

IB Diploma *Course Guide*



**THE BRITISH SCHOOL
WARSAW**

A NORD ANGLIA EDUCATION SCHOOL

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Welcome to Our School

The British School Warsaw was the first international school established by Nord Anglia Education; we opened our doors in 1992 with a total of 35 pupils. Today our school community has over 1,000 students representing more than 70 different nationalities.

Our mission is to provide a caring, academic and international environment to ensure that each student is intellectually stimulated, grows in confidence and responsibility and develops respect for themselves and others, inspiring them to become active world citizens.

We follow the principles of the English National Curriculum, adapted to the needs of our international student community. Our approach ensures that your child reaches their full potential, and that they grow to be confident in everything they do.

Our curriculum is designed to provide the highest academic quality of education. We will follow the English National Curriculum, adapted to the needs of our international student community, from Early Years to the Primary and Secondary Key Stages, the IGCSE examinations and a well-established International Baccalaureate (IB) Diploma Programme.

We have been running the International Baccalaureate Diploma Programme since 2001. It is the best course to follow for entry to the best universities, worldwide. Whether you want to study in the UK, USA, Australia, Poland or anywhere else, we believe that the IB Diploma is the best entry qualification you could hope to achieve.

We are proud of the achievements of our students who gained excellent IB results in the May 2018 examination session with no less than 22% of the students scoring 40 points or above, with one student achieving the maximum score of 45 points. Our IB average score of 35 and our subject average 5.5 are far above IB world averages of 29.8 and 4.8. It is, therefore, hardly surprising that students in possession of an IB Diploma are highly successful in their applications to the world's top universities.

With over 15 years of IBDP experience and such a track record of success we firmly believe that studying the IB Diploma at The British School Warsaw provides students with outstanding learning opportunities paving the way for success and high achievement at university and beyond.

Part 1

The International Baccalaureate Diploma Programme (IBDP)

An Introduction



The International Baccalaureate Diploma Programme (IBDP) is widely regarded as the best pre-university programme offered in the world. No other qualification or diploma is recognized by so many institutions in so many countries. No other programme gives a better preparation for university education and beyond. This guide has been written in order to make students and parents aware of various aspects of the IBDP and to help students in making their best choices while selecting IB courses.

At The British School, Warsaw, students are offered a wide selection of subjects and the list of choices is increasing each year. We offer the highest quality of teaching from very experienced teachers, many of them being examiners and workshop leaders and/or leading training for teachers in other schools. Our sole intention is to provide our students with every possible support to enable them to achieve success in the IB Diploma Programme.

In addition to the six subjects, students will complete a 4000-word Extended Essay. They will study Theory of Knowledge (TOK), and complete a variety of projects within the Creativity, Action, Service (CAS) element of the course. This broad programme with its depth of study is exactly why universities around the world hold the IBDP in such high regard.

We look forward to sharing our expertise in the IBDP with our students and watching them flourish and grow in maturity and independence over the next two years. These two years will stimulate and develop their work ethic, enjoyment of learning, passion and enthusiasm to contribute to school life as well as their drive to succeed; all vital elements for life after the IB. Please do not hesitate to contact me if you have any further questions.

Matthew Lennon

Head of IBDP, University Advisor
Assistant Headteacher

The IB Learner Profile

The IB Learner Profile outlines ten attributes that are invaluable in developing our students to go beyond academic success. All aspects of the Diploma Programme have been designed with a view to developing these qualities.

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. University faculties regularly note IB students' passion for discovery.

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. IB students are extraordinarily well prepared for the academic requirements of university coursework.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions. IB students do not shy away from challenging questions and, once they know the answer, follow up by asking 'why?'

Communicators

They understand and express ideas and information confidently and creatively, in more than one language and in a variety of modes of communication. IB students regularly deliver stimulating presentations and drive excellence in group assignments.

Principled

They act with integrity and honesty, with a strong sense of fairness and justice. They take responsibility for their own actions and the consequences that accompany them. IB students are infused with the academic integrity that is a fundamental value of universities and colleges.

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. IB students have a deep understanding of various cultures and views, bringing an appreciation of new views to both their academic study. Their international-mindedness complements the missions of the best tertiary institutions.

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. IB students tell us they bring this commitment to community and others to their activities and leadership roles at university and carry it throughout their lives.

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. IB students transition well to challenging university settings and show resilience and determination in their work. In academics, they have the confidence to approach new or unfamiliar subjects or material.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others. IB students are active participants in a wide range of aspects of campus life, as well as focusing on their academic development.

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. IB students have developed an ability to reflect on their learning and to articulate critically how they learned.

A Note to Students

Personal Responsibility

You will be in a different situation at school as an IBDP student. The course requires that you take responsibility for your own learning, so that the two years you spend on the IBDP prepare you effectively for independent life at university and beyond. There are some important areas where we will ask you to take on some personal responsibility. Three of the most important areas are academic honesty; compliance with the school regulations; and, remaining focused on your studies.

Academic Honesty

Academic honesty is a subject that is very important for all of us, especially given the opportunities, ambiguities and temptations that research using the internet provides. You will spend a lot of time researching work as part of the IBDP and we will teach you how to reference and acknowledge sources correctly. We will make sure that you avoid the common pitfalls, so that you are prepared for the kind of research work that you will be asked to carry out at university.

At the beginning of each academic year, you and your parents will sign a 'student regulations agreement'. We will expect you to follow it. This agreement sets out your right to learn in the best possible manner that we can provide. This is not meant to put you under pressure. On the contrary. It is about asking you to recognise that you have to be committed to your own learning and work with us in order to be successful in the course.

Some study periods will be built into your programme. We will not dictate how you use this time. You will find that the IBDP is a demanding course and you will discover that you will need to use some, if not all, of your study periods to make sure you keep on top of your work. The IB Learning Centre will provide an excellent working environment and we will help by encouraging you to make good use of your time. You will learn to manage your time effectively and this will be a skill that helps you a great deal after leaving school.



Subject Choices

The IBDP Curriculum Model is often shown as a circle or wheel – portioned equally to represent the six groups of subjects that must be studied by participants of the full diploma programme.

The curriculum of the IBDP consists of six subject groups. These are studied concurrently and students are expected to study one subject from each group. Diploma candidates must select one subject from each of the six groups, although a second subject from Groups 2, 3 or 5 may be substituted for a Group 6 subject.

You have to select three subjects at higher level (HL), and three at standard level (SL). HL courses represent approximately 240 teaching hours. SL courses cover 150

hours. Some students may choose to study 4 at HL to begin with and then reduce this to 3.

Students are able to explore some subjects in depth and others more broadly, a deliberate compromise between early specialisation found in some national systems and the breadth found in others. The science-oriented student is challenged to learn a foreign language and the natural linguist becomes familiar with laboratory procedures. The subjects are continually reviewed and revised to meet contemporary needs.



Subject Choices

Group 1

STUDIES IN LANGUAGE AND LITERATURE

A comprehensive suite of courses for a wide range of students

- The Literature course remains centred on the formal study of literary texts, and includes a broad range of text types
- Language and Literature allows students to analyse the ways in which context impacts on the meaning of a text
- All Group 1 courses are designed to be accessible to students with diverse language backgrounds.

At The British School Warsaw students will be offered a choice of English or Polish Language A on a taught basis. Other languages can be chosen for self-supported study. In such cases, students will need to find their own tutor to assist with their study of the language and cover any consequential costs incurred.

Group 2

LANGUAGE ACQUISITION

All IBDP candidates are required to take a second language. Several options accommodate second language learners with previous experience of learning the language as well as complete beginners. The principle aim for the subjects in Group 2 is to enable students to use the language in a range of contexts and for many purposes. For students with two or more years studying a foreign language, we offer courses in English B, Spanish B, French B and German B. Language B courses are offered at Higher and Standard Level. For those wishing to start a new language from scratch, we offer French, German, Spanish, Russian and Chinese for beginners (ab initio). Ab initio languages can only be taken at Standard Level.

Group 3

INDIVIDUALS AND SOCIETIES

We offer a choice from History, Geography, Economics, Psychology or Business Management within Group 3. All subjects are offered at Higher or Standard Level.

Group 4

SCIENCES

In science, we offer Biology, Chemistry, Computer Science, Sport, Exercise and Health Science, or Physics. Practical laboratory skills are developed and collaborative learning is encouraged through an interdisciplinary Group 4 project taken at the end of the first year. All subjects are offered at Higher and Standard Level.

Group 5

MATHEMATICS

There are two new Mathematics courses being offered:

- Mathematics: analysis and approaches and
- Mathematics: applications and interpretation, both offered at HL and SL levels.

Mathematics: analysis and approaches

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL.

Mathematics: applications and interpretation

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

Group 6

ARTS AND ELECTIVES

This includes Visual Arts and Music with emphasis placed on practical production by the student and exploration of a range of creative work in a global context. As an alternative to this, students may choose a subject from another group. Students can complete the requirements of Group 6 by choosing an additional sciences, individuals and societies, or languages course, instead of a course in the arts.

IB Diploma Assessment Requirements

- Candidates must complete a course of study from each of the six subject groups
- Complete three of the six subjects at Higher Level and three at Standard Level
- Achieve a minimum total of 24 points out of a maximum total of 45, having also met a number of other criteria, including at least 12 points at HL
- Submit an Extended Essay in one of the subjects of the IB Curriculum or in World Studies
- Complete a course in Theory of Knowledge
- Complete all CAS (Creativity, Activity and Service) requirements

Assessment

Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum). Grades reflect attainment of knowledge and skills relative to standards applied equally to all schools. Top grades are not, for example, awarded to a fixed percentage of students.

A variety of assessment methods is used to value both the content and the process of academic achievement and to take into account different learning styles and cultural patterns. Assessment of work is both internal and external.

All subject teachers are trained by the International Baccalaureate Organisation (IBO) to administer and mark internally assessed tasks. Such internal assessments are moderated by external assessors. Internal assessments include essays, mathematical portfolios, oral language exams, fieldwork assignments and practical/investigative work.

External examinations include oral and written examinations, long and short responses, data-based questions, essays and multiple choice questions. Responsibility for all academic judgements about the quality of candidates' work rests with more than 2,100 examiners worldwide, led by chief examiners with international authority.

Difficulty

Each year approximately 80% of candidates worldwide succeed in gaining their Diploma. At The British School Warsaw, we pride ourselves on our significantly higher success rate. While the IB Diploma is academically rigorous, it is not an elitist course designed only for high achievers. It is academically challenging but it also rewards hard work. All TBS students can obtain the IB Diploma, provided they are conscientious, manage their time well and engage fully with the programme



From IB to University

The IB Diploma holders gain admission to selective universities throughout the world. These include top-ranking European and American institutions such as Oxford, Cambridge, Yale and the Sorbonne in addition to prestigious universities in Latin America and the Asia/Pacific region. Formal agreements exist between the IBO and many ministries of education and private institutions. Some colleges and universities may offer advanced standing or course credit to students with strong IB examination results.

It is important that individual students ascertain precisely the requirements of their chosen university with regard to the IB Diploma as soon as possible. Subject choice and level of study must be chosen with university requirements in mind. A student who struggles to complete the International Baccalaureate Full Diploma can undertake a selection of Diploma Programme courses. For example, a student could study 2 HL subjects, 3 SL subjects and undertake an extended essay. Students who study Diploma Programme courses without covering the requirements of the full Diploma will be awarded “Diploma Programme Course Results.” Students who study the Diploma Programme courses can still obtain a place at some universities.

Students from The British School Warsaw have been accepted into top universities including:

University of Cambridge, University of Oxford, Imperial College London, London School of Economics, University of the Arts London, University College London, Kings College London, University of Bath, University of Birmingham, University of Bristol, Durham University, University of Edinburgh, University of Glasgow, Kent University, Loughborough University, University of Manchester, University of St Andrews, University of Warwick, Princeton University, Columbia University, Cornell University, Boston University, New York University, Parsons School of Design, University of Southern California, Washington University, University of British Columbia, McGill University, University of Toronto, University of Vienna, École polytechnique fédérale de Lausanne, University of Leiden, University of Maastricht, University of Utrecht, Eindhoven University of technology, University of Barcelona, University of Sydney, Cape Town University, University of Hong Kong, University of Warsaw, Warsaw Medical University, Warsaw School of Economics, Jagiellonian University.



Part 2

Curriculum
Subjects

Language A: Literature (English or Polish)

Aims

In the Language A: Literature course students will learn about the various manifestations of literature as a powerful mode of writing across cultures and throughout history. They will explore and develop an understanding of factors that contribute to the production and reception of literature, such as:

- The creativity of writers and readers
- The nature of the interaction with the writers' and readers' respective contexts and with the literary tradition
- The ways in which language can give rise to meaning and/or effect
- The performative and transformative potential of literary creation and response

Content

Students will learn to understand the aesthetic nature of literature and come to see that literary texts are a powerful means to express individual thoughts and feelings, and that their own perspectives as experienced readers are integral to the effect of a literary text.

Entry Requirements

The reading demands of the course are high and students should have a genuine interest in literature along with an enjoyment of reading and a desire to do so across a range of different texts. Ideally, students joining this course will have studied English Literature at GCSE or IGCSE level, whilst those wishing to undertake the course at the Higher Level should have attained at least a 'B' grade pass at (I)GCSE.

Career pathways

- Publishing
- Creative writing
- Journalism
- Scriptwriting

Assessment

ASSESSMENT OBJECTIVES

Know, understand and interpret a range of texts and critically evaluate the contexts in which they are written.

Analyse and evaluate the use of language and meaning and the relationships among different texts
Communicate ideas in a clear, logical and persuasive way

ASSESSMENT

Assessment is both oral and written, with the latter involving both formal examination and coursework.

Standard Level

• Paper 1 - 35%

Guided literary analysis

1 hour and 15 minutes

• Paper 2 - 35%

Comparative essay

1 hour and 45 minutes

• Internal Assessment - 30%

Individual oral

15 minutes

Higher Level

• Paper 1 - 35%

Guided literary analysis

2 hours and 15 minutes

• Paper 2 - 25%

Comparative essay

1 hour and 45 minutes

• Higher Level Essay - 20%

(on one literary text)

• Internal Assessment - 20%

Individual oral

15 minutes

Language A: Language and Literature (English)

Aims

- Engage with a range of texts, in a variety of media and forms, from different periods, styles and cultures
- Develop skills in listening, speaking, reading, writing, viewing, presenting and performing
- Develop skills in interpretation, analysis and evaluation
- Develop sensitivity to the formal and aesthetic qualities of texts and an appreciation of how they contribute to diverse responses and open up multiple meanings
- Develop an understanding of the relationships between studies in language and literature and other disciplines
- Communicate and collaborate in a confident and creative way
- Foster a lifelong interest in enjoyment of language and literature

Content

Students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Entry Requirements

The reading demands of the course are high and students should have a genuine interest in literature along with an enjoyment of reading and a desire to do so across a range of different texts. Ideally, students joining this course will have studied English Literature at GCSE or IGCSE level, whilst those wishing to undertake the course at the Higher Level should have attained at least a 'B' grade pass at (I)GCSE.

Entry Requirements

- Editing
- Journalism
- Teaching
- Translating

Assessment

ASSESSMENT OBJECTIVES

Know, understand and interpret a range of texts and critically evaluate the contexts in which they are written.

Analyse and evaluate the use of language and meaning and the relationships among different texts
Communicate ideas in a clear, logical and persuasive way

ASSESSMENT

Assessment is both oral and written, with the latter involving both formal examination and coursework.

Standard Level

- Paper 1 – Guided literary analysis
1 hour and 15 minutes, 35%
- Paper 2 Comparative essay
1 hour and 45 minutes, 35%
- Internal Assessment - individual oral
15 minutes, 30%

Higher Level

- Paper 1 - Guided literary analysis
2 hours and 15 minutes, 35%
- Paper 2 - Comparative essay
1 hour and 45 minutes, 25%
- Higher Level Essay – (on one literary text)
20%
- Internal Assessment individual oral
15 minutes, 20%

Language B: English, French, German, Spanish

Aims

The aims of the language B programme are to:

- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Enable students to use the language appropriately,
- Provide a linguistic base for further study, work and leisure
- Offer insights into the culture where the studied language is used
- Develop awareness of the role of language in relation to other areas of knowledge
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language

Content

Language B is a foreign language-learning programme designed for study at Higher or Standard Level by students with previous experience of learning the language. The main focus of the programme is on language acquisition and development. Students will be assessed on their ability to:

- Communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with accuracy and fluency
- Understand, analyse and respond to a range of written and spoken texts

Entry Requirements

The programme meets the needs of students who have already studied English, French, German or Spanish for between two and five years immediately prior to the beginning of their IB course. Students with limited learning experience of these languages or those with no previous learning experience, but who speak the language may be able to follow the Language B course at Standard level. We would recommend that pupils who have gained a B grade or above at GCSE to follow this course rather than Ab Initio.

Assessment

• Paper 1 - 25%

Productive skills

1 hour and 15 minutes

• Paper 2 - 50%

Receptive skills

1 hour and 45 minutes

• Internal Assessment - 25%

Individual oral

15 minutes

Career pathways

- Government
- International relations, international organisations and the EU
- Diplomacy
- Translator
- Marketing/advertising

Language ab initio: French, German, Spanish, Russian and Mandarin

Aims

Ab Initio is a Latin phrase that means “from the beginning”. You will study a language at this level if you have very little or no formal teaching in the language. You will not have an IGCSE or any other similar qualification. This option is designed to allow you to take up a new language.

By the end of the Ab Initio course, you will be able to communicate in a variety of everyday situations. You will be able to understand and use the essential spoken and written forms of the language in a limited range of situations. Importantly, you will be aware of elements of the cultures to which your language belongs.

- To study a new foreign language in two years in order to be able to communicate with those who speak that language
- To learn how to read and write and communicate in the new language in order to cope with everyday, practical situations relating to work, holidays and social life
- To gain insight into countries where the language studied is spoken

Content

Topics studied include:

The Individual / Education / Transport / Communication / Shopping / Food and Drink / Leisure / Environment / Emergencies

Areas covered include:

The lexical and grammatical syllabus necessary to carry out tasks related to communicating within the topic areas

Entry Requirements

The programme meets the needs of students who have already studied English, French, German or Spanish for between two and five years immediately prior to the beginning of their IB course. Students with limited learning experience of these languages or those with no previous learning experience, but who speak the language may be able to follow the Language B course at Standard level. We would recommend that pupils who have gained a B grade or above at GCSE to follow this course rather than Ab Initio.

Assessment

• Paper 1 - 25%

Productive skills

Completing a range of written tasks to demonstrate the ability to understand written Spanish/German (four written texts)

1 hour and 15 minutes

• Paper 2 - 50%

Receptive skills

Demonstrating an ability to write Spanish/German by filling in forms, responding to advertisements, writing messages and short letters – two compulsory writing exercises

1 hour and 45 minutes

• Internal Assessment - 25%

Individual oral

Presentation of visual stimulus followed by questions on the stimulus, a written assignment and a general conversation

15 minutes

Career pathways

- International business
- Government
- International relations
- Tourism

History

Aims

- The acquisition and understanding of historical knowledge in breadth and in depth and from different cultures
- A developing appreciation and understanding of history as a discipline, including the nature and diversity of its sources, methods and interpretations
- International awareness and understanding of people living in a variety of places at different times
- A better understanding of the present through an understanding of the past
- An ability to use and communicate historical knowledge and understanding
- A lasting interest in history

Content

Topics studied include:

- Prescribed Subject
The move to global war - military expansionism in Japan, Germany and Italy 1931-1941
- 20th Century World History Topics
A: Authoritarian states (20th century)
B: The Cold War: Superpower tensions and rivalries (20th century)
- Higher Level Options
European states in the inter-war years (1918-1939) Versailles to Berlin: Diplomacy in Europe (1919-1945) The Soviet Union and post-Soviet Russia (1945-2000)
- Regional Option Historical Investigation:
Individual Student Choice

The Regional Option is technically studied by Higher Level students only, but given the nature of the topics chosen for the 20th Century World and for the Prescribed Subject, Standard and Higher Level students are taught the same syllabus.

Entry Requirements

Students should have a love of History, an ability to write in a structured and fluent fashion, be capable of conducting independent research and skilled in the evaluation and interpretation of source material. Most students will have at least a 'B' grade at IGCSE level or equivalent.

Assessment

- **Paper 1:**
The paper is worth 20% (HL) and 30% (SL)
- **Paper 2:**
The paper is worth 25% (HL) and 45% (SL)
- **Paper 3:** The paper is worth 35% (Higher Level only)
- **Internal**
All candidates (both Higher and Standard Level) must undertake a historical investigation on a topic of their own choice. This is worth 20% of the overall mark for HL students and 25% for SL students.

Career pathways

- History teaches the skills for Law – specifically the awareness of bias and reliability of evidence.
- It also is a good subject for any writing-based professions – journalism as an example.
- Many of our students have gone on to courses linked to politics – this can lead to work in the governmental sphere, as well as supra-national organisations and non governmental organisations.

Geography

Aims

- To encourage the systematic and critical study of human experience and behaviour
- To develop the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society
- To collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- To develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management
- To develop an understanding of the interrelationships between people, places, spaces and the environment

Content

Topics studied include:

The IB course is made up of three areas (SL) and four areas (HL):

1. The 'Core' Units, called 'Geographic Perspectives'. SL and HL do Units 1,2,3 and HL also 4,5,6:

The compulsory Core Theme 'Geographic perspectives – global change' (both SL & HL):

Unit 1: Changing Populations, Unit 2: Global Climate – Vulnerability and Resilience, Unit 3: Global Resource Consumption and Security.

HL ONLY:

The HL Core Extension Units 'Geographic perspectives – global interactions' (Core Units 4,5,6):

Unit 4: Power, Places and Networks, Unit 5: Human Development and Diversity, Unit 6: Global Risks and Resilience.

2. The 'Optional' Units (A – G) (SL = 2, HL = 3) called 'Geographic themes'.

Any of the following two topics will be studied for Standard Level and any of the following three topics for Higher Level:

•A. Freshwater – Drainage Basins; •B. Oceans and Coastal Margins; •C. Extreme Environments; •D. Geophysical Hazards; •E. Leisure; tourism and sport; •F. The Geography of Food and Health •G. Urban Environments.

3. The 'Fieldwork' Unit = Internal Assessment. 25% final mark for SL and 20% for HL. Both must produce a 2,500 word fieldwork report.

Assessment

Standard Level

Candidates sit two end of course external examinations:

Paper 1: "Geographic Themes" - The 'Options' Paper (SL study two): worth 35%

Paper 2: "Geographic Perspectives – global change" - The 'Core' paper (SL study Units 1, 2, 3) worth 40%

Higher Level

Candidates sit three end of course external examinations

Paper 1: "Geographic Themes" - The Options Paper (HL study three): worth 35%

Paper 2: "Geographic Perspectives – global change" – The 'Core paper' - worth 25%.

Paper 3: "Geographic Perspectives – global interactions" – The 'Higher Core paper' - worth 20%

Internal assessment is an integral part of the geography course. Students undertake one investigation related to a specific theme through fieldwork. Fieldwork comprises 20% of the final mark for Higher Level students and 25% for Standard Level students.

Entry Requirements

The normal preparation for this IB course is IGCSE geography. However, it is more important that candidates have a genuine interest in the subject and are keen to develop as geographers.

Career pathways

- Travel and Tourism
- Environmental Studies
- Conservation

Economics

(First Assessment May 2022)

Aims

- Disciplined skills of economic reasoning
- An ability to apply the tools of economic analysis to past and contemporary situations and data and to explain the findings clearly
- An understanding of how individuals, organisations, societies and regions organise themselves in the pursuit of economic objectives
- An ability to evaluate economic theories, concepts, situations and data in a way which is rational and unbiased
- International perspectives that feature a respect for and understanding of the interdependence and the diversity of economic realities in which individuals, organisations and societies function

Content

There are nine key concepts in the new course: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, independence and intervention. The new integrated subtopics of Economics of the environment, Economics of inequality and poverty help to bring to light the main global challenges facing planet today and how these can be addressed using Economics lens.

Due to the nature of the subject, the same content is covered at both Standard and Higher Level. The main sections covered are:

1. Microeconomics
2. Macroeconomics
3. International Issues
4. Developmental Economics

Entry Requirements

No prior experience or study of Economics is required. Good IGCSE grade in English and Mathematics is desirable along with a keen interest in global issues, business and the Economy which will be an added advantage.

Assessment

The new assessment model reflects a broader approach to the course by integrating the different aspects of the course rather than segmenting them. It allows students to make connections between the different areas of the syllabus using concepts, case studies or real-world issues.

Higher Level

External Assessment

Paper 1: worth 20%

Paper 2: worth 30%

Paper 3: worth 30%

Internal Assessment

This is worth 20% of the overall mark.

Standard Level

External Assessment

Paper 1: worth 430%

Paper 2: worth 40%

Internal Assessment

This is worth 30% of the overall mark.

Career pathways

An economics degree will boost your employability in many areas, regardless of the industry you work in. There is strong demand for highly numerate graduates throughout the global labour market, and the widely transferable analytical and problem-solving skills developed by economics students means that careers in economics are extremely wide ranging and diverse.

- Economist
- Financial risk analyst
- Data analyst
- Financial planner
- Accountant
- Economic researcher

Psychology

Aims

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- understand diverse methods of inquiry
- understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- ensure that ethical practices are upheld in all psychological inquiry and discussion
- develop an awareness of how psychological research can be applied to address real-world problems and promote positive change.

Content

Part 1: Core (SL/HL)

- The biological approach to understanding behaviour
- The cognitive approach to understanding behaviour
- The sociocultural approach to understanding behaviour

Part 2: Options (SL/HL)

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relations

Entry Requirements

No prior experience or study of psychology is required for entry to this course.

Career pathways

Jobs directly related to psychology degree include:

- Clinical psychologist
- Counselling psychologist
- Educational psychologist
- Forensic psychologist
- Health psychologist

Assessment

Standard Level

- **Paper 1**

Short answer questions plus an essay in Section B – 2 hours 50%

- **Paper 2**

1 Question from 3 – 1 hour – 25%

- **Internal Assessment**

experimental study (20 hours) – 25%

Higher Level

Paper 1 – Short answer questions plus an essay in Section B – 2 hours 40%

Paper 2 – 2 questions out of 6 options – 2 hours – 20%

Internal Assessment – experimental study (20 hours) – 20%

Part 3: Internal Assessment (SL/HL)

Experimental Study

Business Management

Aims

- The aims of the Business Management course at HL and SL are to:
- encourage a holistic view of the world of business
- empower students to think critically and strategically about individual and organizational behaviour
- promote the importance of exploring business issues from different cultural perspectives
- enable the student to appreciate the nature and significance of change in a local, regional
- and global context
- promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- develop an understanding of the importance of innovation in a business environment.

Content

- Unit 1: Business Organisation and Environment Unit 2: Human Resource Management
- Unit 3: Finance and Accounts Unit 4: Marketing
- Unit 5: Operations Management
- Key concepts throughout course: Change; Culture; Ethics; Globalisation; Innovation; Strategy

Entry Requirements

No prior experience or study of business is required; good IGCSE attainment in English and Mathematics is desirable along with a keen interest in the real world of business.

Career pathways

- International Business
- Marketing
- Entrepreneurship

Assessment

Paper 1:

35% at HL, 35% at SL

Paper 2:

40% at HL, 40% at SL

Internal Assessment:

25% at HL (Research Project), 25% at SL (Written Commentary)

Biology

Aims

- Provide opportunities for scientific study and creativity within global contexts to stimulate and challenge students
- Enable students to apply and use a body of knowledge and methods/techniques which
- characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Engender an awareness of the need for, and the value of effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop and apply information and communication technology skills in the study of science
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Content

Year 1:

- Cells, metabolism, molecular genetics, inheritance, ecology and photosynthesis.
- Note: In the summer term of Year 12 we expect students to take part in a field trip course which covers topic 1: Statistics as well as some elements of topic 4: Ecology.

Year 2:

- Plant biology, evolution and biodiversity, human physiology, animal physiology plus optional topic

Some of these topics are covered by all students, some are Higher Level only and some are Standard Level only. Many are part of the Subject Specific Core while others are specific to HL studies.

Assessment

Paper 1:

35% at HL, 35% at SL

Paper 2:

40% at HL, 40% at SL

Internal Assessment:

25% at HL (Research Project), 25% at SL (Written Commentary)

Entry Requirements

At least an 'A' in IGCSE Biology or Coordinated Science or equivalent to study at Higher Level Biology.

At least a 'B' in IGCSE Biology or Coordinated Science or equivalent to study at Standard Level.

Career pathways

- Medicine
- Pharmacologist
- Research scientist (life sciences)
- Veterinary Sciences

Chemistry

Aims

- The aim of the course alongside other subjects is to develop the balanced IB learner profile: Chemistry is a highly visual subject with the capacity to engage all students. This particular IB course is composed of 50% theory and 50% practical chemistry. The experiments help to develop a better understanding of “the big ideas” in chemistry.
- To develop the level of scientific literacy which will reinforce the international idea of the sciences
- To provide opportunities for students to develop experimental and investigative scientific skills
- To Engender an awareness of the need for, and the value of effective collaboration and communication during scientific activities.

Content

Chemistry is central to the sciences, affecting virtually every aspect of the modern world and, although the subject has changed dramatically over the last 150 years. The existence of the periodic table ensures this subject is truly international and can transcend many cultures. The symbol for NaCl is the same in every language throughout the world from Sanskrit to Swahili. This global reach ensures chemistry is at the cutting edge of research and technology today. Whether it is reactions in cells, designing new materials, agriculture, medicine, drug design, analysis, forensic science or vast industrial scale processes such as oil refining.

Entry Requirements

Post-16 Applicants

A grade ‘B’ in iGCSE Coordinated Science iGCSE Chemistry or the equivalent alongside a grade ‘B’ in mathematics iGCSE or GCSE.

Pre-IB Applicants

The assessment including the end of year exam must have attained a minimum of 65% to study IB Chemistry at standard level and 75% is expected from candidates who would like to study at higher level chemistry. This is in addition to an attendance of 95%.

Assessment

80% Examinations, consisting of 3 papers taking a total of three hours for Standard and four hours thirty minutes for Higher Level.

External:

80% Examinations, consisting of 3 papers taking a total of three hours for Standard and four hours thirty minutes for Higher Level.

Internal:

20% Practical/Investigative work related to an area of interest for each student in their own

Career pathways

- Medicine
- Biomedical Sciences
- Veterinary Sciences
- Chemical Engineering

Physics

Aims

- Provide opportunities for scientific study and creativity within global contexts to stimulate and challenge students
- Enable students to apply and use a body of knowledge and methods/techniques which
- characterise science and technology
- Develop an ability to analyse, evaluate and synthesise scientific information
- Engender an awareness of the need for, and the value of effective collaboration and communication during scientific activities
- Develop experimental and investigative scientific skills
- Raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- Develop and apply information and communication technology skills in the study of science
- Develop an appreciation of the possibilities and limitations associated with science and scientists
- Encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

Content

Topics covered: Measurements and uncertainties; Mechanics; Thermal physics; Waves; Electricity and magnetism; Circular motion and gravitation; Atomic, Nuclear and particle physics; Energy production; Wave phenomena; Fields; Electromagnetic induction; Quantum and nuclear physics; Astrophysics.

Entry Requirements

At least a 'B' in IGCSE Physics and a 'B' in IGCSE Mathematics is recommended for standard level.

At least an 'A' in IGCSE Physics and an 'A' in IGCSE Mathematics is recommended for higher level.

Equivalent qualifications are also recognised.

Assessment

External:

80% Examinations, consisting of 3 papers taking a total of three hours for Standard and four hours thirty minutes for Higher Level.

Internal:

20% Practical/Investigative work related to an area of interest for each student in their own 'individual investigation' which takes approximately 10 hours.

Career pathways

- Astronomer, Astrophysicist
- Data analyst
- Defence scientist
- Engineer
- Environmental scientist

Computer Science

Aims

- Provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning.
- Provide a body of knowledge, methods and techniques that characterize computer science.
- Enable students to apply and use a body of knowledge, methods and techniques that characterize computer science.
- Demonstrate initiative in applying thinking skills critically to identify and resolve complex problems.
- Engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems.
- Develop logical and critical thinking as well as experimental, investigative and problem-solving skills.
- Develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively.

Content

The Computer Science Standard Level course focuses on:

- Four mandatory topics: System fundamentals; Computer organization; Networks; and Computational thinking, Problem-solving and programming.
- One practical topic: Java programming.

Entry Requirements

Although no previous knowledge of Computer Science is required; some exposure to programming is an advantage. The study of Computer Science at Higher Level demands a higher level of problem solving skills and the ability to understand and manipulate abstract concepts. Students who struggle with Mathematics do not generally enjoy or perform well in Higher Level Computer Science.

Assessment

External:

At SL, there are two examination papers comprising a total of 2 hours 20 minutes and counting for 70% of the final grade. At HL, there are three papers comprising a total of 4 hours 30 minutes and counting for 80% of the final grade.

Internal:

The software development project counts for 30% at SL or 20% at HL.

Career pathways

- IT engineering (software, hardware or networking).
- Data analysis (particularly medicine, finance, social science).
- Digital media careers (web design and marketing)

Sport, Exercise and Health Science

Aims

The Diploma Programme course in Sports, Exercise and Health Science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles. This is a GROUP 4 course and incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

Content

There are 6 Compulsory Components plus two of several Optional Components that will be studied over the two-year period. These can be broken down into 6 compulsory units and 2 optional units:

Unit 1: Anatomy
Unit 2: Exercise Physiology
Unit 3: Energy Systems
Unit 4: Movement Analysis
Unit 5: Skill in Sport
Unit 6: Measurement and Evaluation of Human Performance

Option 1: Optimizing Physiological Performance
Option 2: Exercise and Health

Entry Requirements

This course is very useful if:

- You have an interest in Sport / Sports Science / Sports Coaching
- You are considering a Liberal Arts degree at University
- You are looking to do a more general science course at Standard Level
- You have attained or on target for an A/A* at IGCSE Physical Education

You do not need to have studied IGCSE PE or be a strong performer in a particular sport to be accepted onto this course. If you have any further questions, please do not hesitate to email the Director of Sport for further information.

Assessment

External:

80% Examinations, consisting of 3 papers taking a total of three hours for Standard and 4 1/2 hours for Higher Level.

Internal:

20% Practical/Investigative work related to an area of interest for each student in their own “individual investigation” which takes approximately 10 hours. This is done at the Field course at the end of the year.

Career pathways

- Sport psychologist
- Physiotherapist
- Teacher
- Performance analyst

Mathematics

Aims

- Enjoy mathematics, developing an appreciation of the elegance and power of mathematics
- Develop an understanding of the principles and nature of the subject
- Communicate clearly and confidently in a variety of contexts
- Develop logical, critical and creative thinking, and patience and persistence in problem- solving
- Employ and refine the power of abstraction and generalization
- Apply and transfer skills to alternative situations and other areas of knowledge
- Appreciate how developments in technology and mathematics have influenced each other
- Appreciate the moral, social and ethical implications arising from the application of mathematics
- Appreciate the international dimension in mathematics through an awareness of the universality of mathematics and its multicultural and historical perspectives
- Appreciate the contribution of mathematics to other disciplines, and as a particular area of knowledge in the TOK course

Content

Mathematics: applications and interpretation

Number and Algebra, Descriptive Statistics, Logic, Sets and Probability, Statistical Applications, Geometry and Trigonometry, Mathematical Models, Introductory Differential Calculus

Mathematics: analysis and approaches

Algebra, Functions and Equations, Circular Functions and Trigonometry, Vectors, Statistics and Probability, Calculus.

Both the above Mathematics options can be studied at Higher Level

Applications and interpretation will have the following topics at HL; Poisson distribution, vectors, non-linear regression, matrices, tree and cycle algorithms, complex numbers, further differentiation and integration.

Analysis and Approaches will have the following topics at HL; complex numbers, proof by induction, further trigonometry ratios, vectors, Bayes Theorem, further differentiation including L'Hopitals rule and Maclaurin Series.

Assessment

External:

80% Examinations, consisting of 3 papers taking a total of three hours for Standard and 4 1/2 hours for Higher Level.

Internal:

20% Practical/Investigative work related to an area of interest for each student in their own "individual investigation" which takes approximately 10 hours. This is done at the Field course at the end of the year.

Entry Requirements

- Mathematics Applications and Interpretation (SL) –C (IGCSE 4) or better.
- Mathematics Analysis and Approaches (SL) – B or (IGCSE 6) or better.
- Mathematics Applications and Interpretation (HL) A or (IGCSE 7) or better
- Mathematics Analysis and Approaches (HL) A* or (IGCSE 8) or better
-

Career pathways

- Maths HL (A and A)- Engineering, Mathematics
 - Maths HL (A and I)- Economics, Business, Statistics
 - Maths SL (A and A) - Business, Finance, Medicine (however some Universities need HL)*
 - Maths SL (A and I)- Students not going into science or commerce fields. (Some universities do not accept SL A and I)*
- *Some Universities will not accept Maths A and I (SL). Some Universities want only HL Mathematics. It is vital that you research which university you may want to go and ensure you are clear about their maths requirements before selecting the maths course you will like to study*

Visual Arts

Aims

IB Visual Arts embraces a wide variety of expressive approaches. Students learn to investigate deeply and locate themselves within a historical/cultural context and to extend their use of materials and concepts beyond traditional boundaries. Both intellectual and emotional learning are developed through the study of Visual Art.

While students are introduced to advanced processes and materials, the media they choose to use throughout the two years of the course is at their discretion. Through the investigation and experimental phases students discover the most appropriate media and approach. The course rapidly becomes very personal

Content

The course encompasses a wide range of activities designed to encourage students to explore and discover new possibilities in the visual arts. Students develop ideas and themes for their studio work and refine their skills in the investigation workbook. New art processes and concepts, the use of media, and learning research techniques that yield many possibilities for studio works are the driving force for work in the investigation workbook. Gallery visits, drawings, experiments with materials and approaches, and historical and critical analysis are included. Divergent and convergent strategies are employed.

In the studio, students develop an exciting and highly personal portfolio of work in preparation for their exam/show. The portfolio of work serves a second purpose for those who choose to attend post-secondary education in the visual arts: it is their university admissions portfolio.

Entry Requirements

Completion of IGCSE Art and Design course is helpful although not required. Assessment of artistic skills is required.

Career Pathways

- Architecture
- Art History
- Design
- Fine Art

Assessment

- Comparative Study – 20%
- Visual Arts Journal (Process Portfolio) – 40%
- Internal/External Assessment Exhibition – 40%

Music

Aims

- Explore and enjoy a diverse range of music
- Develop perceptual and linking skills
- Develop performance and composition skills
- Develop potential as musicians both personally and collaboratively

Content

Higher Level

- Music analysis: study of a prescribed work; study of different musical styles; and, a musical investigation.
- Solo performance: prepare a concert on a solo instrument of 20 minutes' length
- Composition: three contrasting pieces (use of music technology and improvisation are allowed).

Standard Level

- Music Analysis as above and either solo or group performance or 2 compositions (composition can involve music technology and improvisation).
- Solo performance: prepare a concert on a solo instrument of 20 minutes length
- Composition: two contrasting pieces (use of music technology and improvisation are allowed).
- Music investigation: All students will investigate and link two musical cultures

Entry Requirements

Higher Level

Grade B and above at IGCSE Music (or equivalent)

Standard Level

Grade C and above at IGCSE Music (or equivalent)
Students without IGCSE may do Music IB if they are enthusiastic about the subject and can play a musical instrument or sing.

Assessment

External:

For Music Analysis, candidates are required to answer questions about four extracts and three questions about two pieces of music.

Internal:

Performances and compositions are internally assessed and externally moderated. Three compositions at HL and a 20 minute recital.

Career pathways

- Performer
- Music Historian
- Composer
- Sound Engineer
- Music Teacher

Part 3

The DP Core

Theory of Knowledge (TOK)

Are some types of knowledge more useful than others? What counts as good evidence for a claim? Are some types of knowledge less open to interpretation than others? How can we know that current knowledge is an improvement upon past knowledge? Does some knowledge belong only to particular communities of knowers? What constraints should there be on the pursuit of knowledge?

Aims

The new TOK course is structured into a core theme (with additional optional schemes possible) as well as five compulsory areas of knowledge. The core theme concerns knowledge and the knower, and poses such questions as: What shapes my perspective? Where do our values come from? How can we navigate the world? How can we tell when we are being manipulated? Optional themes for exploration involve knowledge in connection with technology, language, indigenous societies, politics and religion. These will be explored via the following Areas of Knowledge: History, Human Sciences, Natural Sciences, Mathematics and the Arts.

- Develop a fascination with the richness of knowledge as a human endeavor and an

understanding of the empowerment that follows from reflecting upon it

- Develop an awareness of how knowledge is constructed, critically examined, evaluated and renewed by communities and individuals

- Reflect on experiences as learners, in everyday life and in the Diploma Programme and

make connections across academic disciplines and through thoughts, feelings and actions

- Encourage an interest in the diversity of ways of thinking and ways of living of individuals and communities and an awareness of personal and ideological assumptions

- Encourage consideration of the responsibilities originating from the relationship amongst knowledge, the community and the individual as a citizen of the world.

Assessment

Part 1 - External Assessment:

Essay on a Prescribed Title (1200 – 1600 words) 67%
SUBJECT CONTENT

Part 2 - Internal Assessment:

Exhibition - 33%

Content

The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge to try to help young people make sense of what they encounter. Its core content poses questions such as: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?

What makes TOK unique and different from standard academic disciplines is its process? At the centre of the course is the student as knower.

In TOK, students have the opportunity to step back from the relentless acquisition of new knowledge in order to consider knowledge questions. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process, students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened.

Extended Essay

Overview

Every IB Diploma candidate must submit an Extended Essay. This is defined as an in-depth study of a limited topic within a subject. The essay should be 4000 words in length and should offer the student an opportunity to investigate a topic of special interest. The essay acquaints students with the independent research and writing skills expected at university.

Content

Students can choose a topic from one of the six subject groups or World Studies. The subject in which the Extended Essay is registered must be chosen from the list of available subjects offered in the IBDP. The subject chosen does not have to be one of the subjects being studied for the Diploma but care should be taken to choose a subject about which the candidate has sufficient knowledge and skills. Candidates should base their choice of subject on the level of personal interest that they have in that subject.

Each student is provided with an Extended Essay supervisor – usually a teacher with knowledge or a special interest in that area. Supervisors provide assistance with defining a suitable topic; formulating a precise research question; access to appropriate resources; techniques of gathering and analysing information/evidence/data and documentation methods for acknowledging sources

Assessment

All Extended Essays are externally assessed by examiners appointed by the IBO. Essays are graded according to how well candidates manage aspects of the process: their knowledge and understanding (of the topic, research question, subject area, research areas and approaches), application and analysis (of appropriate research and its effective, focused analysis), synthesis and evaluation (in the clear, reasoned expression of the overall arguments presented and to evaluate these and the research conducted) and the ability to present it all in an appropriate academic format.

The assessment criteria are organised thus:

- Focus and Method
- Knowledge and understanding
- Critical thinking
- Presentation
- Engagement.

Creativity, Activity and Service (CAS)

Aims

The CAS element of the IB Diploma places importance on life outside the world of scholarship, providing a counterbalance to the academic curriculum. The creative, physical and social development of human beings can be shaped by their own experiences. Participation in CAS encourages students to share their energies and special talents while developing awareness, concern and the ability to work cooperatively with others. The IBO's goal of educating the whole person and fostering more caring and socially responsible attitudes comes alive with CAS.

Three Components of CAS

- **Creativity** should be interpreted as imaginatively as possible to cover the widest range of arts and other activities and to include creativity by the individual student in organising and executing service projects.
- **Activity** can involve expeditions, sports or physical training, in addition to any action involved in carrying out service work
- **Service** can involve social service in addition to environmental and international projects.

Assessment

Students are expected to complete all CAS activities on-going throughout the 18 months of their whole IB Diploma. This will include completing a CAS project, and covering the eight learning outcomes:

- Increase awareness of own strengths and areas for growth
- Undertake new challenges
- Plan and initiate activities
- Work collaboratively with others
- Engage with issues and commitment in activity
- Engage with issues of global importance
- Consider the ethical implications of actions
- Develop new skills

Students must complete a review of their CAS work and reflect on what they have learned, on an ongoing basis. This information is written and stored in 'Managebac'.