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INTRODUCTION

This booklet aims to give a description of each of the courses available on the International Baccalaureate Diploma Programme (IBDP) at the British International School Bratislava (BISB). For information about the IBDP in general, please refer to the ‘Overview’ booklet. Subjects are arranged according to their Group number within the IBDP hexagon. Subjects can be studied at either Standard Level (SL) or Higher Level (HL), three of which must be at HL.

The subjects currently available at BISB

Students not wishing to study the Visual Arts or Music can make a second choice from one of the other Groups above, with the exception of Group 5 (Mathematics). This gives students the possibility of studying an ‘Elective’ subject of a third language or a second science or a second option from Individuals and Societies.
LANGUAGES AND ELECTIVE SUBJECTS IN THE IB Diploma Programme (IBDP)

Group 1 and Group 2 are associated with languages. Before reading about the content of the various courses it is important to explain the rules governing the study of languages on the IBDP.

To be awarded the Diploma a student must study at least two languages.

A Group 1 language and literature course is usually the student’s home language or one in which they are practically fluent. Many students at BISB may well consider English to be their Group 1 language, whilst for others it could be Slovak or Korean. Standard and Higher Level are available.

It is also possible to study a language as a Group 1 language and literature course with an external tutor. The school can support and coordinate the external tutors to help them follow the course and the necessary assessments. However, we will treat all requests on an individual basis since we need to be secure that the external tutor is suitably qualified and is prepared to accept the conditions the school sets for assessment and the reporting of progress.

If no external tutor can be found it is also possible to self-teach a Group 1 language but this would require a very responsible approach on behalf of the student and under the regulations self-taught Group 1 languages can only be studied at Standard Level. This would, however, be a very unusual option.

In addition to this, a second language must be studied, usually a foreign language from Group 2, but it can also be a language in which a student is very strong. This gives the possibility of studying two Group 1 languages, in which case there is no need for a student to take a foreign language in Group 2. Both Standard and Higher Levels are available for Group 2 languages, except Spanish ab initio which is a Standard Level course.

There is the possibility of studying a third language by choosing from the Electives in Group 6, where students have the chance to choose a second subject from any of the other groups (except Group 5 – Mathematics), if they do not wish to study Visual Arts or Music.
GROUP 1 STUDIES IN LANGUAGE AND LITERATURE

English Language and Literature

Our chosen option in English A1 is the ‘Language and Literature’ course. This is offered at Standard and Higher Levels.

Entry Requirements
This Language and Literature based course is a recent development in IB Language provision and is suitable for students who have a standard of English which will allow them to read a variety of texts and/or language (including ESL) comfortably and with enjoyment. A pass equivalent in either GCSE or IGCSE English Literature at B or above would represent the minimum standard to allow progression in this subject at Standard Level. For Higher Level, the equivalent of a B pass at GCSE or IGCSE would normally be expected.

What Will I Study?
Specific texts and the order in which topics will be taught will be discussed before the start of the course. As the course progresses, texts and topics may be changed to reflect the nature, needs and interests of the student group.

Part One: Language in cultural context
Studying texts chosen from a variety of non-literary sources, genres and media, student will learn to:
• analyse how audience and purpose affect the structure and content of texts;
• analyse the impact of language changes;
• demonstrate an awareness of how language and meaning are shaped by culture and context.

Part Two: Language and mass-communication
Studying texts chosen from a variety of non-literary sources, genres and media, students will learn to:
• examine different forms of communication within the media;
• show an awareness of the potential for educational, political or ideological influence of the media;
• show the way mass media use language to inform, persuade or entertain.

Part Three: Literature – Texts and contexts
Students will study three or two texts depending on the level of the course chosen and learn to:
• consider the changing historical, cultural and social contexts in which particular texts are written and received;
• demonstrate how form, structure and style can not only be seen to influence meaning but can also be influenced by context;
• understand the attitudes and values expressed by literary texts and their impact on the readers.

Part Four: Literature – Critical Study
Exploring literary texts (three or two texts depending on the level of course chosen) students will learn to:
• explore literary works in detail;
• analyse elements such as theme and the ethical stance or moral values of literary texts.

How Will I Study?
Students will be encouraged to develop their skills of close analysis, both in understanding how meaning is created and how this is affected by its context. Students will engage in critical discourse and explore a wide range of texts, both literary and non-literary. They will practise the skills of focused commentary on language,
content and structure as they explore these texts. A discussion-based approach will seek to build students’ confidence in offering their own ideas and responses while reflecting sensitively on those of others both in class and through assignments. A variety of written and oral assignments will be set so students may develop the skills required to present sustained, coherent analyses both in speech and writing. An informed personal response will be encouraged at all times.

Students will be encouraged to see texts in their international and historical contexts, and to build an awareness of the effects that a writer’s language, structure and style can have on the reader. Students will be required to undertake wider reading and research to explore areas of interest and to collect materials and information appropriate to the topics explored, texts read and tasks undertaken.

**Assessment**

<table>
<thead>
<tr>
<th>External Assessment</th>
<th>70%</th>
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</thead>
<tbody>
<tr>
<td>Standard</td>
<td>Higher</td>
</tr>
<tr>
<td>Paper 1:</td>
<td>Paper 1:</td>
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<tr>
<td>Textual analysis</td>
<td>Comparative textual analysis</td>
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<tr>
<td>(students choose one text from two)</td>
<td>(students compare one pair of texts)</td>
</tr>
</tbody>
</table>

**Paper 2: Essay**

There is a range of questions posed, which must be answered using texts studied in Part Three

**Written task**

Students produce at least three written tasks of 800 – 1000 words and submit one for external assessment

**Written Tasks**

Students produce at least four written tasks of 800 – 1000 words and submit two for external assessment

**Internal Assessment**

<table>
<thead>
<tr>
<th>30%</th>
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<tbody>
<tr>
<td>Standard and Higher Level: Individual oral commentary</td>
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</table>

Students comment on an extract from a literary text studied in Part 4 of the course. This will be recorded and made available to the IB for external moderation. The mark for this oral commentary is worth 15%.

**Further oral activity:**

Students complete two oral activities one based on work covered during Part One and one on work from Part Two. The mark for one oral activity is submitted for final assessment and is worth 15%.

**Where next?**

Students who have successfully completed the English A1 course may go on to study many different disciplines at university. The competency and confidence gained in the use and appreciation of how language works is valuable for students who read for a wide range of professions such as teaching, marketing, the media and finance. There is an increasing need in commerce, industry and the professions for people who are analytical in thought and accomplished communicators. A good preparation for this is the study of English.
Entry Qualifications
Normal minimum requirements: to have successfully completed Year 11 Slovak Language or its equivalent. Ideally, this means achieving an average grade ‘B’ or better in Slovak during the IGCSE programme if the student wants to take SL level in IB, and an average ‘A’ grade or higher if the student wants to choose HL. For the IB Diploma to be accepted by the Slovak authorities as an equivalent to the ‘Maturita’, Slovak students who want to continue their studies at Slovak Universities should choose Slovak A.

Language A – Literature

What Will I Study?
A wide range of world and Slovak literature published in Slovak is studied during this course, covering different forms (poetry, prose and drama), countries and periods in time.

Curriculum areas
Intercultural investigations – Higher Level students study three, and Standard Level study two works chosen from the IB Prescribed World Literature List (PLT);
• Critical awareness – Higher Level students study three, and Standard Level study two works chosen from a different genre category on the PBL;
• Literary genres – Higher Level students study four, and Standard Level study three works, one of which is World Literature.
• School’s Free Choice – All students study three works from the following options: travel Writing, creative non-fiction, science fiction, detective fiction, adaptation of literature for film, works offering historical or thematic perspective

Aims of the course
• To support students by achieving the skills to work with the narrative (fiction or non-fiction), dramatic or poetic text, develop powers of expression in oral as well as in the written form.
• To present to students the context of world literature using the analysis of literary works chosen from different periods, genres and styles and by comparing and searching for the relationship between them.
• To encourage an ability to express ideas with clarity, coherence, conciseness, precision, and fluency in both written and oral communication.
• To support students’ individuality and independence by expressing their own opinions based on accomplished literary critical skills and knowledge.

How Will I Study?
An IB course of Slovak A1, which means Language A1 ‘Literature’, is one in which ideas are shared and views about the texts are thought through and discussed. During the course students will be assessed on pieces of work which will include a selection of texts of different length, poems, essays and letters. The choices will be made such that students will be able to discuss, compare and contrast different aspects.

Assessment
External assessment 70%:
Written examination comprises 2 papers:
Paper 1 – written commentary on a text (20%)
Paper 2 – essay (25%)
World Literature Assignment (25%)
Higher Level students write two assignments of between 1000 – 1500 words each; Standard Level students write one assignment of the same length.

Internal assessment 30 %:
Internal oral presentation based on one work of part 4 (15 %)
Internal oral commentary based on extract analysis from one work of part 2
and at HL it will require recorded discussion based on other work studied. (15 %)

**IB한국어 ‘문학 영역’**

*Korean - Language A - Literature (Standard and Higher Level)*

소개
IB 과목 6개 영역 중 Language A는 모국어 문학을 공부하는 과정입니다. 시대별, 대륙별로 구분된 각기 다른 문학 형태(시, 장단편 소설, 희곡, 수필 등)의 세계 문학 및 한국 문학 작품을 2년 과정에 걸쳐 배우게 됩니다.

강의 영역
- **Part II - Detailed Study** (심화 학습): IB 주관사의 한국 문학 목록(IB Prescribed Book List)에서 각기 다른 장르의 작품을 선정하여 공부합니다.
- **Part III – Literary genres** (동일 장르 작품 연구): IB 주관사의 한국 문학 목록(IB Prescribed Book List)에서 동일한 장르의 작품을 선정하여 공부합니다.
- **Part IV - Options** (학교 자율 선택): 한국 문학 및 세계 문학 작품을 자율 선택하여 공부합니다.

<table>
<thead>
<tr>
<th>과정 간 작품 수비교</th>
<th>표준 과정 (Standard Level)</th>
<th>고급 과정 (Higher Level)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Part II</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Part III</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Part IV</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>합계</td>
<td>10</td>
<td>13</td>
</tr>
</tbody>
</table>

강의 목표
- 문학 작품에 대해 개인적 견해를 표현함으로써 독자적으로 문학을 연구하고 비평할 수 있는 능력을 키웁니다.
- 타 시대, 타 문화권의 세계 문학들을 접함으로서 작품 간의 공통성 및 차이점을 발견하고 연관성을 연구하여 글의 문맥 및 역사, 문화적 배경을 파악하게 합니다.
- 명석함, 일관성, 간결함, 정확성, 유창함을 가진 생각을 구어, 문어 형태로 표현 할 수 있는 능력을 향상시킵니다.
- 문학 비평 기술 및 지식을 습득하여, 스스로 의견을 피력하고 그 의견을 논리적으로 구조화 시키며 논쟁하는 연습을 함으로써 개인성과 독립성을 확립시킵니다.
- 각기 다른 작가가 표현한 여러 작법 및 작품 구조를 이해합니다.

공부법
IB 한국어 과정에서 다루게 될 작품들을 미리 읽고, 스스로 분석해보는 수업 준비를 합니다. 각
작품마다 개별 분석 및 이에 따른 발표 과제가 이어지며, 여러 관점에서 보는 느낌 및 생각들을 타 학생들과 공유합니다. 같이 토론하고 각자의 글 및 생각을 비교, 대조해 봅니다. 이 사회에서 소통되는 진실성을 찾는 작업을 하게 될 것이며, 나아가 스스로의 생각을 논리적으나 정리하여 논술하는 연습을 통해 글쓰기 능력을 향상시키게 될 것입니다.

평가

<table>
<thead>
<tr>
<th>영역</th>
<th>평가 구분</th>
<th>평가 과제</th>
<th>SL</th>
<th>HL</th>
<th>평가 비율</th>
</tr>
</thead>
<tbody>
<tr>
<td>전 영역</td>
<td>외부평가</td>
<td>Paper 1</td>
<td>작품 논평 (1시간 30분)</td>
<td>작품 논평 (2시간)</td>
<td>20%</td>
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<tr>
<td>Part III</td>
<td>Paper 2</td>
<td>3부 작품을 토대로 한 주제별 논술 (1시간 30분)</td>
<td>3부 작품을 토대로 한 주제별 논술 (2시간)</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Part I</td>
<td>Written Assignment</td>
<td>세계 문학 에세이</td>
<td>세계 문학 에세이</td>
<td>25%</td>
<td></td>
</tr>
<tr>
<td>Part II</td>
<td>내부평가</td>
<td>Internal Oral Commentary</td>
<td>2부 작품을 토대로 한 구술 논문</td>
<td>2부 작품을 토대로 한 구술 논평과 토론</td>
<td>15%</td>
</tr>
<tr>
<td>Part IV</td>
<td>Internal Oral Presentation</td>
<td>4부 작품을 토대로 한 개인 주제 발표</td>
<td>4부 작품을 토대로 한 개인 주제 발표</td>
<td>15%</td>
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IB과정을 마치면
IB 디플로마 과정을 성공적으로 마친 학생들은 유럽, 미주 내 여러 대학 및 일부 한국 대학 입시에서 유리한 고지를 점령할 수 있습니다. 긴 글을 읽고 분석하며, 논리적으로 생각을 정리하는 연습을 통해 얻게되는 논술과 커뮤니케이션 기술은 면접 시험에 큰 도움이 됨은 물론, 전공을 불문하고 대학에서 이루어지는 폭넓은 학습 및 연구 과정에 없어서는 안 될 중요한 자산이 될 것입니다.

GROUP 2 LANGUAGE ACQUISITION

English B, French B, German B and Spanish B (Standard and Higher Level)

Entry Qualifications
For both Standard and Higher level, students need to attain a minimum grade B at IGCSE level in the chosen language, i.e. English as a Second Language, First Language English, English Literature, German, French and Spanish.

Language B
Higher level and Standard level are language acquisition courses developed for students with some background in the target language; while learning an additional language, students will explore the culture/s connected to it. Therefore, the purposes of these courses are language acquisition and intercultural awareness.

The Core – with topics common to both levels - is divided into three parts and is a required area of study.

These areas are:
Social relationships, Communication and media and Global issues.

In addition, from 5 Options:
Health, Customs and traditions, Leisure, Cultural Diversity, Science and Technology, teachers will select two, both at Standard and Higher Levels.
At Higher level only, 2 works of literature are read.
**Topic selection**

The course comprises five topics: the three from the Core and two chosen from the five Options. At least two aspects will be covered in the course from each of these five topics. Additionally, two works of literature will be read at Higher Level.

The Core and the Options at both levels, as well as Literature at HL must be studied within the context of the culture/s of study. The order in which the components of both the Core and the Options are presented is not an indication of the sequence in which they should be taught.

**Core**

There are three topics in the Core: Social Relationships, Communication and Media and Global Issues. These 3 topics are compulsory at both levels. At least two aspects are required from each Core topic.

**Social relationships**

- How people interrelate and behave as members of a community, individually and in groups. Possible aspects to study include language and identity, linguistic dominance, minorities, multilingualism, nationalism, patriotism and fanaticism, relationships, religious and non-religious celebrations, social and political structures and groups, social behaviours and stances, taboos and what is socially acceptable.

**Communication and Media**

- How people interact, transmit and gather data for the purposes of information and entertainment. Possible aspects to study include advertising, bias in media, censorship, the internet, press, radio and television, sensationalism in media, telephone, written and voice mail.

**Global Issues**

- Current matters and things to come that have an impact at a regional, national and/or international level, bearing in mind that they need to be addressed from the perspective of the target culture. Possible aspects to study include drugs, energy reserves, food and water, climate change, natural disasters, globalization, migration, pandemics, poverty and famine, racism, prejudice and discrimination, the effect of man on nature, the environment and sustainability.
Options
There are five Options: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology. Teachers will choose two options. At least two aspects per option must be studied.

Cultural Diversity
• The ethnic, gender, racial, ideological and socio-economic varieties within a community of the target language. Possible aspects to study include beliefs, values and norms, culinary heritage, how culture is learned, inter-cultural assimilation, inter-linguistic influence, language diversity, migration, population diversity, sub-cultures, concepts of beauty, verbal and non-verbal communication.

Customs and Traditions
• The current and past practices, representations, expressions and knowledge that belong to a community of the target language. Possible aspects to study include celebrations, social and religious events, dress codes, uniforms, etiquette and protocols, fashion, food, historical events, national costumes, arts.

Health
• Physical, mental and social well-being as well as matters related to illnesses. Possible aspects to study include concepts of beauty and health, diet and nutrition, drug abuse, epidemics, health services, hygiene, illnesses, symptoms of good/ill health, mental health, physical exercise, surgery, traditional and alternative medicine.

Leisure
• The variety of activities performed for enjoyment. Possible aspects to study include entertainment, exhibitions and shows, games, hobbies, recreation, social interaction through leisure, sports, travelling.

Science and Technology
• The relationship between science and technology and their impact on a community.
• Possible aspects to study include entertainment, ethics and science, ethics and technology, impact of IT on society, information technology, natural sciences, renewable energy, scientific research, social sciences.

Literature (Higher level only)
• Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding. Students should understand the works in some depth, but literary criticism as such is not an objective of Language B HL course.
Assessment

**How will I study?**

Lessons will have a variety of activities to be completed individually and in groups. Students will be expected to complete a range of written and oral tasks, including writing informative articles, diary entries, reviews, argumentative essays and debates. All students will conduct several oral presentations as part of their preparation for IOAs. They will be expected to read independently and will be provided with a range of text types related to the topic options including books, magazines, newspapers, radio, the internet and DVDs. Much of the focus of most lessons will be language acquisition, students will develop their as vocabulary base, refine
and perfect grammar use and improve fluency.

Where next?
A good IB points score, at either level, is a clear indication of a student’s academic potential, thus it is well regarded in higher education. It is also evidence of sufficient competence in the English language to be able to cope with the linguistic demands of a course of study, delivered through the medium of English, at university level, though for French, German and Spanish universities passing a proficiency test in those languages may be required.

A thorough knowledge of English, French, German and Spanish can help gain access to jobs in business, banking/finance, journalism, law, public relations, travel and the civil service of many countries. Knowledge of one of these key languages naturally enhances confidence and social skills and can increase career prospects in the global market-places.

Spanish ab initio (Standard Level Only)

Entry Qualifications
No strict entry qualifications as the nature of the course requires all candidates to have little or no previous knowledge of the language to be studied. Ab initio courses are only available at Standard Level worldwide.

What Will I Study?
Over the course of the two years students will encounter a range of topics, with material selected to show the use of Spanish in a variety of everyday situations. These will also provide the opportunity for students to show their comprehension of the material and to respond orally or by writing.

The ab initio course is divided into seven topics with which the students should become familiar in order to develop a vocabulary range that covers the most common situations in everyday life.

These topics are:
• the individual
• education and work
• town and services
• food and drink
• leisure and travel
• the environment
• health and emergencies.

Aims of the course
The overall objective of this course is for students to be able to communicate in a variety of everyday situations. At the end of the language ab initio course candidates will be expected to demonstrate an ability to:
• communicate information and some basic ideas clearly and effectively, in a limited range of situations.
• understand and use a limited range of vocabulary.
• show an awareness of some elements of the culture(s) related to the language studied.

The course will focus on the four key skills required to achieve this: speaking, reading, listening and writing. During the language ab initio course students are expected to become familiar with aspects of the everyday life and culture of the countries in which the language is spoken.

The study of particular features of the culture is a means by which students learn about a different way of life, and consequently develop their language skills.

How will I study?
Lessons cover a variety of activities including individual and group work. Students are expected to use as much of the target foreign language as possible inside and outside the classroom, make use of the Library
facilities for private study (books, video, CD ROM, cassettes, magazines etc.) and keep a general interest in all aspects of the language and culture.

Assessment

External assessment  75%
* Paper 1: receptive skills - understanding of 4 written texts + text handling exercises (30%)
* Paper 2: productive skills - two compulsory writing exercises (25%)
* Written assignment: receptive and productive skills (200 - 300 word piece of writing in the target language carried out in class under teacher supervision) (20%)

Internal assessment: interactive skills  25%

GROUP 3 INDIVIDUALS AND SOCIETIES

Business and Management (Standard and Higher Level)

Entry Qualifications

Normal minimum requirements: ideally grade Bs in IGCSE English Language and Mathematics and, ideally, a grade B or better in Business at IGCSE (where studied).

What Will I Study?

This is an academic course which studies business and how it operates. The course involves studying in some detail how businesses carry out their various functions such as marketing, finance, operations management and dealing with personnel. The course looks at how business decisions are made, how outside activities affect business and in turn how businesses react to their environment.

Curriculum areas

Both Standard and Higher Level candidates study the following:
- Business organisation and environment
- Human resources
- Accounts and Finance
- Marketing
- Operations management

Higher Level candidates also study:
- Business strategy

Aims of the course

- To understand and appreciate the nature and scope of business, and its role in society.
- To develop critical understanding of organisations, the markets they serve and the process of adding value. This will involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment.
- To be aware that business behaviour can be studied from the point of view of a range of stakeholders including customer, manager, creditor, owner/shareholder and employee.
- To be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
To develop skills in:
- Decision-making and problem solving in the light of evaluation
- The quantification and management of information, where appropriate
- Effective communication.

How Will I Study?
In class we aim to develop the ability to analyse and evaluate business activity. Class work is designed to develop the concepts and ideas in each area. Written work is set on a regular basis to develop understanding of the course content. Students are expected to develop their interest in business affairs through reading, links with firms and using textbooks and materials available through the mass media. The course will help the development of many key skills.

Coursework
Higher Level students are required to complete a research project on a business topic of their choice while Standard level students are required to write a commentary about a real business issue or problem. Coursework has a weighting of 25% for both Standard and Higher level.
The remaining 75% is assessed through two written exam papers, one of which is based on a pre-seen case study.

Where will Business and Management take me?
Business and Management is one the fastest growing subjects at IB and graduate level and for good reason. The practical nature the subject means it provides students with some of the most employable skills in the current workplace and the workplace of tomorrow.
Students can go on to specialise in a particular field of business and management such as marketing or accounting or instead take a general business degree. Even if you do not go on to specialise in business, whatever area you become interested in, will at some point need to be organised and managed.

Economics (Standard and Higher Level)

Entry Qualifications
Normal minimum requirements: grade B in IGCSE English Language and Mathematics.

What Will I Study?
This is an academic course which examines economic theory and its practical application in the global economy. The course involves studying in some detail basic economic theory, price systems, the role of government in the economy, macroeconomic policy and issues in international trade and development. There is an emphasis throughout on internationalism; you will be taught to consider economic theories, ideas and happenings from the point of view of different individuals, nations and cultures in the world economy.
There are two levels of qualification: Standard and Higher Level. The Higher Level qualification covers all of the Standard Level, but develops some topics from Standard Level more deeply, as well as covering additional topics not covered at Standard Level.

Curriculum areas
- Microeconomics
- Macroeconomics
- International economics
- Development economics
**Aims of the course**
Having followed the Diploma Programme in Economics, candidates will be expected to:

- have an understanding and knowledge of economic concepts and theories
- apply economic theory to a range of circumstances and a variety of situations
- analyse information through the use of economic concepts and theories
- evaluate concepts and theories from different economic perspectives
- develop critical understanding of price systems including factors such as demand curves, income elasticity, supply elasticity and equilibrium price.
- be aware of government intervention in the economy through taxation, subsidies, price stabilisation and the provision of goods and services.
- be aware of government policies designed to stimulate employment and control price inflation.
- develop an understanding of the arguments for and against the liberalisation of trade.
- understand the key issues surrounding economic growth and development
- develop skills in:
  - effectively expressing ideas not only in writing but also in using additional aids such as statistics and diagrams;
  - gathering and analysing statistical data on economic issues;
  - using models to predict actual behaviour.

**How Will I Study?**
In class we aim to develop the ability to analyse and evaluate economic data and theory. Class work is designed to develop the concepts and ideas in each area. Written work is set on a regular basis to develop understanding of the course content. Students are expected to develop their interest in economic affairs through reading, using textbooks and by studying the materials available through the mass media.

**Assessment**

**Higher Level**
- Paper 1: Essay Paper (1 hour and 30 minutes) 30% [50 marks]
- Paper 2: Data Response Paper (1 hour and 30 minutes) 30% [40 marks]
- Paper 3: Quantitative Paper (1 hour) 20% [HL extension paper - 50 marks]
- Internal assessment: Portfolio of three commentaries 20% [45 marks]

**Standard Level**
- Paper 1: Essay Paper (1 hour and 30 minutes) 40% [50 marks]
- Paper 2: Data Response Paper (1 hour and 30 minutes) 40% [40 marks]
- Internal assessment: Portfolio of three commentaries 20% [45 marks]

In the course of the two years students have to complete three commentaries. These are short pieces (650-750 words) which analyse the economics contained in newspaper articles.

**Where will Economics take me?**
Economics is well regarded by Higher education institutions as a subject in its own right and for the academic disciplines that it instils in students. It gives real insight into many of the global issues facing the world today. The skills used to analyse data and the use of modelling to predict actual behaviour are skills that can be transferred to other fields of study.
Entry Qualifications
No subject specific minimum requirements, although ideally an IGCSE grade B in English Language and Mathematics would demonstrate sufficient ability to cope with the demands of the subject. It is not necessary to have studied Geography at IGCSE level.

What Will I Study?
Geography is the study of our contemporary world. It occupies a pivotal position in the understanding and interpretation of social, economic, political and environmental conditions and change. Geography will develop your ability to collect, collate, analyse and interpret both qualitative and quantitative data as well as developing your awareness and understanding of human and environmental issues. Modern geographical study will give students wishing to follow a career related to international business, government/diplomacy, journalism or law, an in-depth understanding of the key issues in today's world. In the context of understanding our future world, sustainability is a key concept and in the IB Diploma you will have the opportunity to explore this through a range of relevant and important issues and themes.

In the IB Diploma Geography Programme, Higher Level students will study the Core theme, three of the Optional themes and the Higher Level extension. Standard level students will study the Core theme and two of the Optional themes.

Curriculum areas
Core Themes:
Patterns and Change; Population, Resources and Development

Optional Themes:
The Health of Populations, Urban Environments, Hazards and Disasters

Higher Level Extension:
Global Interactions. A study of how the complex process of globalisation interacts with the unique characteristics of different places to produce place specific outcomes which are neither inevitable nor universal.

The new Health of Populations Optional Theme will be of particular interest to students wishing to study Medicine. Indeed Geography would be suitable Group 3 subject for any student wishing to follow a science based career.

Aims of the course
The aims of the Diploma Programme Geography course are to enable students to:

• Develop a global perspective and a sense of world interdependence.
• Develop an understanding of the interrelationship between people, place and the environment.
• Develop a concern for the quality of the environment, and an understanding of the need to plan and manage for present and future generations.
• Appreciate the relevance of Geography in analysing contemporary world issues, and develop and modify values and attitudes in relation to geographical problems and issues.
• Recognise the need for social justice, equality and respect for others; appreciate diversity; and combat bias, prejudice and stereotyping.
• Develop an appreciation of the range of geographical methodologies and apply appropriate techniques of inquiry.
How Will I Study?
A wide variety of teaching and learning methods is employed encompassing; didactic teaching, teacher directed group work, student presentations, role-play simulations, project work, examination practice, computer-based learning and fieldwork. As Geography is the study of the real world, there is an emphasis on students getting out of the classroom and observing what we are studying in the local area and beyond. Fieldwork is an integral part of the course and the assessment, and students will be expected to participate on day and possibly longer visits. Guest speakers, films, documentaries, news reports, satellite images, GIS mapping, photographic resources, Internet resources are all employed in this visually stimulating and relevant subject.
Explore the IB Geography sections of our website for a flavour of the course.
www.ecumene.co.uk

Assessment
Standard Level
External Assessment 80%
Written papers
Paper 1 – Core Themes [1 hour 30 minutes] 45%
Paper 2 – Optional Themes [1 hour 10 minutes] 35%
Internal Assessment 20%
This will consist of hypothesis-based fieldwork related to any of the syllabus themes.

Higher Level
External Assessment 80%
Written papers
Paper 1 – Core Themes [1 hour 30 minutes] 25%
Paper 2 – Optional Themes [1 hour 45 minutes] 30%
Paper 3 – Higher Level Extension [1 hour 20 minutes] 25%
Internal Assessment 20%
This will consist of hypothesis-based fieldwork related to any of the syllabus themes.

Where Next?
Geography is not career-specific, but it is highly regarded as an established academic subject which produces students who have been trained in the use of many key skills. Students who continue their geographic education post-18 will often decide to specialise at some stage in one aspect of the subject and eventually seek employment in that particular specialism. Otherwise, Geography provides an excellent foundation from which to launch into an extremely varied range of careers.

History (Standard and Higher Level)

Entry Qualifications
Normal minimum requirements: IGCSE History Grade B. Also normally required is a grade C in IGCSE English Language.

What Will I Study?
IB History is a two-year course which can be taken at Standard or Higher level.
Curriculum areas
For Standard and Higher level candidates: ‘Route 2: 20th Century World History’.

Prescribed subjects:
• Arab-Israeli Conflict 1945-79

20th Century World History topics:
• Topic 4: Nationalist and independence movements post-1945 Central and Eastern European states: Czechoslovakia 1945-92
• Topic 5: The Cold War
• Students must also complete an independent historical investigation on any historical subject of their own choice.

Higher Level candidates also study option 5: ‘Aspects of the History of Europe and the Middle East’. A selection of events and themes from the following IB subjects are to be studied:
• Interwar years: conflict and cooperation
• The Soviet Union and Eastern Europe, 1924-2000
• The Second World War and post-war Western Europe 1939-2000
• Social and Economic Developments in the UK since 1945

Aims of the course
• to develop an interest in the past and an appreciation of human endeavour;
• to cultivate empathy with people living in diverse places and at different times;
• to provide an opportunity to study recent British and Slovak history in depth;
• to acquire an understanding and a sound knowledge of selected periods or themes;
• to think philosophically about the problematical nature of historical knowledge;
• to understand how the past is used and how historians create historical knowledge;
• to learn to research and write like an historian;
• to think independently and make informed judgements of issues.

How Will I Study?
We use a wide variety of methods of study: whole-class teaching, group and individual research and presentation of topics, essay-writing, and document work. The department places particular emphasis on the value of ICT to the history student but also expects students to value books and to love reading.

Assessment:
Standard Level Coursework 25%
A Historical Investigation which is internally assessed and externally moderated. The remainder of the topics are examined through written papers at the end of the second year.

Paper 1 (Prescribed subject 1) 30% 1 Hour
This is a document-based paper set on a prescribed subject drawn from 20th century world topics. There will be four questions on the prescribed subject: Peace-making, peace-keeping and international relations 1918-36.
Higher Level Coursework 20% (same requirements and assessment as at Standard Level)

Paper 1 (Prescribed subjects 1&3) 20% 1 hour
(same requirements and assessment as at Standard Level)

Paper 2 (20th Century World History topics) 25% 1½ hours
(same requirements and assessment as at Standard Level)

Paper 3 (European Option) 35% 2½ hours.
This is an essay paper and students have to answer three questions taken from at least two of the different subject areas studied.

GROUP 4 SCIENCES

Biology (Standard and Higher Level)

THERE IS TO BE A REVIEW OF ALL GROUP 4 SYLLABUSES FOR THE ACADEMIC YEAR 2014-15. AT THE TIME OF WRITING ANY ALTERATIONS THAT THIS MIGHT ENTAIL ARE NOT FULLY KNOWN. WHEN THEY ARE RELEASED BY THE IBO, WE WILL BE ABLE TO UPDATE THE HANDBOOK. THE CHANGES ARE LIKELY TO BE MORE IN TERMS OF ASSESSMENT RATHER THAN CONTENT, THUS WE PRESENT THE CURRENT SYLLABUS IN ORDER TO PROVIDE AN IDEA OF THE SUBJECT MATTER.

Entry Qualifications
Normal minimum requirements: at least IGCSE Co-ordinated Science BB, or at least a grade B in IGCSE Biology for both HL and SL entry. Also normally required are grade Cs in IGCSE English Language and Mathematics.

What Will I Study?
This syllabus is designed to give flexibility to candidates and to place emphasis on the understanding and application of scientific concepts and principles as well as on factual material, whilst still giving a thorough introduction to the study of Biology.

Curriculum areas
Both Standard and Higher Level candidates study the following:
• Core
• Statistics
• Cells
• The Chemistry of Life
• Genetics
• Ecology and Evolution
• Human Health and Physiology
• Transport
• Gas Exchange
• Infectious Disease
• Immunity
• Ecology

Higher Level candidates also study:
• Nucleic Acids and Proteins
• Cell respiration and Photosynthesis
• Advanced Theoretical Genetics
• Human reproduction
• Defence against infectious disease
• Nerves, muscles and movement
• Excretion
• Plant science

Standard Level students will study two options:
• Nutrients and Health
• Ecology

The two options for the Higher Level course will be:
• Neurobiology
• Further Human Physiology

Aims of the course
• To provide, through well designed studies of experimental and practical biological science.
• To become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import.
• To acquire practical and intellectual skills through experimental investigation.
• To be able to apply knowledge and understanding to new situations.
• To be able to communicate scientific ideas and to think critically and be aware of the limitations of science.
• To encourage the awareness of the impact of science on society and to prepare the student for life in a technological age.
• To become life-long learners with a balanced, global outlook.

How Will I Study?
The course consists of 240 hours (HL) and 180 hour course (SL), which include 60 hours (HL) or 40 hours (SL) of laboratory and project based experiences. 10 hours are devoted to the Group 4 project.

Assessment
The assessment of this course has 2 distinct areas:
• The assessment of knowledge and understanding, which are assessed through 3 formal written papers, the total of which counts for 76% of the total mark.
The assessment of practical skills, via continuous internal assessment throughout the two years. A set of 5 skills are assessed via regular practical activities and through the Group 4 project. In total these internal assessments amount to 40 hours for SL students and 60 hours for HL students (with the Group 4 project constituting a maximum of 10 hours to these totals). Two skills (Manipulative Skills and Personal Skills) are assessed only once, but the other three skills will be assessed as often as possible within these time frames and the top scores in each skill for each student will go forward to account for 24% of the total mark.

The skills assessed are:
Design; Data Collection and Processing; Conclusion and Evaluation and Manipulative and Personal Skills.

Where next?
Biology is an increasingly important subject in the modern world. You can study Biology because you find living things fascinating for their own sake, or because you need it to gain entry into the applied biological professions such as medicine, veterinary medicine, dentistry, pharmacy, optics, genetics, genetic engineering, anthropology, botany or conservation. The biotechnology-based industries, which include pharmaceutical and chemical companies, are also major employers of biological scientists.

Chemistry (Standard and Higher Level)

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Entry Qualifications
Normal minimum requirements: at least IGCSE Co-ordinated Science BB, or at least a grade B in IGCSE Chemistry for both HL and SL entry. Also normally required are grade Cs in IGCSE English Language and Mathematics.

What Will I Study?
The IB Chemistry course builds upon the knowledge of Chemistry introduced during IGCSE or equivalent courses, and aims to stimulate interest and enjoyment of the subject.

Curriculum areas
Both Standard and Higher Level candidates study the following:
• Stoichiometry
• Atomic Theory
• Periodicity
• Bonding
• States of Matter
• Energetics
• Kinetics
• Equilibrium
• Acids and Bases
• Oxidation and Reduction
• Organic Chemistry
• Statistics
Students will also study two of the following option areas:

- Modern Analytical Chemistry
- Human Biochemistry
- Food Chemistry
- Environmental Chemistry
- Medicines and Drugs

**Aims of the course**

- To provide well designed studies of experimental and practical chemistry.
- To become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import.
- To acquire practical and intellectual skills through experimental investigation.
- To be able to apply knowledge and understanding to new situations.
- To be able to communicate scientific ideas and to think critically and be aware of the limitations of science.
- To encourage the awareness of the impact of science on society and to prepare the student for life in a technological age.
- To become life-long learners with a balanced, global outlook.

**How Will I Study?**

Classwork is designed to build up students’ understanding of the concepts and ideas in each area. This is achieved through adequate delivery of the curriculum, practical work including regular laboratory activities and the Group 4 Project, problem-solving or questioning/answering and other activities. Written homework is set regularly to aid understanding. The curriculum will be delivered using different teaching methods, such as student-centred learning, co-operative learning and critical thinking to help students develop their analytical and critical skills.

The course consists of 240 hours (HL) and 180 hour course (SL), including 60 (HL) or 40 (SL) hours of laboratory and project based experiments. 10 hours are devoted to the Group 4 project.

**Assessment**

The assessment of this course has two distinct areas

- The assessment of knowledge and understanding, which are assessed through three formal written papers, the total of which accounts for 76% of the total mark.
- The assessment of practical skills, via continuous internal assessment throughout the two years. A set of 5 skills are assessed via regular practical activities and through the Group 4 Project. In total these internal assessments amount to 40 Hours for SL students and 60 Hours for HL students (with the Group 4 project constituting a maximum of 10 hours to these totals). These skills will be assessed as often as possible within these time frames and the top scores in each skill for each student will go forward to account for 24% of the total mark.

The skills assessed are:
Design; Data Collection and Processing; Conclusion and Evaluation; Manipulative Skills and Personal Skills.

**Where next?**

The course provides an excellent basis for further study and employment. IB Chemistry students progress to a wide range of degree courses ranging from Law to Engineering. Chemistry is essential for entry to degree courses in Medicine, Dentistry, Pharmacy, Veterinary Science, Biochemistry and Chemical Engineering, in addition to Chemistry itself. Many opportunities exist within the chemical and pharmaceutical industries for employment in research and development, quality assurance, marketing, sales and management. Many
chemists are employed in service industries such as forensic science, pollution control, environmental health and hospital laboratories. A degree in Chemistry can gain access to other employment such as accountancy, management and teaching.

Physics (Standard and Higher Level)

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Entry Qualifications
Normal minimum requirements for both Standard and Higher Level entry are at least a grade B at IGCSE Physics, or Co-ordinated Science. Also normally required are grade Cs in IGCSE English Language and Mathematics.

What Will I study?
IB Diploma Physics is a study of the mechanisms of the real world. It is split into discrete areas, which then can be synthesized into a whole body of knowledge. Alongside the acquisition of this knowledge, you will be developing experimental and analytical skills through continuous practical investigations.

Curriculum Areas
Standard Level
- Core
- Physics and Physical Measurements
- Mechanics
- Thermal Physics
- Waves and Oscillations
- Electric Currents
- Forces and Fields
- Atomic and Nuclear Physics
- Energy, Power and Climate Change

Options:
Each student will need to be prepared in two options, negotiated with the teacher: Sight and Wave Phenomena, Quantum and Nuclear Physics, Digital Technology, Relativity and Particle Physics, Astrophysics, Communications and Electromagnetic Waves.

Higher Level
Students study all of the core subjects mentioned above (but not the options), as well as the Additional HL sections of the following topic areas:
- Digital Technology
- Motion in Fields
- Thermal Physics
- Wave Phenomena
- Electromagnetic Induction
- Quantum and Nuclear Physics
Options:
Each student must, with negotiation with the teacher, be prepared in two options from the following list:
- Medical Physics
- Particle Physics
- Communications
- Electromagnetic Waves
- Astrophysics
- Communications

Aims of the course
- To provide well designed studies of experimental and practical Physics.
- To become confident citizens in a technological world, able to take or develop an informed interest in matters of scientific import.
- To acquire practical and intellectual skills through experimental investigation.
- To be able to apply knowledge and understanding to new situations.
- To be able to communicate scientific ideas and to think critically and be aware of the limitations of science.
- To encourage the awareness of the impact of science on society and to prepare the student for life in a technological age.
- To become life-long learners with a balanced, global outlook.

How Will I Study?
The course consists of 240 hours (HL) and 180 hour course (SL), including 60 (HL) or 40 (SL) hours of laboratory and project based experiments. 10 hours are devoted to the Group 4 project. Students will study the topics and practice the application of this knowledge through the use of: discussions; demonstrations; group work; experimental work; student presentations; problem-solving activities; past paper questions; student-centred learning activities; audio-visual resources and computer based simulations, as well as teacher explanation. Practical skills will be prompted and experienced through weekly assessed and non-assessed experimental work.

Assessment
The assessment of this course has two distinct areas
- The assessment of knowledge and understanding, which are assessed through three formal written papers, the total of which accounts for 76% of the total mark.
- The assessment of practical skills, via continuous internal assessment throughout the two years. A set of 5 skills are assessed via regular practical activities and through the Group 4 Project. In total these internal assessments amount to 40 Hours for SL students and 60 Hours for HL students (with the Group 4 project constituting a maximum of 10 hours to these totals). These skills will be assessed as often as possible within these time frames and the top scores in each skill for each student will go forward to account for 24% of the total mark.

The skills assessed are:
Design; Data Collection and Processing; Conclusion and Evaluation, and Manipulative and Personal Skills.

Where next?
The course provides an excellent basis for the further study of Physics itself, as well as being vital for careers such as: radiologist; pilot; all forms of engineering; architecture amongst many others. Due to the respect accorded to the intellectual rigour of the course and its promotion of logical and critical thinking, it is often
sought after in career opportunities not directly linked with science, such as: law; journalism and the civil service.

GROUP 5
Mathematics

All IB students study Mathematics. Unlike other IB subjects, it is divided into three levels: Studies, SL and HL. Higher (HL) Mathematics is not the equivalent of other Higher level subjects. It is intended for students who are very able and who intend to study Mathematics at university level. Standard (SL) is also at a higher level than other standard subjects. We recommend that this option would best suit students who intend to study courses at university where there is a strong element of Mathematics. Mathematical Studies is a challenging course which introduces students to calculus and covers practical applications of statistics which students are likely to encounter in their future studies and occupations. It is most relevant to students who pursue courses which involve statistical analysis of data or to those who do not intend to continue with Maths after school.

Mathematical Studies (Standard Level only)

Entry Qualifications
Any student who is accepted onto the IB Course may choose Mathematical Studies. Students should have at least a C grade at IGCSE level to be successful in this course.

What Will I Study?
Mathematics is a subject which deals with abstract structures. Some of these arise in scientific theories while others are familiar from everyday life; a few are studied by mathematicians purely for their intrinsic beauty. This course will emphasise the practical applications of these structures to real-world situations.

Curriculum Areas
- Students of Mathematical Studies will study the following topics:
  - Number and algebra
  - Geometry and trigonometry
  - Logic, sets and probability
  - Descriptive statistics
  - Statistical applications
  - Introduction to differential calculus
  - Mathematical models

Aims of the Course
The aims of the course are to enable students to:
- read, interpret and solve a given problem using appropriate mathematical terms
- organise and present information and data in tabular, graphical and/or diagrammatic forms
- know and use appropriate notation and terminology
- formulate a mathematical argument and communicate it clearly
- select and use appropriate mathematical strategies and techniques
- demonstrate an understanding of both the significance and the reasonableness of results
- recognise patterns and structures in a variety of situations, and make generalisations
- recognise and demonstrate an understanding of the practical applications of mathematics
- use appropriate technological devices as mathematical tools
• demonstrate an understanding of and the appropriate use of mathematical modelling.

How Will I Study?
In most lessons mathematical theories and techniques are introduced in a formal style. Mathematics is, however, a practical subject, and great emphasis is placed on allowing students to develop their problem-solving skills.
A graphing calculator is essential for the course and is required on both examination papers. Students should purchase their own calculator. The department recommends the Texas Instruments’ TI-84 Plus or Plus C. Students may purchase a different calculator, but must check with the department first that it is approved for use in examinations.

Assessment
Mathematical Studies will be studied over the course of five terms (three in Year 12 and two in Year 13). Students’ performance in the subject will be formally assessed externally with two examination papers in May of Year 13 and internally with a Project where students will analyse and evaluate data which they have collected or generated related to a topic of their interest.

Paper 1 (Short-response questions)  40%
Paper 2 (Extended-response questions)   40%
Project       20%

Where Next?
Mathematical Studies provides a solid background for courses in Psychology, Social Sciences, Geography, and Business.

Mathematics (Standard and Higher Level)

Entry Qualifications
Mathematics SL and Mathematics HL are courses designed for students “with a good background in mathematics who are competent in a range of analytical and technical skills” (IBO Course Guide, 2004). Therefore the department recommends the following grades at IGCSE for entrance into these IB Mathematics courses:
minimum grade A at IGCSE for Mathematics SL
minimum grades A at IGCSE (0607) and C in Additional Maths (0606) for Mathematics HL

What Will I Study?
You will need to be quick and confident in algebraic techniques and good at mental arithmetic. You will also need to be able to grasp new and unfamiliar concepts quickly, and to be analytical, thorough, organised and self-motivated. Mathematics is a subject which deals with abstract structures. Some of these arise in scientific theories while others are familiar from everyday life; a few are studied by mathematicians purely for their intrinsic beauty.

Curriculum Areas
Both Standard and Higher Level candidates study the following:
• Algebra
• Functions and equations
• Circular functions and trigonometry
• Vectors
• Statistics and probability
Calculus. 
Higher Level candidates also study:
• Further Statistics and Probability, Further Calculus, Discrete Mathematics, or Sets, Relations and groups.

Aims of the Course
The aims of the course are to enable students to:
• develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment;
• develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject;
• acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying;
• develop the ability to analyse problems logically, recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
• use mathematics as a means of communication with emphasis on the use of clear expression;
• acquire the mathematical background necessary for further study in this or related subjects.

How Will I Study?
In most lessons mathematical theories and techniques are introduced in a formal style. Mathematics is, however, a practical subject, and great emphasis is placed on allowing students to develop their problem-solving skills.
A graphing calculator is essential for the course. Students should purchase their own calculator which will prove an invaluable resource in their continued studies of Mathematics and the Sciences. The department recommends the Texas Instruments’ TI-84 Plus or Plus C. Students may purchase a different calculator, but must check with the department first that it is approved for use in examinations.

Assessment
Mathematics SL and Mathematics HL will be studied over the course of five terms (three in Year 12 and two in Year 13). Students’ performance in the subject will be formally assessed externally with examination papers in May of Year 13 and internally with an investigative essay called the Mathematical Exploration.

Standard Level: 
Paper 1 (Non-calculator) (40%) 
Paper 2 (Calculator) (40%) 
Exploration (20%)

Higher Level: 
Paper 1 (Non-calculator) (30%) 
Paper 2 (Calculator) (30%) 
Paper 3 (Option topic) (20%) 
Exploration (20%)

Where Next?
Mathematics SL and Mathematics HL are courses designed for students who expect “to include mathematics as a (major) component of their university studies” (IBO Course Guide, 2004).
Mathematics SL provides an excellent background for courses in Applied Sciences, Electronics, Medicine, Dentistry, Psychology, Social Sciences, Geography, Economics, Business and many more.
Mathematics HL is designed (although not essential) for those students considering a degree in Mathematics, Computing, Physics or Engineering but may be required by some universities for other specialisations, such as Medicine or Economics.
GROUP 6 THE ARTS

Visual Arts (Standard and Higher Level)

Entry Qualifications
It is usually expected that students have completed an IGCSE course in Art and Design and have achieved a pass at grade B or higher though it is not compulsory to have studied Art at IGCSE level. Great enthusiasm for, and a strong commitment to, the demands of Art and Design are important.

What Will I Study?
Each Visual Arts course consists of two linked compulsory parts in both the Higher Level and the Standard Level:

Higher Level (2 compulsory parts) 240 hours
Option A (HLA)
This is designed for the specialist visual arts student, with creative and imaginative abilities, who may pursue the visual arts at university or college level.

Part A: Studio Work 60%
(Practical exploration and artistic production)
Part B: Investigation Workbooks 40%
(Independent critical research and analysis, visual and written, in more than one culture)

Option B (HLB)
This is designed for the student whose interest in art is mainly critical, cultural and historical.

Part A: Studio Work 40%
(Practical exploration and artistic production)
Part B: Investigation Workbooks 60%
(Independent critical research and analysis, visual and written, in more than one culture)

Standard Level (2 compulsory parts) 150 hours

Option A (SLA)
This is designed for the visual arts student with creative and imaginative abilities.

Part A: Studio Work 60%
(Practical exploration and artistic production)
Part B: Investigation Workbooks 40%
(Independent critical research and analysis, visual and written, in more than one culture)

Option B (SLB)
This is designed for the student whose interest in art is mainly critical, cultural and historical.

Part A: Studio Work 40%
(Practical exploration and artistic production)
Part B: Investigation Workbooks 60%
(Independent critical research and analysis, visual and written, in more than one culture)

• In Higher Level and Standard Level Option A, candidates will be required to prepare an exhibition of
their studio work. All work will be photographed and uploaded onto a special IBO site. This will include an Audio Visual recording of a student/teacher interview. The work is then externally examined.

• The Investigation Workbook at Standard and Higher Level, option A, is internally assessed by the Visual Arts teacher and externally moderated by the IBO.

• In Higher Level and Standard Level Option B, the candidate’s Studio Work does not have to be exhibited, although this is possible if the candidate wishes. The selected pages of the Investigation Work Book are scanned and uploaded onto a special IBO site. This will include an Audio/Visual recording of a student/teacher interview. The emphasis of the student/teacher discussion will be on issues of art criticism and cultural understanding rather than imagination and self-expression. The work is then externally examined. The studio work, in this case is internally assessed by the Visual Arts teacher and externally moderated by the IBO.

Music (Standard or Higher Level)

Entry Qualifications
At Standard level, it is recommended that students have completed an IGCSE course in Music and achieved at least a grade B. At Higher level, at least a grade B IGCSE in Music is required.

What Will I Study?
Over the course of the two years students will enhance their knowledge in a wide range of music topics, such as Music Round the World, Composing, Solo Performing, Group performing, Listening and Analysing in Music, Music History, Music Theory and Musical Investigation.

• Musical Perception
  This component is compulsory for SL and HL students.

• Creating
  This component is compulsory for HL and SLC students only.

• Solo performing
  This component is compulsory for HL and SLS students only.

• Group performing
  This component is compulsory for SLG students only.

SL students must choose one of three options: creating (SLC), solo performing (SLS), group performing (SLG)

How will I study?
Lessons cover a variety of activities including individual and group work. Students use the Roger Kamien’s book ‘Music: An Appreciation’ as a textbook for History of Music. Solo and group performers are expected to use their practical skills playing one (or more) musical instrument(s). For composing, students use the Sibelius music software.

<table>
<thead>
<tr>
<th>Higher Level</th>
<th>240 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>External assessment</td>
<td>50%</td>
</tr>
<tr>
<td>Listening paper</td>
<td>30%</td>
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</tbody>
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Musical perception questions

Analysis of two prescribed works:
S. Prokofiev: Classical Symphony
Xian: Yellow River Piano Concerto

Musical links investigation 20%
A written media script of no more than 2000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures.

Internal assessment 50%
Creating 25%
Three pieces of coursework, with recordings [CD] and the score submitted
Solo performing 25%
A recording (CD) selected from pieces presented during one or more public performances, 20 minutes.

External assessment 50%
Listening paper 30%
Musical perception questions

Analysis of two prescribed works:
S. Prokofiev: Classical Symphony
Xian: Yellow River Piano Concerto

Musical links investigation 20%
A written media script of no more than 2000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures.

Internal assessment 50%
Students choose one of the following options:
• Creating
  Two pieces of coursework, with recordings [CD] and the score submitted
• Solo performing
  A recording [CD] selected from pieces presented during one or more public performance, 15 minutes.
• Group performing
  A recording [CD] selected from pieces presented during two or more public performances, 20-30 minutes.

IB music students will be expected to demonstrate:
• Knowledge, understanding and perception of music in relation of time in 'Music History'
• Knowledge, understanding and perception of music in relation of place and cultures in 'Music Round the World'
• Appropriate musical terminology to reflex their critical understanding of music in 'Analysis'
• Comparative analysis of musical styles and cultures in ‘Musical Investigation’
• Creative skills through exploration, control and development of musical elements in 'Composing'
• Appropriate solo or group performing skills in 'Performing.'
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