrew's continues throughout both years of the Diploma. An element of all three components is required each year. Each student develops a programme in consultation with their Learning Advisor and Head of House, allowing for a reasonable balance between creativity, activity and service.

Students usually fulfil the requirements of the programme by combining participation in extra-curricular activities offered at the school with service to the school or larger community. Students need also to be involved in a long term project, combining two of the three elements. Suitable activities engaged in privately outside the school can also be part of the CAS programme, if they are undertaken regularly and can be evaluated by a teacher or other responsible adult.

# CAS

# THEORY OF KNOWLEDGE

Theory of Knowledge (TOK) is required of all Diploma candidates. It is a course about critical thinking and inquiring into the process of knowing. The TOK course examines how we know and what we claim to know. It does this by encouraging students to analyse knowledge claims and knowledge questions. A distinction between shared knowledge and personal knowledge is made.

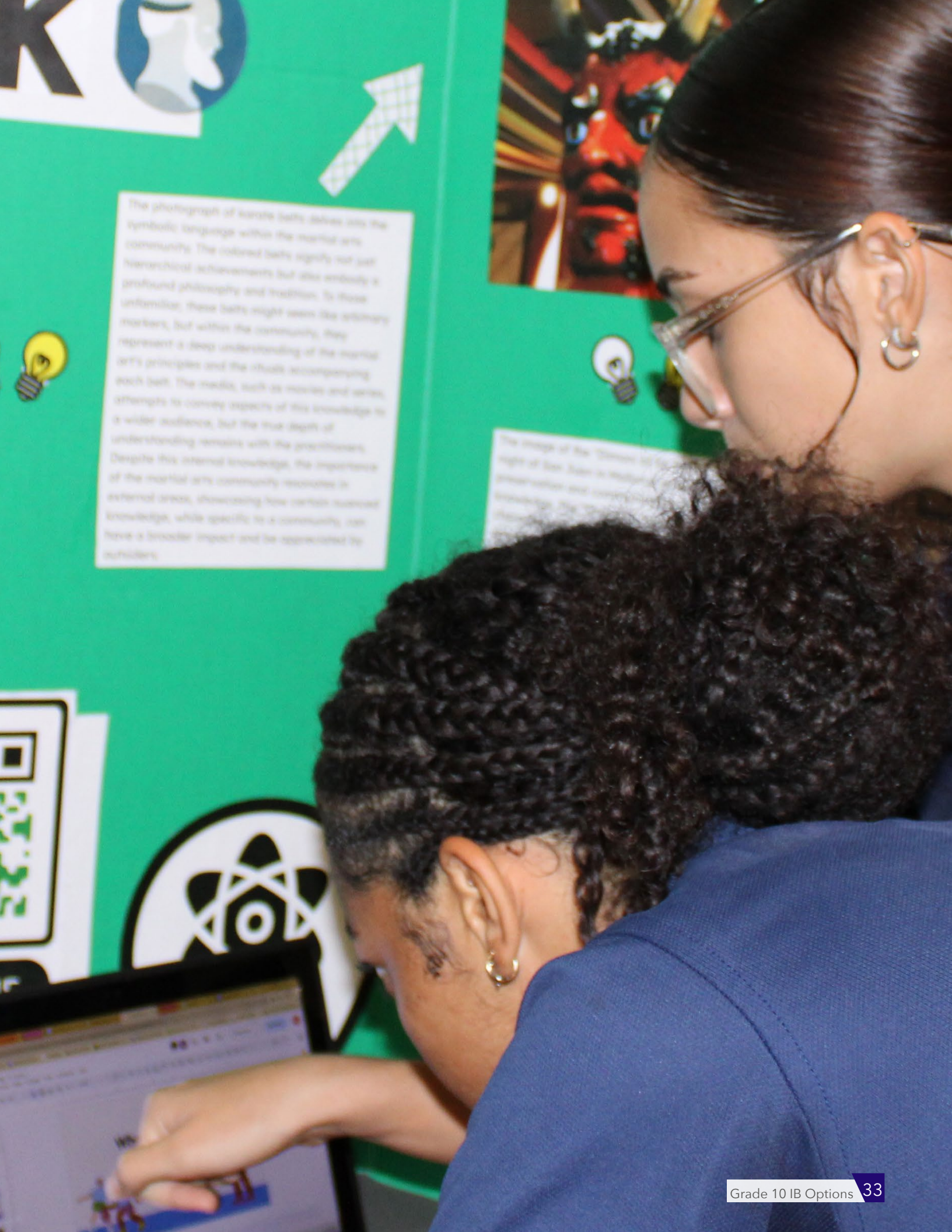
The TOK course identifies and studies eight areas of knowledge (Religious knowledge systems, Indigenous religious systems, History, Natural Sciences, Human Sciences, Maths, the Arts, Ethics) and eight ways of knowing (sense perception, memory, imagination, intuition, reason, faith, language, emotion).

While philosophical in flavour and rigour, TOK is not a course in the history of philosophy. It develops critical thinking skills central to life within and beyond the curriculum. In both years of the programme students must produce formal journal entries in an online TOK journal where they reflect on what they are learning and the implications of "thinking about thinking".

The final assessment consists of an internally marked and externally moderated presentation, on a real life situation of their choice, as well as an externally assessed essay on a topic chosen from a selection of six titles published by the IBO in September of grade 12. Thus, while there is no final exam, successful completion of TOK is required for the Diploma. Students can gain core points, which, in combination with the grade achieved in their Extended Essay, go towards the final Diploma score.







The photograph of karate belts delves into the symbolic language within the martial arts community. The colored belts signify not just hierarchical achievements but also embody a profound philosophy and tradition. To those unfamiliar, these belts might seem like ordinary markers, but within the community, they represent a deep understanding of the martial art's principles and the rituals accompanying each belt. The media, such as movies and series, attempts to convey aspects of this knowledge to a wider audience, but the true depth of understanding remains with the practitioners. Despite this internal knowledge, the importance of the martial arts community resonates in external areas, showcasing how certain nuanced knowledge, while specific to a community, can have a broader impact and be appreciated by outsiders.

The image of the "Ginny" all-star...  
right of San Juan is...  
preservation and...  
knowledge, the...  
knowledge, the...  
knowledge, the...



## EXTENDED ESSAY

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects- normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school).

This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. The completion of the written essay is followed by a short, concluding interview, or *viva voce*, with the supervisor. The essay is assessed against common criteria, interpreted in ways appropriate to each subject.

The extended essay is:  
compulsory for all Diploma Programme students externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma independent research/investigation on a topic a supervisor in the school chosen  
a piece of by the student in cooperation with presented as a formal piece of scholarship containing no more than 4,000 words the result of approximately 40 hours of work by the student concluded with a short interview, or *viva voce*, with the supervising teacher.

In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to grow intellectually and develop higher-level critical thinking skills and to show knowledge, understanding and enthusiasm about a topic of his or her choice. It is a crucial process in training students in self-management and research skills, which will be invaluable at university.







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