

CURRICULUM GUIDE

2011-2012



MARYMOUNT
INTERNATIONAL SCHOOL LONDON

Updated September 2011

Table of Contents

INTRODUCTION	1
GR. 6 TO 10	2
Arts	3
Arts	4
Humanities	5
Humanities	6
Information Technology	7
Information Technology	8
Language A.....	9
Language A.....	10
Language A.....	11
Language B.....	12
Language B.....	13
Language B.....	14
Language B.....	15
Language B.....	16
Mathematics	17
Mathematics	18
Personal and Social Education.....	19
Personal and Social Education.....	20
Physical Education.....	21
Physical Education.....	22
Religion	23
Religion	24
Sciences	25
Sciences	26
GRADES 11 AND 12	27
Group 1: Language A1 (=A: Literature) HL/SL	28
Group 1: Language A1 (=A: Literature) HL/SL	29
Group 1: Language A1 (= A: Literature) HL/SL	30
Group 1 Language A: Literature HL/SL.....	31
Group 1 Language A: Language & Literature HL/SL	32
Group 2: Language A2 HL/SL	33
Group 2: Language B HL/SL	34
Group 2: Language <i>ab initio</i> (SL only)	35
Group 3: Economics HL/SL	36
Group 3: Geography HL/SL.....	37
Group 3: Geography (continued).....	38
Group 3: History HL/SL.....	39
Group 3: Psychology SL (online)	40
Groups 3/4 (transdisciplinary subject): Environmental Systems & Societies SL	41
Group 4: Biology HL/SL.....	42
Group 4: Chemistry HL/SL	43
Group 4: Physics HL/SL.....	44
Group 5: Mathematics HL/SL.....	45
Group 5: Mathematical Studies SL.....	46
Group 5: Further Mathematics SL	47
Group 6: Music HL/SL.....	48
Group 6: Theatre HL/SL.....	49
Group 6: Visual Arts HL/SL.....	50
Theory of Knowledge	51
Physical Education.....	52
Religion	53
Personal and Social Education.....	54

Introduction

Marymount International School London offers the **International Baccalaureate Middle Years Programme** to students in Grades 6 – 10 and the **IB Diploma Programme** to students in Grades 11 – 12.

The information contained within this Guide gives a broad overview of the courses that are offered to the students throughout the School. The details are set out according to grade level.

For students who are studying English as a Second Language, the ESL courses are described under the grade heading where most students would be expected to be studying ESL at that level. Furthermore, students in Grade 10 should be studying ESL at Level 3, at least. If a student in a lower grade is at a more advanced level of ESL than is indicated for the particular grade, then she will be placed in an ESL class commensurate with her ability level. Similar considerations apply to students studying French or Spanish as a second language.

Students in Grades 9-12 earn credits towards Graduation for each course they have passed. The amount of credit given for each course is indicated at the head of each course listed in this Guide. The following minimum requirements must be fulfilled if a student is to graduate and earn a Marymount Diploma:

English	4 credits
Foreign Language	3 credits
Social Studies	3 credits
Science	3 credits
Mathematics	3 credits

Students in Grades 11-12 who are studying for the IB Diploma will need six full credit courses selected according to the guidelines set forth by the IBO. Students who are not studying for the IB Diploma will need at least five full credit courses.

Religious Studies and Physical Education are required for ALL students each year in attendance at Marymount.

Students should be aware that a particular course is offered on the basis of a sufficient number (normally at least five) of students wishing to pursue that course.

The courses outlined in this Guide are those currently offered, but the School reserves the right to withdraw one or more of them if this is in the interests of the overall programme.

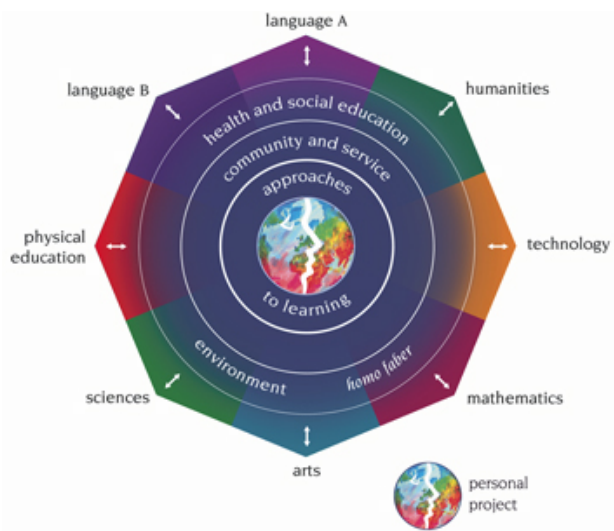
Miss Annah Langan
Deputy Head

Mr John MacInerney
IB Diploma Coordinator

Mr Nick Marcou
IBMYP Coordinator

Grades 6 to 10

Students in Grades 6-10 follow the International Baccalaureate Middle Years Programme. This student-centred approach links the various subject areas through a network of Areas of Interaction such as Approaches to Learning (study skills), Community Service, The Environment, Health and Social Education, and Homo Faber (Creativity/Technology). The student will benefit by being introduced to the interconnection between disciplines that she, perhaps, would not have been aware of before. By educating the whole person through the Middle Years Programme, it is intended that Marymount students will be made more aware of their whole environment. The Middle Years Programme also serves as an excellent preparation for those students who will enter the IB Diploma programme in the 11th and 12th Grades.



The diagram above shows the curriculum model of the IB Middle Years Programme. The student, whose development is the focus of the MYP, appears at the centre of the model. Surrounding the student are three rings representing the Areas of Interaction mentioned above. These are not academic subjects *per se*, as are the specific disciplines around the outside circle, but rather are common themes embedded within and studied across the eight academic subjects shown on the outside of the ring of the model. At Marymount International School London these academic subjects include the following for 6th-10th grade students:

Arts:	Choral, Music, Theatre Arts, Visual Arts
Humanities:	History, Geography
Language(s) A:	English (Grades 6 – 10) Chinese, French, German, Japanese, Spanish (Grades 9 – 10)
Language(s) B:	English, French, Spanish
Mathematics:	Mathematics
Physical Education:	Physical Education
Sciences:	General Science, Biology, Chemistry, Physics
Technology:	Information Technology

All students are required to take Religious Studies and Personal and Social Education.

Arts

GR.6 COURSE CONTENT

- **Drama:** Introduction to Drama - why we do Drama, Fairytales and Folk stories, Ensemble work, Creation of Character, Choral Speaking, Communication – speaking with confidence in public
- **Music:** The Symphony Orchestra (music studied will include Prokofiev’s Peter and the Wolf, Britten’s A Young Person’s Guide to the Orchestra and Saint-Saens’ Carnival of the Animals), Musical Processes – how do we compose and perform, Aboriginal Music – Music as part of ceremony and ritual in Aboriginal culture
- **Visual Arts:** Pattern and Printing, Ceramics and Pattern, Drawing and Painting, Watercolour – Emil Nolde, Traditional Egg painting, Drawing Homework Schedule

GR. 7 COURSE CONTENT

- **Drama:** Stage awareness – the body and the importance of focus within the performance space, Improvisation, Storytelling, Public Speaking
- **Music:** Music in the Media – an interdisciplinary unit with the English Dept., analyzing how music and language are used to persuasive effect in advertising. From Major to Minor – how scales affect mood, character and give a cultural identity. An umbrella unit encompassing three different topics about Ostinatos – the use of repetitive patterns in music: Baroque Themes and Ostinatos; Indian Music and Ostinatos; Gamelan Music and Ostinatos
- **Visual Arts:** Line and Linear drawing – Vincent van Gogh, Paul Klee. Fauvism - looking at colour, Henri Matisse, Australian Aboriginal Art

GR. 8 COURSE CONTENT

- **Drama:** Stage awareness, Expressive movement on stage, Creating character within the performance space – the importance of facial expression and body posture, Improvisation, Prejudice and Bullying, Public Speaking
- **Music:** The Art of Melody - Melodic analysis. What is melody? Film Music – the creative process and use of the character theme. Chinese Music – an ancient culture. Chinese traditional instrumental music, folk songs, narrative music, and opera
- **Visual Arts:** Kandinsky and Colour, Roman mosaics and lino prints, Ceramics – narrative forms, Drawing – Giorgio Morandi and still life, Photography – portraits, Indonesian puppets, Drawing Homework Schedule

GR. 9 COURSE CONTENT

- **Drama:** The History of Theatre, Primitive theatre, Greek theatre, Medieval theatre, Commedia dell’Arte, Elizabethan theatre, Restoration, Melodrama, Realism, Theatre of the Absurd
- **Music:** Texture in Music – a study of texture in music from the Medieval period to the present day. Romanticism and Programme Music – with a focus on Romantic symphonic pieces including Berlioz: Symphonie Fantastique, Richard Strauss: Till Eulenspiegel, Paul Dukas: The Sorcerer’s Apprentice and Smetana’s Ma Vlast. Japanese Traditional Music – including a study of Kabuki, Noh and Gagaku
- **Visual Arts:** Henry Moore – drawing and sculpture in wire, Ceramics – sculpture of natural forms, Drawing from life – proportion, Mosaic, Drawing Homework Schedule

Arts

GR. 10 COURSE CONTENT

- **Drama:** Theatrical Space, Elements of Production, Identity – a study of fame and celebrity culture and the creation of a Curiosity Box, Play Analysis and Performance
- **Music:** African Music – the roots of the Blues; West African Drumming, dance and song, Interdisciplinary unit with the Physical Education department, The Blues – 12-bar blues harmony and improvisation, Music of the Caribbean – song writing
- **Visual Arts:** Primitive art, mask and batik, Clay slab pots and abstraction, Soapstone sculpture, Drawing – perspective, Photography and portrait painting, Drawing Homework Schedule

SKILLS

Students learn to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork
- develop an idea, theme or personal interpretation to a point of realisation, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.
- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their own work
- use feedback to inform their own artistic development and processes
- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures including their own

ASSESSMENT CRITERIA

Knowledge and Understanding	8
Application	10
Reflection and Evaluation	8
Personal Engagement	8

Humanities

GR. 6 COURSE CONTENT

- **Geography:** Physical, Human and Environmental Geography, Map Skills, Direction, Scale, Map symbols, Grid References, Settlement, Site Selection, Types and Functions of Settlements, Reasons for Settlement Growth, Settlement Hierarchy, Rules of Settlement Hierarchies
- **History:** Sources - primary and secondary sources, Interpreting objects, Chronology and Time, Ancient Greece, City-States, Democracy, Olympic Games, Architecture, Ancient and Imperial Rome, Timeframe, Conquest and British Empire, Emperors, Impacts: Roads, baths, architecture, warfare

GR. 7 COURSE CONTENT

- **Geography:** Comparing Weather and Climate, The Earth's Climatic Regions, Latitude, Distance from the sea, Prevailing Winds, Relief, Equatorial Climate, Hot Desert Climate. Mediterranean Climate, Ecosystems and Rainforests, Rainforest Resources, Causes of Rainforest deforestation and impacts, Agriculture, Primary, secondary and tertiary industries
- **History:** Medieval History, Norman Conquest, Death of Edward the Confessor, Harold Godwin, Battle of Hastings, Feudal system before and after the Norman conquest, Different types of castles (motte and bailey, stone keep, concentric), Structure and role of the church, Monasteries, The Black Death, Doctors, Medieval systems of law, Attitudes to crime and punishment

GR. 8 COURSE CONTENT

- **Geography:** Volcanoes and Earthquakes, Ecotourism, Development, Case study of Ghana
- **History:** Renaissance, Florence and the Medici, Lorenzo de' Medici, Savonarola, Machiavelli, Michelangelo, Leonardo da Vinci, Brunelleschi, Vesalius, Changes in the Church during the Renaissance, Reformation, Catholic Church and the Tudor period, English reformation under Henry VIII, Edward VI, Mary I, Elizabeth I and religious conflict

GR. 9 COURSE CONTENT

- **Geography:** Structure of the Earth, Rock Types, The Rock Cycle, Latitude and Longitude, Scale Calculation, Direction and Bearing / Magnetic declination, Grid References, Contour Maps, Glacial Inputs, Outputs and Processes, Moraine Types and Formation, Landform Features, Erosion and Transportation, River Profiles, Drainage basins, Hydrographs, River Features, Wave Action, Erosion Processes, Long-shore drift, Deposition, Headlands and Bays, Wave cut platforms, Arches and Stacks, Spits, Climate vs. Weather, Different Climatic Zones, Climatic Graphs
- **History:** Industrial Revolution and Victorian England, Edwardian Britain before the First World War: The Golden Age, Long-term causes (militarism, imperialism, alliances, nationalism), Short-term crises (responses to the assassination of Archduke Franz Ferdinand), Schlieffen plan: aims and failure, Western Front: nature of battles, experience of the trenches, Propaganda: purposes, forms and messages, War art: image versus reality, Conscientious objectors, Women and war, How Germany lost the war, Impacts of war

Humanities

GR. 10 COURSE CONTENT

- **Geography:** The Agricultural System, Types of Farming, Agricultural Policies – CAP, Farming and the Environment, Industry as a System, Employment Structures, Industrial Location and Change, Environmental Issues, Water pollution, Acid Rain, Global warming, Deforestation, Soil Erosion, Desertification, Resource classification, Non-renewable Energy, Renewable Energy, Demographics, Population Pyramids, MEDC vs. LEDC statistics, Migration
- **History:** Review of First World War, Treaty of Versailles, League of Nations – origins, successes and failures, Weimar Republic and rise of Hitler, Impacts of the Great Depression, Causes of the Second World War, USA between the wars 1919-1932, Role of USA in WWI, Position of USA at end of WWI, Causes of economic boom, Impacts of economic boom on people's lives, Progress and change in the 1920s: women and popular culture, Intolerance in the 1920s: red scare, racism, anti-immigration, religious intolerance, Prohibition: Reasons for, opposition to, evaluation of, Causes of the Great Depression, Impacts of the Great Depression

SKILLS

Students learn to:

- demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing
- demonstrate an awareness of chronology that links people, places and events through time
- recognize, describe and explain patterns and relationships in space, including natural and human environments
- understand and explain how environmental, political, economic and social interactions can change levels of sustainability
- identify and compare how systems, models and institutions operate
- explain different perceptions of places, societies and environments
- observe, select and record relevant information from a wide range of sources
- analyse and interpret information from a wide range of sources
- formulate clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications
- engage in fieldwork in order to complement an investigation
- present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation

ASSESSMENT CRITERIA

Knowledge	10
Concepts	10
Skills	10
Organization and Presentation	8

Information Technology

GR. 6 COURSE CONTENT

- Bring a pet to school: investigation of bringing an animal to live on campus; using the internet to investigate the nature of the animal and using a variety of IT tools to create its future habitat; using maps and satellite images to study the campus and possible allocation of space. Learning basic research and information management skills
- Managing expenses: designing a high street shop; using a spreadsheet to study costs and price merchandise; investigating future sales towards profit
- Opening a business: creating an identity for a business; designing communication items such as logos, business cards and shop-front signs; creating the space for their business using floor plans, 3D views and scale
- E-portfolio: organizing an individual space on the virtual learning environment; designing the hierarchy/navigation; uploading work; sharing ideas and resources

GR. 7 COURSE CONTENT

- Technology and me: investigation of how we use Technology to adapt our environment to our needs; the digital divide, why different people have different access to computers, studying possible ways to close the gap
- My Dream Party: designing a party; planning and managing a budget; creating guest lists and invitations
- Computer Modeling: investigating "What If? " situations; identifying situations that would benefit from use of a model (natural disasters, business enterprise, medical surgery); changing variables
- E-portfolio: organizing an individual space on the virtual learning environment; designing the hierarchy/navigation; uploading work; sharing ideas and resources

GR. 8 COURSE CONTENT

- Introductions: using a variety of IT tools to create an effective presentation of themselves
- My environment: using text to describe characteristics of a place; using maps and satellite images; identifying the different levels of detail available and their practical use
- Organizing information effectively: investigating a collection of classical music CDs; creating a CD library and database; identifying information relevant to the library user; suggesting a variety of organization methods
- E-portfolio: organizing an individual space on the virtual learning environment; designing the hierarchy/navigation; uploading work; sharing ideas and resources

GR. 9 COURSE CONTENT

- E-Safety: creating an E-safety campaign for staying safe in a virtual environment; identifying potential problems; teaching the Marymount community the Do's and Don'ts of using a virtual environment
- Sheet music collection: investigating the Marymount collection of sheet music; identifying the needs of the users; creating specifications for a database; creating a database
- Image-editing: creating and using ready-made images; identifying visual literacy skills and appropriate use of images; using professional Photo editing tools
- E-portfolio: organizing an individual space on the virtual learning environment; designing the hierarchy/navigation; uploading work; sharing ideas and resources

Information Technology

GR. 10 COURSE CONTENT

- Image editing, its uses and impact on society: Students investigate a variety of purposes for which image manipulation is used today and has been used in the past (before the age of computers). Students learn to identify the advantages, disadvantages and impact of image manipulation in the historical, local context
- Students create an individual project using ready-made images which they select, interpret and manipulate in order to create a visual communication. Students learn how to use industry standard image editing tools, hardware and software like Adobe Photoshop
- My Marymount – a Video profile of our school: Students act as a design agency and work hand in hand with the Development Director’s office, gathering requirements and specifications in order to create a video profile of Marymount to be published on the School website. Students work through all stages of project design from research and investigation, storyboarding creating and editing video footage to client satisfaction
- E-portfolio: organizing an individual space on the virtual learning environment; designing the hierarchy/navigation; uploading work; sharing ideas and resources

SKILLS

Students learn to:

- identify the problem to be solved, develop the design brief and formulate a design specification
- generate several feasible designs that meet the design specification and construct a plan to create the product/solution
- use appropriate techniques to create the product/solution
- evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user
- use information technology safely and responsibly

ASSESSMENT CRITERIA

Investigate	6
Design	6
Plan	6
Create	6
Evaluate	6
Attitudes in Technology	6

Language A

ENGLISH A GR. 6 COURSE CONTENT

- Texts to explore and challenge stereotypical gender and cultural roles by both male and female authors
- Texts from each prose genre, as well as some drama and poetry
- A range of non-fiction, including magazine and newspaper articles, leaflets, and IT-based sources
- Student-selected independent reading
- Example of texts: *Animal Farm* by George Orwell, Selected Short Stories, *Fast* by David Grant, Selected Poetry, Media and IT

ENGLISH A GR. 7 COURSE CONTENT

- Culturally diverse texts by both male and female authors
- Texts from each different genres, including prose, poetry, drama, non-fiction
- Developing understanding of basic literary terms and techniques
- Student-selected independent reading
- Examples of texts: *Hoot* by Carl Hiassen, *Three Cups of Tea* by Greg Mortensen, *A Midsummer Night's Dream* by William Shakespeare, Excerpts from *Nicholas Nickleby* and *Oliver Twist* by Charles Dickens, Selected Short Stories, Poetry, Media and IT

ENGLISH A GR. 8 COURSE CONTENT

- Literature component: study of an assortment of genres, which have as their basis a wide range of historical and geographical settings, themes and writing styles; written by a variety of authors
- Comprehension of important themes and ideas, as well as the important characteristics of the genre and associated literary techniques and terms
- Techniques of expository writing – a description, a summary, a how-to essay, a comparison-contrast essay, a research essay
- Regular oral presentations, to build confidence in the skills of presenting to an audience; either individually or in a group
- Independent reading and writing, producing a range of book reports and keeping a writing journal
- Example texts: *Outsiders* by S.E. Hinton, *Romeo and Juliet* by William Shakespeare, *The Whale Rider* by Witi Ihimaera

ENGLISH A GR. 9 COURSE CONTENT

- A study of an assortment of genres and development of a wide variety of skills in order to accurately comprehend, analyse and appreciate poetry, prose, fiction and non-fiction
- Regular oral presentations, to build confidence in the skills of presenting to an audience; either individually or in a group
- Independent reading and writing, producing a range of book reports and keeping a writing journal
- Developing techniques for creative and expository writing
- Example texts: *Cambridge Poetry Workshop*, edited by Lyn and Jeffrey Wood, *War Poems*, edited by Christopher Martin (2nd edition), *Jane Eyre*, by Charlotte Brontë, *The Merchant of Venice*, by William Shakespeare

Language A

ENGLISH A GR. 10 COURSE CONTENT

- An assortment of culturally diverse texts and genres to develop a wide variety of skills in order to accurately comprehend and analyse literature
- Regular oral presentations, to build confidence in the skills of presenting to an audience; either individually or in a group
- Developing skills for creative and expository writing
- Independent reading and writing, producing a range of book reports and keeping a writing journal
- Examples of texts: Gothic novel: *Wuthering Heights*, by Emily Brontë, Shakespearean tragedy: *Macbeth*, World Literature: Poetry – from *Songs of Ourselves*, Selection of short stories, Modern American Fiction: *The Catcher in the Rye* by J.D.Salinger

CHINESE A GR. 9/10 COURSE CONTENT

- Different Chinese literature styles such as poems, extracts from novels, short stories and plays
- Poetry and prose in Classic and Modern Chinese literature
- Short stories, passages from a work, poetry and drama
- Effective use of language including speaking and writing, as well as discovering the thought processes behind the language, thereby gaining an understanding of how people think

FRENCH A GR. 9/10 COURSE CONTENT

- Study of different French and Francophone literature styles, such as poems, extracts from novels, short stories and plays
- Poetry and prose in Classic and Modern French literature
- Short stories, passages from a work, poetry and drama
- Effective use of language including speaking and writing, as well as discovering the thought processes behind the language, thereby gaining an understanding of how people think

GERMAN A GR. 9/10 COURSE CONTENT

- Study of German literature representing different genres such as prose, poetry and drama from different literary epochs
- Short prose texts, novels, poetry and drama
- Short story passage from a work
- Effective use of language including speaking and writing, as well as discovering the thought processes behind the language, thereby gaining an understanding of how people think

JAPANESE A GR. 9/10 COURSE CONTENT

- Study of the influence of Japanese history on the different periods of literature
- Short stories and plays
- Critical analysis of a book, an article, and poetry
- Use of language in literary and journalistic writing

Language A

KOREAN A GR. 9/10 COURSE CONTENT

- Study of Modern Korean history of literature
- Early 20th Century short stories and poems to understand the influence of Korean history on the literature
- Analysis of short stories and poems
- Effective use of language including speaking and writing

SPANISH A GR. 9/10 COURSE CONTENT

- Read and analyse poetry and prose in Classic and Modern Spanish literature
- Short stories, passages from a work, poetry and drama
- Effective use of language including speaking and writing, as well as discovering the thought processes behind the language, thereby gaining an understanding of how people think

SKILLS

Students learn to:

- understand and analyse the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts
- understand and apply Language A terminology in context
- analyse the effects of the author's choices on an audience
- compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention
- compare and contrast works, and connect themes across and within genres
- express an informed and independent response to literary and non-literary texts
- create work that employs organizational structures and language-specific conventions throughout a variety of text types
- organize ideas and arguments in a sustained, coherent and logical manner
- employ appropriate critical apparatus.
- use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
- use language accurately
- use appropriate and varied register, vocabulary and idiom
- use correct grammar and syntax
- use appropriate and varied sentence structure
- use correct spelling (alphabetic languages) or writing (character languages)

ASSESSMENT CRITERIA

Content (Receptive and Productive)	10
Organization	10
Style and Language Mechanics	10

Language B

ENGLISH B1 COURSE CONTENT (FOR STUDENTS IN GR. 6, 7 OR 8)

- Good language learning habits
- Tenses: present simple, past simple, present continuous, present perfect
- Questions and negatives
- Irregular verbs
- Countable and uncountable nouns
- Comparative and superlative adjectives
- Personal information and daily life
- Past experiences, daily routine, travel/dreams, likes/dislikes
- Cultural diversity, leisure activities
- Oral presentations

ENGLISH B2 COURSE CONTENT (FOR STUDENTS IN GR. 6, 7 OR 8)

- Revision and extension of present and past tenses
- Common verb patterns
- Future forms and modal verbs
- Conditional sentences and passive constructions
- Present perfect continuous tense and past perfect tense
- Reported statements
- Personal information and daily life
- Ambitions, influences, argument/debate, procedures/process
- Conditional situations, working with others
- Reading: short stories and simplified texts

ENGLISH B3 COURSE CONTENT (FOR STUDENTS IN GR. 6, 7 OR 8)

- Revision and extension of present tenses, simple and continuous
- Revision and extension of past tenses, simple and continuous
- State verbs
- Advice, obligation, permission and probability: modal and related verbs
- Future forms
- Passives – present simple and present perfect
- Conditionals
- Phrasal verbs
- Describing people, places and things
- Questions and negatives
- Information questions
- Verb patterns
- Reported speech and reporting verbs
- Prefixes and suffixes
- Listening and Speaking: group, pair and individual activities, oral presentations with ICT, class discussions and role plays
- Reading: Short stories and authentic teen literature

Language B

ENGLISH B4 COURSE CONTENT (FOR STUDENTS IN GR. 9 OR 10)

- Reading: short stories, novels, plays, newspaper and magazine articles
- Writing: a CV and cover letter, formal, informal letter and email, narrative, consumer report, argumentative essay, descriptive essay, speech
- Language and grammar: the tense system, present perfect, simple and continuous, narrative tenses, questions, negatives, future forms, expressions of quantity, modals, modal auxiliaries and related verbs, relative clauses, participles, expressing habit, hypothesizing, articles, determiners
- Listening and speaking: group, pair and individual activities, oral presentations with ICT, class discussions, debates and role plays

ENGLISH B5 COURSE CONTENT (FOR STUDENTS IN GR. 9 OR 10)

- Reading: short stories, novels, plays, newspaper and magazine articles
- Writing: formal and informal letter, short story, business report, pros and cons essay, newspaper editorial, personal experience essay, film or book review, personal profile, competition entry, description of a journey, biography
- Language and grammar: avoiding repetition, tense review, adverb collocations, discourse markers, ways of adding emphasis, distancing of facts, modal auxiliary verbs, real and unreal tense usage, verb patterns, intensifying adverbs, relatives and participles, linking devices
- Listening and speaking: group, pair and individual activities, oral presentations with ICT, class discussions, debates and role plays

SKILLS

Students learn to:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications

ASSESSMENT CRITERIA

Speaking and Listening – Message and Interaction	8
Speaking – Language	8
Writing – Message and Organisation	8
Writing – Language	8
Reading Comprehension	16

Language B

FRENCH/SPANISH B1 COURSE CONTENT (FOR STUDENTS IN GR. 6, 7 OR 8)

- Communication in everyday situations
- Personal information and daily life
- Listening
- Speaking: role plays, oral presentations
- Reading
- Writing
- Knowledge and appreciation of diverse cultures in French/Spanish-speaking countries

FRENCH/SPANISH B2 COURSE CONTENT (FOR STUDENTS IN GR. 6, 7 OR 8)

- Continuation of French/Spanish B1
- Vocabulary
- Complex grammatical structures
- French/Spanish expressions
- Proficiency in the Four Skills
- Cultural awareness

FRENCH/SPANISH B3 COURSE CONTENT (FOR STUDENTS IN GR. 6, 7 OR 8)

- French/Spanish civilization
- Consolidation and extension of structures in oral and written work
- Coordination use of tenses
- Confidence in the Four Skills

FRENCH/SPANISH B4 COURSE CONTENT (FOR STUDENTS IN GR. 9 OR 10)

- Communication in complex situations
- Simple and complex grammatical structures
- Structures in oral and written work
- Coordination of use of tenses, mostly the use of the imperfect and perfect tenses
- Abstract vocabulary: giving opinions
- Four skills of listening, speaking, reading and writing in French/Spanish
- Cultures in French/Spanish-speaking countries

FRENCH/SPANISH B5 COURSE CONTENT (FOR STUDENTS IN GR. 9 OR 10)

- Complex structures in oral and written work
- Coordination of use of all the tenses
- Introduction to the use of the subjunctive mood
- Abstract vocabulary
- Oral presentations, debates, discussions
- Writing: essays, newspaper articles, formal letters

KOREAN B4 COURSE CONTENT (FOR STUDENTS IN GR. 9 OR 10)

- To learn communication in complex situations
- To learn how to write sentences with simple and complex grammatical structures
- To learn how to write an essay
- To find information from articles
- To understand Korean culture through reading short stories and poems

Language B

LATIN B1 COURSE CONTENT (FOR STUDENTS IN GR.6)

- The School has introduced a Foundation Latin Course
- The aim of this course is to introduce students to basic grammar rules and Latin Culture
- Resources: Cambridge Latin Course Book 1, audiovisual resources
- Students will be assessed using a modified version of the Language B (Foundation) assessment criteria

LATIN B2 COURSE CONTENT (FOR STUDENTS IN GR.7)

- The School has introduced a Foundation Latin Course
- The aim of this course is to introduce students to basic grammar rules and Latin Culture.
- Resources: Cambridge Latin Course Book 1, audiovisual resources and ipad2 apps
- Students will be assessed using a modified version of the Language B (Foundation) assessment criteria

Language B

SKILLS

Students learn to:

- communicate information, ideas and opinions
- demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts
- identify main ideas and supporting details and draw conclusions from spoken and written texts
- understand and appropriately use structures and vocabulary
- request and provide information in both spoken and written contexts
- engage actively in oral production using comprehensible pronunciation and intonation
- take part in formal and informal communications

ASSESSMENT CRITERIA

Speaking and Listening – Message and Interaction	8
Speaking – Language	8
Writing – Message and Organisation	8
Writing – Language	8
Reading Comprehension	16

Mathematics

GR. 6 COURSE CONTENT

- Number: whole numbers, fractions, decimals, metric units
- Algebra: formulae, algebraic expressions, directed numbers, simple expansion
- Geometry and trigonometry: types of angles, construction of angles, triangles and quadrilaterals, areas and perimeters of basic shapes, circles, volume of cuboids, capacity, nets and symmetry
- Statistics and probability: frequency tables, averages, pie charts, bar graphs, pictographs
- Discrete: using spreadsheets to collect and collate data

GR. 7 COURSE CONTENT

- Number: percentages, ratios and proportions, maps
- Algebra: linear equations, formulae, indices, square and cube roots
- Geometry and trigonometry: angles, facts, constructions of perpendiculars and bisectors, areas and perimeters of parallelograms and trapeziums, gradients and graphs of straight lines, travel graphs, practical applications of graphs
- Statistics and probability: collecting data, discrete and continuous data, frequency tables, averages, types of charts, histograms, calculating probability, sample space
- Discrete: flow diagrams

GR. 8 COURSE CONTENT

- Number: percentage change, radicals and scientific notation
- Algebra: expansion, solving equations with indices, linear inequalities, simultaneous and simple quadratic equations
- Geometry and trigonometry: polygons, surface area and volume, basic trigonometric ratios and locus drawings
- Statistics and probability: theoretical probability, comparing categorical data and working out odds
- Discrete: network diagrams

GR. 9 COURSE CONTENT

- Number: fractions, decimals, percentages, number systems, sequences, estimations, standard form, ratio and proportion, compound interest
- Algebra: directed numbers, formulae, factorisation, quadratic equations, algebraic fractions, variation, indices
- Geometry and trigonometry: Pythagoras' theorem, trigonometric ratios, similarity and congruence, circle theorems, arc length, area of sector, chord of a circle, volume and surface area of cones, pyramids and spheres
- Statistics and probability: displaying data, averages, cumulative frequency, quartiles, exclusive and independent events, tree diagrams (with and without replacement) and expectations
- Discrete: set theory

Mathematics

GR. 10 COURSE CONTENT

- Number: arithmetic and geometric sequences
- Algebra: gradient and equations of straight lines, parallels and perpendiculars, linear inequalities, linear programming, transformations of quadratic graphs, cubic graphs, graphical solutions of equations and travel graphs
- Geometry and trigonometry: sin and cosine rule, vector geometry
- Statistics and probability: independent and mutually exclusive events, tree diagrams
- Discrete: set theory, matrices, transformations using matrices

SKILLS

Students learn to:

- apply mathematical knowledge and problem-solving techniques to investigate a problem, generate and/or analyse information
- find relationships and patterns, describe these mathematically as general rules, and justify or prove them
- use appropriate mathematical language (notation, symbols, terminology) in both oral and written explanations
- communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating complex problems
- explain whether their results make sense in the context of the problem

ASSESSMENT CRITERIA

Knowledge and Understanding	8
Investigating Patterns	8
Communication in Mathematics	6
Reflection in Mathematics	6

Personal and Social Education

GR. 6 COURSE CONTENT

- Promoting positive attitudes towards learning
- The importance of lifelong learning
- Effective homework habits
- Getting the most out of life at school
- Rules for a Reason
- Healthy Living
- Personal Hygiene
- Identity and Peer Influence
- Friendships and Conflict Resolution
- Anti-Bullying Policy
- Internet Safety and Security
- Spending Needs and Wants
- Learning about the world of work

GR. 7 COURSE CONTENT

- Planning and organization for effective study and homework habits
- Healthy Living
- Personal Hygiene
- Friendships and Conflict Resolution
- Families
- Recycling and environmental impact
- International Inequality
- Saving and financial management
- Dealing with Loss
- Anti-Bullying Policy
- Internet Safety and Security

GR. 8 COURSE CONTENT

- Planning and organization for effective study and homework habits
- Self Esteem and Happiness
- Healthy Living
- Personal Hygiene
- Friendships and Conflict Resolution
- Anti-Bullying Policy
- Bullying – types, effects and prevention
- Internet Safety and Security
- Why Refugees?
- Alcohol, Drugs and Medicines
- Careers Education
- Volunteering

Personal and Social Education

GR. 9 COURSE CONTENT

- Planning and organization for effective study and homework habits
- Anti-Bullying Policy
- Team Building
- Communication
- Rights and Responsibilities
- Government and Citizenship
- Mental health
- Internet Safety and Security
- Personal Safety
- Careers research
- Managing my finances
- First Aid awareness

GR. 10 COURSE CONTENT

- Planning and organization for effective study and homework habits
- Anti-Bullying Policy
- Goal Setting
- Decision Making
- Being Assertive
- Drug and Alcohol Education
- Assessing Personal Qualities and Identifying Your Skills
- Career Research, University Courses and IB Course-selection
- Sort Out That CV
- Covering Letters for Work Experience Applications
- Preparing for Interviews
- Internet Safety and Security
- Personal Safety
- Relationships and Sex Education
- Dealing with Stress

SKILLS

Students learn to:

- develop confidence and responsibility and make the most of their abilities
- develop a healthy, safer lifestyle
- develop good relationships and respect the differences between people
- know and understand about becoming an informed member of society
- develop skills of enquiry and communication
- develop skills of participation and responsible action

Physical Education

GR. 6 AND 7 COURSE CONTENT

- Being Fit and Healthy
- Basic Anatomy
- Volleyball
- Badminton
- Basketball
- Gymnastics
- Trampolining
- Tennis
- Soccer
- Softball
- Hockey

GR. 8 COURSE CONTENT

- The Cardiovascular System
- Volleyball
- Badminton
- Basketball
- Aerobics
- Trampolining
- Tennis
- Soccer
- Softball
- Cricket
- Soft Crosse
- Hockey

GR. 9 AND 10 COURSE CONTENT

- Fitness Testing/Components of Fitness
- Energy Systems
- Training Programs
- Nutrition
- Volleyball
- Badminton
- Basketball
- Trampolining
- Tennis
- Soccer
- Softball
- Tag Rugby
- Speed Ball/Gaelic Football
- European Handball
- Cricket
- Ultimate Frisbee
- African Dance
- Hockey
- Soft Crosse

Physical Education

SKILLS

Students learn to:

- demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts
- explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity
- demonstrate the skills and techniques necessary for active participation in a variety of physical activities
- communicate effectively, including verbal and non-verbal forms of communication

ASSESSMENT CRITERIA

Use of Knowledge	8
Movement Composition	6
Performance	10
Social Skills and Personal Engagement	8

Religion

GR. 6 COURSE CONTENT

- New Beginnings
- Belonging to Marymount International School community
- Belonging to a faith community
- Advent and Christmas
- How to use a Bible
- The Torah
- Stories of Creation
- The story of Noah's Ark
- Lent and Easter
- Abraham and Moses
- The 10 Commandments
- The Passover
- The Person of Jesus

GR. 7 COURSE CONTENT

- Introduction to school goal
- Prayer: Types and Traditions
- Discipleship and Vocations
- What does justice mean to Christians and other religious believers?
- Sacraments of Initiation
- Rites of Passage in Christianity and one other faith
- Ceremonies of Initiation (Islam – Aqiqah, Judaism – Bar Mitzvah and Bat Mitzvah, Christianity – Confirmation)
- Introduction to Hinduism
- Introduction to Buddhism

GR. 8 COURSE CONTENT

- Reflection on school goal
- Freedom, rights and responsibilities
- Social Conscience and Beliefs in Practice
- Stewardship and Environment
- The Greatest Commandment
- An understanding of the Passion and Resurrection of Jesus Christ
- The Eucharist
- Why Do We Suffer?
- An introduction to Islam
- Ramadan and Eid ul Fitr

GR. 9 COURSE CONTENT

- Introduction to School Goal
- Believing in God
- Marriage and the Family
- Early Christian Believers and St. Mark's Gospel
- Wealth and Poverty

Religion

GR. 10 COURSE CONTENT

- Introduction to School Goal
- Social Harmony
- Abrahamic Faiths – Christianity, Judaism and Islam
- Sacred Sites and Places of Pilgrimage
- Matters of Life and Death
- Religion and the Media

SKILLS:

Students learn to:

- state and explain the main concepts and ideas of the units presented
- interpret the information and compare and contrast with their own understanding
- investigate and research further information in regards to the units of work presented
- explore their own understanding of their faith and the faith of other religious bodies

ASSESSMENT CRITERIA

Knowledge and Understanding	7
Skills and Concepts	7
Presentation and Organisation of Information	7
Research and Investigation	7

Sciences

GR. 6 COURSE CONTENT

- Learning to be a Scientist
- States of Matter and Chemical Reactions
- Life Processes and Cells
- Reproduction and Basic Genetics
- Electricity
- Forces
- Acids and Alkalis
- Sound and Waves

GR. 7 COURSE CONTENT

- Food and Digestion
- Respiration
- Microbes and Disease
- Ecology
- Light and Colour
- Magnets and Electromagnets
- Heating and Cooling
- Atoms, Elements and Compounds
- Mixtures and Solutions

GR. 8 COURSE CONTENT

- Biology: Support, Movement and Fitness; Plants – Photosynthesis and Food
- Chemistry: Atomic structure and The Periodic Table; Reactions and Reactivity Series
- Physics: Pressure and Moments; Speed, Acceleration and Terminal Velocity

GR. 9 COURSE CONTENT

- Biology: Ecology and Energy Transfer, Adaptation and Competition, Human Impact, Maintenance of Life
- Chemistry: Atomic structure and Periodic Table, Chemical Bonding - ionic, covalent and metallic, Acids and Alkalis, Quantitative Chemistry, Kinetics (optional)
- Physics: Safety in the Laboratory and S.I. Units, Waves and Wave Theory, Reflection and Refraction, Lenses and Optical instruments, The atom and Radioactivity

GR. 10 COURSE CONTENT

- Biology: Reproduction, Cells, Simple Genetics and Inheritance, Feeding in Plants, Circulatory System
- Chemistry: The Oil Industry and Hydrocarbons, Environmental Chemistry, Quantitative Chemistry, Redox reactions (optional)
- Physics: Safety in the Laboratory and S.I. Units, Forces, Newton's Laws of Motion, Work, Energy and Power, Velocity and Acceleration, Momentum, Electrical Circuits, Electronics

Sciences

SKILLS

Students learn to:

- critically assess the implications of scientific developments and their applications to local and/or global issues
- use scientific language correctly and a variety of communication modes and formats as appropriate
- understand scientific knowledge (facts, ideas, concepts, processes, laws, principles, models and theories) and to apply it to construct scientific explanations, solve problems and formulate scientifically supported arguments
- develop intellectual and practical skills to design and carry out scientific investigations independently and to evaluate the experimental design (method) to collect, process and interpret sufficient qualitative and/or quantitative data to draw appropriate conclusions
- develop safe, responsible and collaborative working practices in practical science

ASSESSMENT CRITERIA

One World	6
Communication in Science	6
Knowledge and Understanding of Science	6
Scientific Inquiry	6
Processing Data	6
Attitudes in Science	6

Grades 11 and 12

Students in Grades 11 and 12 may elect to follow courses leading to the International Baccalaureate Diploma examinations. The IB Diploma is awarded for satisfactory performance in six subjects, one chosen from EACH of the following six groups:

Group 1*: Language A1

- The student's native language and/or the language of instruction HL/SL

Group 2*: 2nd Language

- Language A2 HL/SL
- Language B HL/SL
- Language *ab initio* SL

Group 3: Individuals and Societies

- Economics HL/SL
- Geography HL/SL
- History HL/SL
- Psychology SL**
- Environmental Systems and Societies SL**

Group 4: Science

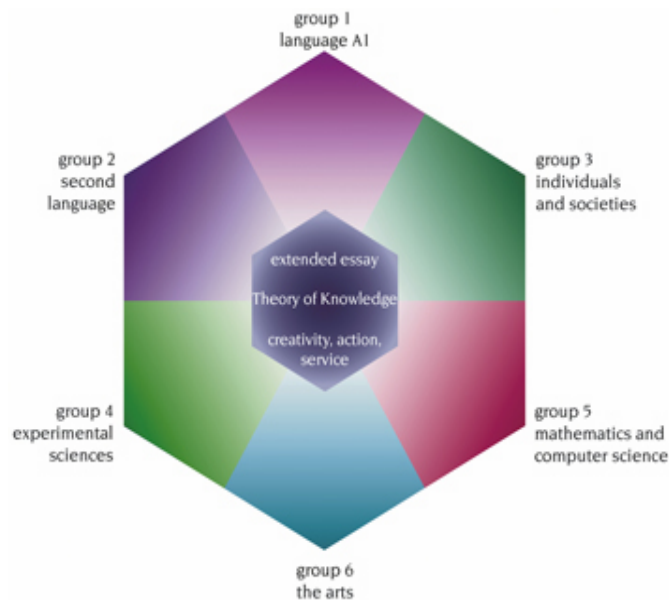
- Biology HL/SL
- Chemistry HL/SL
- Physics HL/SL
- Environmental Systems and Societies SL**

Group 5: Mathematics

- Mathematics HL
- Mathematics SL
- Mathematical Studies SL

Group 6: Arts or an Elective

- Music HL/SL
- Theatre HL/SL
- Visual Arts HL/SL
- Additional option from Groups 1-4
- Further Mathematics SL



Three of these subjects must be studied at Higher Level (HL) and three at Standard Level (SL). In addition, during Grades 11 and 12, a Diploma candidate **MUST** take a course entitled Theory of Knowledge and prepare an Extended Essay (4000 words) in a subject offered by the IB, as well as pursuing an individual, documented CAS (Creativity, Action and Service) programme of voluntary extra-curricular activities.

All students, if appropriately qualified, may follow the full IB Diploma Programme, but a student may, if she prefers, take one or more IB examinations in individual subjects, in which case a certificate is awarded for the IB exams passed. All Grade 12 students who satisfactorily complete the School's graduation requirements are awarded the High School Diploma.

Higher Level examinations are valued as equivalent to Advanced Placement by the vast majority of colleges and universities in the United States and can earn credit. Full IB Diploma holders may obtain sophomore standing.

From the May 2013 examination session (i.e. for Grade 11 starting September 2011), Language A2 (in its revised form as Language A: Language & Literature) moves to Group 1 (now renamed Language A: Studies in Language and Literature), as an alternative to Language A1 (in its revised form as Language A: Literature), which however will remain the only language subject officially recognised for mother-tongue support. Group 2 will be renamed: Studies in Language Acquisition. NB: each Diploma student **must take one Group 1 language and **may** take two.*

*** Starting September 2011, Gr. 11 students may also choose Psychology SL (online) as a Group 3 subject and/or Environmental Systems & Societies SL as a subject in Group 3 or 4. First exams in these subjects: May 2013.*

Group 1: Language A1 (=A: Literature) HL/SL

LANGUAGES OFFERED: CHINESE, ENGLISH, FRENCH, GERMAN, JAPANESE, SPANISH, KOREAN

GR. 11 AND 12 CHINESE A1 COURSE CONTENT

- Prose (e.g.: Zong-Yuan Liu)
- 19th/20th-century fiction (e.g.: Ai-Ling Zhang, Cong-Wen Shen, Xi Xi)
- Classic Fiction (e.g.: The Dream of the Red Chamber by Xue-Xin Cao)
- Classic and Modern Poetry (e.g.: Bai Li)
- Non-fiction (e.g.: satire, letters, essays, journalism, biography)
- World Literature texts studied in modern translation (e.g.: Ibsen, Sophocles, Beckett)

GR. 11 AND 12 ENGLISH A1 COURSE CONTENT

- Modern and/or contemporary drama (e.g.: O'Neill, Williams, Miller, Beckett, Friel)
- 19th/20th-century fiction (e.g.: Austen, Hawthorne, Dickens, Twain, Joyce, Lessing)
- Poetry from late-mediaeval times to the present day (e.g.: Chaucer, Donne, Herbert, Keats, Whitman, Dickinson, Yeats, Eliot, Frost, Lowell, Gunn, Plath, Larkin, Heaney)
- Non-fiction (e.g.: satire, letters, essays, journalism, biography)
- World Literature texts studied in modern translations (e.g.: Homer, Tolstoy, Kafka)

GR. 11 AND 12 FRENCH A1 COURSE CONTENT

- Drama from the 17th/20th century (e.g.: Molière, Beaumarchais, Pirandello, Ionesco)
- Short stories and philosophical tales from the 18th-20th century (e.g.: Voltaire)
- Modern fiction (e.g.: Colette, Camus, Sagan, Mauriac)
- Poetry from the Renaissance to the 20th century (e.g.: Du Bellay, Ronsard, Lamartine, Victor Hugo, Baudelaire, Verlaine, Léopold Sédar Senghor, Aimé Césaire)
- World literature texts studied in modern translations (e.g.: Shakespeare, Pirandello)

GR. 11 AND 12 GERMAN A1 COURSE CONTENT

- Drama from the 18th to the 20th centuries (e.g.: Goethe, Büchner, Brecht, Dürrenmatt)
- 19th/20th-century fiction (e.g.: Fontane, Frisch, Schlink)
- Poetry from Goethe to the present day (e.g.: Goethe, Brentano, Heine, Benn, Bachmann, Brecht, Enzensberger, Fried)
- Non-fiction (e.g. autobiography by Canetti, Kafka)
- World Literature texts studied in modern translation (e.g.: Camus, Beckett, Mankell)

GR. 11 AND 12 JAPANESE A1 COURSE CONTENT

- 19th/20th-century fiction (e.g.: Ueda Yasunari, Natsume Soseki, Izumi Kyoka, Kawabata Yasunari, Tanizaki Junichiro, Uno Chiyo, Miyajimoto Teru, Endo Shusaku)
- Poetry from 17th-20th century (e.g.: Matsuo Basho, Takamura Kotaro, Hagiwara Sakutarō, Ibaraki Noriko, Ishigaki Rin)
- Non-fiction (e.g.: satire, letters, essays, journalism, biography)
- World Literature texts studied in modern translation (e.g.: Chekhov, Hesse, Gide)

GR. 11 AND 12 KOREAN A1 COURSE CONTENT

- Read essays to build their own ideas and philosophy (Pe, Cheonduk "Essay")
- Read classic and modern short stories to recognize the different style of authors
(*The Story of Monarchy*, *Dobaek Flower*, *The Luckiest Day*, etc.)
- Modern drama (*The Wedding Day*, etc.)
- Modern poetry (Seo, Jungjoo & Yoon, Dongjoo's poems)
- World Literature texts (studied in the best modern translations) include authors from all continents (e.g.: Shakespeare, Jane Austen, Emily Brontë)

Group 1: Language A1 (=A: Literature) HL/SL

GR. 11 AND 12 SPANISH A1 COURSE CONTENT

- Fiction and short stories (e.g.: Allende, Quiroga, von Kleist, Maupassant)
- Modern drama (e.g.: Buero Vallejo, Lorca, Valle-Inclán)
- 19th/20th-century fiction (e.g.: Benedetti, Cela, Ishiguro)
- Modern poetry (e.g.: Salinas, Neruda, Alberti, Lorca)
- World Literature texts (studied in the best modern translations) include authors from all continents (e.g.: Shakespeare, Molière, Chekhov)

OTHER LANGUAGES A1:

Chinese, English, French, German, Japanese, Korean and Spanish are offered as part of the regular curriculum. In cases where a student with a different mother-tongue wishes to pursue her literary studies through the medium of that language, the school will endeavour to facilitate arrangements for her to have private tuition with a qualified external tutor. These individual lessons would be subject to a supplementary fee, payable directly from parents to tutors.

If the number of students wishing to pursue a particular language A1 (not offered in School) is large enough to constitute a viable group (minimum of 4 students), the School will consider subsidizing all or part of the required tuition, in line with its (and IB's) policy of supporting mother-tongue literature study wherever feasible.

If a student wishes to study such a language A1 at SL, she can alternatively do so as a 'Self-Taught' candidate (i.e., without a regular outside tutor) under the guidance of a designated faculty-member.

Group 1: Language A1 (= A: Literature) HL/SL

LAST EXAMINATIONS MAY 2012

SKILLS

Students learn to demonstrate:

- an ability to express ideas with clarity, coherence, conciseness, precision and fluency, in both written and oral communication
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors, and of their effects on the reader
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples.

HL ASSESSMENT

External	Paper 1: Commentary	2hrs	25%
	Paper 2: Essay	2hrs	25%
	2 World Literature Assignments (1000-1500 words each)		20%
Internal	Individual Oral Commentary	15min	15%
	Individual Oral Presentation	10-15min	15%

SL ASSESSMENT

External	Paper 1: Commentary	1hr 15min	25%
	Paper 2: Essay	1hr 15min	25%
	World Literature Assignment (1000-1500 words)		20%
Internal	Individual Oral Commentary	15 min	15%
	Individual Oral Presentation	10-15min	15%

Group 1 Language A: Literature HL/SL

FIRST EXAMINATIONS MAY 2013

SKILLS

Students learn to demonstrate:

- an ability to express ideas with clarity, coherence, conciseness, precision and fluency in both written and oral communication, and to reflect critically on what they have read
- a thorough knowledge both of the individual works studied and of the relationships between groups of works studied
- an ability to engage in independent textual commentary on both familiar and unfamiliar pieces of writing
- a wide-ranging appreciation of structure, technique and style as employed by authors in the various genres, and of their effects on the reader's interpretation and appreciation
- an ability to structure ideas and arguments, both orally and in writing, in a logical, sustained and persuasive way, and to support them with precise and relevant examples
- an appreciation of the artistry of literature (its appeal as a form of both truth and beauty)
- an understanding of how works of literature emerge from (but are not limited by) specific cultural contexts and how they therefore reflect or describe experiences and values
- an understanding of the techniques involved in literary criticism
- an ability to form independent literary judgments and to support those ideas

HL ASSESSMENT

External	Paper 1: Literary Commentary	2hrs	20%
	Paper 2: Essay	2hrs	25%
	Written assignment (students submit a reflective statement and an essay on one work studied in part 1)		25%
Internal	Individual Oral Commentary and discussion	20min	15%
	Individual Oral Presentation	10-15min	15%

SL ASSESSMENT

External	Paper 1: Guided Literary Analysis	1hr 30min	25%
	Paper 2: Essay	1hr 30min	25%
	Written assignment (students submit a reflective statement and an essay on one work studied in part 1)		25%
Internal	Individual Oral Commentary	15 min	15%
	Individual Oral Presentation	10-15min	15%

Group 1 Language A: Language & Literature HL/SL

FIRST EXAMINATIONS MAY 2013

LANGUAGES OFFERED: ENGLISH

COURSE CONTENT

Students will learn to:

- study language in a cultural context by examining a variety of non-fiction texts, and thus come to understand how concepts such as audience, purpose, theme, content, tone, mood, stylistic devices, and structure help to construct meaning; how language impacts the world; and how language shapes both individual and group identity
- consider the ways in which language is used in the media of mass communication: e.g. newspapers, magazines, the internet, mobile telephones, radio, television, film
- study a variety of literary texts and consider how literature deals with large issues such as gender, power, and identity. They will also study some texts in translation
- study other literary texts in close detail by exploring the various literary techniques and devices used by each author

SKILLS:

Students learn to demonstrate:

- knowledge and understanding of a range of texts
- an understanding of the use of language, structure, techniques, and style
- a critical understanding of the various ways in which the reader constructs meaning and how context influences this constructed meaning
- how different perspectives influence the reading of a text
- the ability to use terminology relevant to the various text types studied
- an ability to analyse how language, structure, techniques and style affect the reader
- an awareness of the ways in which the production and reception of texts contribute to the meanings embodied in them by authors and found in them by readers
- an ability to substantiate and justify ideas with relevant examples
- an ability to compare and contrast texts in terms of formal elements, content, context
- the different ways in which language and image may be used in a range of texts
- an ability to evaluate conflicting viewpoints within and about a text
- an ability to express ideas and arguments clearly, fluently and convincingly in both written and oral forms of communication
- an ability to use oral and written forms of the language correctly and appropriately in a range of styles, registers and situations
- an ability to discuss and analyse texts in a focused, detailed and logical manner

HL /SL ASSESSMENT

External	Paper 1: Comparative Textual Analysis	2hrs /1.5hrs	25%
	Paper 2: Essay	2hrs/1.5hrs	25%
	Written Tasks (1300 words total)		20%
Internal	Individual Oral Commentary	15 min	15%
	Further Oral Activity	15 min	15%

Group 2: Language A2 HL/SL

LAST EXAMINATIONS MAY 2012

LANGUAGES OFFERED: ENGLISH

GR. 11 AND 12 COURSE CONTENT

- Drama: Renaissance/Modern/Contemporary (e.g: Shakespeare, Williams, Miller, Friel)
- 19th- and 20th- century fiction (e.g: Austen, Hawthorne, Twain, Joyce, Morrison)
- A range of poetry, and the in-depth study of an individual poet (e.g.: Larkin, Heaney)
- Media and Culture: advertising, bias, freedom of the press, media and government, persuasion, propaganda
- Future issues: alternative energy sources, genetic engineering, genetically modified food, technology and daily life

SKILLS

Students learn to:

- understand and use accurately and appropriately the oral and written forms of the language, in a range of styles and situations
- express ideas with clarity and fluency
- structure arguments in a focused, coherent and persuasive way, and support them with relevant examples
- assimilate and make use of complex written and spoken texts
- engage in detailed, critical examination of a wide range of texts in different forms, styles and registers
- appreciate the subtleties of technique and style employed by writers and speakers of the language

HL ASSESSMENT

External	Paper 1: Comparative Commentary	2hrs	25%
	Paper 2: Essay	2hrs	25%
	2 Written Tasks (1500 words total)		20%
Internal	Individual Oral Commentary	15min	15%
	Interactive Oral Activity		15%

SL ASSESSMENT

External	Paper 1: Comparative Commentary	1hr 30min	25%
	Paper 2: Essay	1hr 30min	25%
	2 Written Tasks (1500 words total)		20%
Internal	Individual Oral Commentary	15min	15%
	Interactive Oral Activity		15%

Group 2: Language B HL/SL

LANGUAGES OFFERED: ENGLISH, FRENCH, SPANISH AND GERMAN

GR. 11 AND 12 COURSE CONTENT

- Listening to a variety of communicative language: news bulletin, documentary, feature, interview, speech, advertisement, film/video, song, interactive video, conference, lecture
- Speaking: class presentations, speech, debate, giving instructions, interviews, role-plays
- Reading: description, narration, written interaction, spoken interaction, explanation, argument, analysis and critique, advertisement, literary text, graphics
- Writing: description, narration of an anecdote, formal and informal written interaction (e.g.: business letter, job application), explanation, argument (e.g.: speech on controversial issue, letter to a newspaper), analysis and critique (e.g.: review of book, film or play)
- Language, cultural interaction, message: current issues in media, relevant audiovisual stimuli, and (for HL) literary texts
- Cultural awareness: social groupings (e.g: the family, minorities), political institutions, philosophies and programmes; international issues (e.g.: globalization) and their relationship to the culture(s) studied, perspectives provided by the media; traditions and conventions in the arts; typical or distinctive leisure activities
- Use of language spoken in different registers in both transactional and interpersonal situations: conversational language, speeches, debates, oral presentations
- Exposure to all aspects of cultural life where the language is spoken
- Grammatical, lexical structures and idiomatic expressions

SKILLS

Students learn to:

- communicate clearly and effectively in a wide range of situations
- understand and use accurately oral and written forms of the language that are essential for effective communication in a range of styles and situations
- understand and use a wide range of vocabulary
- select a register and style that are appropriate to the situation
- express ideas with general clarity and fluency
- structure arguments in a clear, coherent and convincing way
- understand and analyse moderately complex written and spoken material
- assess subtleties of the language in a wide range of forms, styles and registers
- show an awareness of, and sensitivity to, the culture(s) related to the language studied

HL/SL ASSESSMENT

External	Paper 1: Text Handling	1hr 30min	40%
	Paper 2: Written Production	1hr 30min	30%
Internal	Individual Oral	10min	15%
	Interactive Oral Activity		15%

Group 2: Language *ab initio* (SL only)

LANGUAGES OFFERED: FRENCH AND SPANISH

GR. 11 AND 12 COURSE CONTENT

- Individual: personal identification (age, nationality, address), family, relationships (peers and friends), appearance (physical description, clothes, colours), character, daily routine, time, types of accommodation, life at home, household tasks, invitations, celebrations
- Education and work: types of school, personnel (teachers, students, other staff), facilities, classroom materials, academic, extra-curricular activities, school calendar, dates, post-secondary education, careers, professions, part-time jobs, work experience, future ambitions
- Town and services: types of shops, goods, customer services, purchases, payments, public transport, banks, post office, telephone, e-mail, fax, Internet
- Food and drink: food stores, food names, grocery shopping, quantity, weight, types of restaurants, meals in a restaurant, reservations, menus, order, meals, meal times, recipes, diets, preferences, special dishes
- Leisure and travel: media, sports, entertainment, places, features of interest, location, direction, means of transport, types of destination, holiday inquiries, facilities, reservations, regulations
- Environment: current weather conditions, forecast, climate, seasons and seasonal events, countries and continents, geographical features, ecology, world issues
- Health and emergencies: fitness and good health, illness, injury, parts of the body, appointments, medicines and prescriptions, theft and loss, accidents, repairs, public signs

SKILLS

Students learn to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

SL ASSESSMENT

External	Paper 1: Text-handling	1hr 30min	40%
	Paper 2: Written Production	1hr 30min	30%
Internal	Individual Oral: Interview	10min	15%
	Interactive Oral Activity		15%

Group 3: Economics HL/SL

GR. 11 AND 12 COURSE CONTENT

- Introduction to economics
- Microeconomics: Markets, Elasticities, Theory of the firm, Market failure
- Macroeconomics: Measuring national income, Introduction to development, Macroeconomic models, Demand-side and supply-side policies, Unemployment and inflation, Distribution of income
- International economics: Reasons for trade, Free trade and protectionism, Economic integration, World Trade Organization, Balance of payments, Exchange rates, Balance of payment problems, Terms of trade
- Development economics: Sources of economic growth and/or development, Consequences of growth, Barriers to economic growth and/or development, Growth and development strategies, Evaluation of growth and development strategies

SKILLS

Students learn 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

HL ASSESSMENT

External	Paper 1: Extended-response questions	1hr	20%
	Paper 2: Short answer questions	1hr	20%
	Paper3: Data-response	2hrs	40%
Internal	Portfolio of four commentaries		20%

SL ASSESSMENT

External	Paper 1: Extended-response questions	1hr	25%
	Paper 2: Data-response	2hrs	50%
Internal	Portfolio of four commentaries		20%

Group 3: Geography HL/SL

GR. 11 AND 12 COURSE CONTENT

- The Diploma Programme Geography syllabus at both Higher and Standard level is divided into three parts: Core themes, Optional Themes, Higher Level Extension Topics on Global Interactions.
- **Part 1: Core theme—patterns and change (SL/HL)**
There are four compulsory topics in this core theme:
 - 1. Populations in transition
 - 2. Disparities in wealth and development
 - 3. Patterns in environmental quality and sustainability
 - 4. Patterns in resource consumption
- **Part 2: Optional Themes – (SL/HL)**
For higher level, the study of 3 optional themes is required.
For standard level, the study of any two optional themes is required:
 - A. Freshwater—issues and conflicts
 - B. Oceans and their coastal margins
 - C. Extreme environments
 - D. Hazards and disasters—risk assessment and response
 - E. Leisure, sport and tourism
 - F. The geography of food and health
 - G. Urban environments
- **Part 3: HL extension—global interactions (HL)**
There are seven compulsory topics in the HL extension:
 - 1. Measuring global interactions
 - 2. Changing space—the shrinking world
 - 3. Economic interactions and flows
 - 4. Environmental change
 - 5. Sociocultural exchanges
 - 6. Political outcomes
 - 7. Global interactions at the local level

Group 3: Geography (continued)

SKILLS

Students learn to:

- apply and analyse geographic concepts and theories
- identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
- demonstrate the extent to which theories and concepts are recognized and understood in particular contexts
- examine and evaluate geographic concepts, theories and perceptions
- use geographic concepts and examples to formulate and present an argument
- evaluate materials using methodology appropriate for geographic fieldwork
- select, use and apply the prescribed geographic skills in appropriate contexts
- produce well-structured written material, using appropriate terminology
- select, use and apply techniques and skills appropriate to a geographic research question

HL ASSESSMENT

External	Paper 1: Short-answer and extended-response questions	1hr 30min	25%
	Paper 2: Structured questions	2hrs	35%
	Paper 3: Essay question	1hr	20%
Internal	Fieldwork report (2500 words)		20%

SL ASSESSMENT

External	Paper 1: Short-answer and extended-response questions	1hr 30min	40%
	Paper 2: Structured questions	1hr 20min	35%
Internal	Fieldwork report (2500 words)		25%

Group 3: History HL/SL

GR. 11 AND 12 COURSE CONTENT

- 20th-century world history
- The Arab–Israeli conflict 1945–79
- Origins and development of authoritarian and single-party states
- The Cold War
- Historical Investigation
- HL only: Aspects of the history of Europe and the Middle East

SKILLS

Students learn to:

- comprehend, analyse, evaluate and integrate source material critically as historical evidence
- demonstrate historical understanding of 20th-century world history through the acquisition, selection, effective use and synthesis of knowledge
- explain different approaches to, and interpretations of, historical events and topics
- place events in their historical context
- explain the causes and effects of historical continuity and change
- present arguments that are clear, coherent, relevant and well-substantiated
- present historical explanations from an international perspective
- plan, organise and present an individual historical investigation
- HL only: demonstrate an in-depth historical understanding of approximately 100 years of history of one region (Europe and the Middle East), through the acquisition, selection, effective use and synthesis of knowledge

HL ASSESSMENT

External	Paper 1: Short-answer questions	1hr	20%
	Paper 2: Extended-response	1hr 30min	25%
	Paper 3: Extended-response	2hrs 30min	35%
Internal	Historical Investigation		20%

SL ASSESSMENT

External	Paper 1: Short-answer questions	1hr	30%
	Paper 2: Extended-response	1hr 30min	45%
Internal	Historical Investigation		25%

Group 3: Psychology SL (online)

FIRST EXAMINATIONS IN 2013

GR. 11 AND 12 COURSE CONTENT

- The Biological level of analysis, The Cognitive level of analysis, The Sociocultural level of analysis, and their influence on behaviour
- One Option topic
- Simple experimental study

SKILLS

Students learn 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
- collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material
- appreciate the way in which learning is relevant to both the culture in which the student lives, and the culture of other societies
- develop an awareness that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity
- recognize that the content and methodologies of the subjects in Group 3 are contestable and that their study requires the toleration of uncertainty.
- develop an awareness of how psychological research can be applied for the benefit of human beings ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry

SL ASSESSMENT

External	Paper 1: Section A: 3 compulsory questions on part 1 of the syllabus Section B: 3 questions on part 1 of the syllabus	2 hrs	50%
	Paper 2: 15 questions on part 2 of the syllabus	1 hr	25%
Internal	A report of a simple experimental study conducted by the student	30hrs	25%

Groups 3/4 (transdisciplinary subject): Environmental Systems & Societies SL

FIRST EXAMINATIONS IN 2013

GR. 11 AND 12 COURSE CONTENT

- Systems and Models, The Ecosystem, Human Population, Carrying Capacity and Resource Use, Conservation and Biodiversity, Pollution Management, The Issue of Global Warming, Environmental Value Systems.
- Investigations

SKILLS

Students learn to:

- promote understanding of environmental processes at a variety of scales, from local to global
- provide a body of knowledge, methodologies and skills that can be used in the analysis of environmental issues at local and global levels
- apply the knowledge, methodologies and skills gained
- promote critical awareness of a diversity of cultural perspectives
- recognize the extent to which technology plays a role in both causing and solving environmental problems
- appreciate the value of local as well as international collaboration in resolving environmental problems
- appreciate that environmental issues may be controversial, and may provoke a variety of responses
- appreciate that human society is both directly and indirectly linked to the environment at a number of levels and at a variety of scales

SL ASSESSMENT

External	Paper 1: Short-answer and Data-based questions	1 hr	30%
	Paper 2: Section A: Case study Section B: 2 structured essay questions	2 hrs	50%
Internal	Practical work	30 hrs	20%

Group 4: Biology HL/SL

GR. 11 AND 12 COURSE CONTENT

- Statistical Analysis, Cells, The Chemistry of Life, Genetics, Ecology and Evolution, Human Health and Physiology
- Two Option topics
- HL only: Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Plant Science, Genetics, Human Health and Physiology
- Investigations
- Group 4 Project

SKILLS

Students learn to:

- demonstrate, apply and use an understanding of scientific facts and concepts, scientific methods and techniques, scientific terminology and methods of presenting scientific information
- construct, analyse and evaluate hypotheses, research questions and predictions
- demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving
- demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

HL ASSESSMENT

External	Paper 1: 40 multiple-choice questions	1hr	20%
	Paper 2: Data-based, Short-answer and Extended-response questions	2hrs 15min	36%
	Paper 3: Data-based and Short-answer questions on option topics	1hr 15min	20%
Internal	Investigations and Group 4 Project	60hrs	24%

SL ASSESSMENT

External	Paper 1: 30 multiple-choice questions	45min	20%
	Paper 2: Data-based, Short-answer and Extended-response questions	1hr 15 min	32%
	Paper 3: Data-based and Short-answer questions on option topics	1hr	24%
Internal	Investigations and Group 4 Project	40hrs	24%

Group 4: Chemistry HL/SL

GR. 11 AND 12 COURSE CONTENT

- Quantitative Chemistry, Atomic Structure, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, Measurement and Data Processing
- Two Option topics
- HL only: the above topics in further detail
- Investigations
- Group 4 Project

SKILLS

Students learn to:

- demonstrate, apply and use an understanding of scientific facts and concepts, scientific methods and techniques, scientific terminology and methods of presenting scientific information
- construct, analyse and evaluate hypotheses, research questions and predictions
- demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem-solving
- demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

HL ASSESSMENT

External	Paper 1: 40 multiple-choice questions	1hr	20%
	Paper 2: Data-based, Short-answer and Extended-response questions	2hrs 15min	36%
	Paper 3: Data-based and Short-answer questions on option topics	1hr 15min	20%
Internal	Investigations and Group 4 Project		24%

SL ASSESSMENT

External	Paper 1: 30 multiple choice questions	45min	20%
	Paper 2: Data-based, Short-answer and Extended-response questions	1hr 15 min	32%
	Paper 3: Data-based and Short-answer questions on option topics	1hr	24%
Internal	Investigations and Group 4 Project		24%

Group 4: Physics HL/SL

GR. 11 AND 12 COURSE CONTENT

- Physics and Physical Measurement, Mechanics, Thermal Physics, Oscillations and Waves, Electric Currents, Fields and Forces, Atomic and Nuclear Physics, Energy, Power and Climate Change
- Two Option topics
- HL only: Motion in Fields, Thermodynamics, Wave Phenomena, Electromagnetic Induction, Quantum and Nuclear Physics, Digital Technology
- Investigations

GROUP 4 PROJECT SKILLS

Students learn to:

- demonstrate, apply and use an understanding of scientific facts and concepts, scientific methods and techniques, scientific terminology and methods of presenting scientific information
- construct, analyse and evaluate hypotheses, research questions and predictions
- demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem-solving
- demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety

HL ASSESSMENT

External	Paper 1: 40 multiple-choice questions	1hr	20%
	Paper 2: Data-based and Short-answer questions	2hrs 15min	36%
	Paper 3: Data-based and Short-answer questions on option topics	1hr 15min	20%
Internal	Investigations and Group 4 Project		24%

SL ASSESSMENT

External	Paper 1: 30 multiple-choice questions	45min	20%
	Paper 2: Data-based and Short-answer questions	1hr 15 min	32%
	Paper 3: Data-based and Short-answer questions on option topics	1hr	24%
Internal	Investigations and Group 4 Project		24%

Group 5: Mathematics HL/SL

GR. 11 AND 12 COURSE CONTENT

- Algebra, Functions and Equations
- Circular Functions and Trigonometry
- Matrices and Vectors
- Statistics and Probability
- Calculus
- Portfolio
- HL Option: Statistics and Probability

SKILLS

Students learn to:

- read, interpret and solve a given problem, using appropriate mathematical strategies and techniques
- formulate a mathematical argument and communicate it clearly, using appropriate notation and terminology
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of mathematical modelling and its appropriate uses

HL ASSESSMENT

External	Paper 1: Short-answer questions and extended-response questions (no calculators allowed)	2hrs	30%
	Paper 2: Short-answer questions and extended-response questions (GDC required)	2hrs	30%
	Paper 3: Extended-response questions on Option topic (GDC required)	1hr	30%
Internal	Portfolio 1: Mathematical Investigation		10%
	Portfolio 2: Mathematical Modelling		10%

SL ASSESSMENT

External	Paper 1: Short-answer questions and extended-response questions (no calculators allowed.)	1hr 30min	40%
	Paper 2: Short-answer questions and extended-response questions (GDC required)	1hr 30min	40%
Internal	Portfolio 1: Mathematical Investigation		10%
	Portfolio 2: Mathematical Modelling		10%

Group 5: Mathematical Studies SL

GR. 11 AND 12 COURSE CONTENT

- Introduction to the Graphic Display Calculator (GDC)
- Number and Algebra
- Sets
- Logic and Probability
- Functions
- Geometry and Trigonometry
- Statistics
- Differential Calculus
- Financial Mathematics
- Project

SKILLS

Students learn to:

- read, interpret and solve a given problem, using appropriate mathematical strategies and techniques
- formulate a mathematical argument and communicate it clearly, using appropriate notation and terminology
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of mathematical modelling and its appropriate uses

SL ASSESSMENT

External	Paper 1: Short-answer questions	1hr 30min	40%
	Paper 2: Extended-response questions	1hr 30min	40%
Internal	Project		20%

Group 5: Further Mathematics SL

GR. 11 AND 12 COURSE CONTENT

- Geometry
- Statistics and Probability
- Sets
- Relations and Groups
- Series and Differential Equations
- Discrete Mathematics

SKILLS

Students learn to:

- read, interpret and solve a given problem, using appropriate mathematical strategies and techniques
- formulate a mathematical argument and communicate it clearly, using appropriate notation and terminology
- demonstrate an understanding of both the significance and the reasonableness of results
- recognize patterns and structures in a variety of situations, and make generalizations
- use appropriate technological devices as mathematical tools
- demonstrate an understanding of mathematical modelling and its appropriate uses

SL ASSESSMENT

External	Paper 1: Short-answer questions	1hr	35%
	Paper 2: Extended-response questions	2hrs	65%

Group 6: Music HL/SL

GR. 11 AND 12 COURSE CONTENT

- Musical Performance
- Musical Composition
- Musical Perception and Analysis
- Writing about music, using appropriate musical language and terminology
- Music in relation to time and place

SKILLS

Students learn to demonstrate:

- knowledge, understanding and perception of music in relation to time, place and cultures
- appropriate musical terminology to describe and reflect their critical understanding of music
- comparative analysis of music in relation to time, place and cultures
- creative skills through exploration, control and development of musical elements
- performance skills through solo music making or group music making
- critical-thinking skills through reflective thought

HL ASSESSMENT

External	Paper 1: Listening	3hrs	30%
	Investigation of Musical Links (2000 words)		20%
Internal	Creating		25%
	Solo Performing	20min	25%

SL ASSESSMENT

External	Paper 1: Listening	2hrs 15min	30%
	Investigation of Musical Links (2000 words)		20%
Internal	Creating or Solo Performing or Group Performing		50%

Group 6: Theatre HL/SL

GR. 11 AND 12 COURSE CONTENT

- Theatre in the making
- Theatre in performance
- Theatre in the world
- Independent Project

SKILLS

Students learn to:

- demonstrate a theoretical and practical knowledge of theatrical traditions from more than one culture
- demonstrate an understanding of production elements and theatre practices
- evaluate critically a range of diverse performances
- engage practically in creating and presenting performances, which will include a basic level of technical proficiency
- reflect on their own development in theatre through continual self-evaluation and recording
- acquire appropriate research skills and apply them
- demonstrate an ability to interpret play texts and other types of performance texts analytically and imaginatively
- demonstrate initiative and perseverance in both individual and group projects

HL ASSESSMENT

External	Research Investigation (2000-2500 words)		25%
	Practice Performance Proposal (1000-1250 words)		25%
Internal	Theatre Performance and Production Presentation	30min	25%
	Independent Project Portfolio (3000 words)		25%

SL ASSESSMENT

External	Research Investigation (1500-1750 words)		25%
	Practice Performance Proposal (250 words)		25%
Internal	Theatre Performance and Production Presentation	20min	25%
	Independent Project Portfolio (2000 words)		25%

Group 6: Visual Arts HL/SL

GR. 11 AND 12 COURSE CONTENT

- Exploration of media, including the use of material and equipment
- Exploration and development of artistic qualities in visual arts
- Relationships between form, meaning and content in visual arts
- Study of a variety of social and cultural functions of visual arts
- Appreciation and evaluation of their own work and that of others

SKILLS

Students learn to:

- respond to, and analyse critically and contextually, the function, meaning and artistic qualities of past, present and emerging art, using the specialist vocabulary of visual arts
- develop and present independent ideas and practice, and explain the connections between these and the work of others
- explore and develop ideas and techniques for studio work through integrated contextual study and first-hand observations
- develop and maintain a close relationship between investigation and a purposeful, creative process in studio work
- produce personally relevant works of art that reveal evidence of exploration of ideas that reflect cultural and historical awareness
- develop and demonstrate technical competence and artistic qualities that challenge and extend personal boundaries, technical competence and self-direction

HL/SL ASSESSMENT OPTION A

External	Studio Work: Interview	30min	60%
Internal	Investigation Workbook		40%

HL/SL ASSESSMENT OPTION B

External	Studio Work: Interview	30min	40%
Internal	Investigation Workbook		60%

Theory of Knowledge

GR. 11 AND 12 COURSE CONTENT

- Areas of Knowledge:
 - Natural Sciences
 - Human Sciences
 - Mathematics
 - Ethics
 - The Arts
 - History
- Ways of Knowing:
 - Emotion
 - Language
 - Reason
 - Perception

SKILLS

Students learn to:

- demonstrate an understanding of the strengths and limitations of the various Ways of knowing and of the methods used in the different Areas of Knowledge
- demonstrate a capacity to reason critically
- make connections between personal experience and different Ways of Knowing and Areas of Knowledge
- demonstrate an understanding of knowledge at work in the world
- identify values underlying judgments and knowledge claims pertinent to local and global issues
- demonstrate an understanding that personal views, judgments and beliefs may influence their own knowledge claims and those of others
- use oral and written language to communicate ideas clearly

ASSESSMENT:

External	Essay on a Prescribed Title (1200-1600 Words)		67%
Internal	Oral Presentation	10min	33%
	One written self-evaluation report		

The combined achievement in the Extended Essay and Theory of Knowledge can result in the awarding of up to three bonus points

Physical Education

GR. 11 AND 12 COURSE CONTENT

- Fitness/Conditioning
- Volleyball
- Badminton
- Basketball
- Soccer
- Croquet
- Tennis
- Softball

SKILLS

Students learn to:

- have a basic understanding of the fundamental skills involved in the respective units of study
- have a general understanding of the rules and general strategies involved in each sporting activity
- work and collaborate together in team game/activity situations
- understand the importance of the five fundamental areas of fitness: cardio-respiratory fitness, muscle strength, muscle endurance, flexibility and body composition
- design an individual fitness plan based on the five fundamental areas of fitness

ASSESSMENT:

- Ongoing evaluation of effort and class participation in all required activities
- Fundamental skills test at the end of each unit of study
- Practical assessment of the ability to implement the fundamental skills covered in game situations
- Application of rules and relevant strategies in game situations
- Fitness Assessment Test: Harvard Step Test and/or bleep test, Sit-ups, Push-ups, Grip strength, Flexibility & Body Composition (optional)

Religion

GR. 11 AND 12 COURSE CONTENT

- Introduction to Religion
- What is Ethics?
- Ethical Theories
- Ethics as Religion
- Divine Command Theory
- Sanctity of Life
- Utilitarianism
- Natural Law Theory
- The Argument from Religious Experience
- The Teleological Argument
- The Problem of Evil
- That All May Have Life

SKILLS

Students learn to:

- explore religious, ethical and philosophical issues in an independent manner
- develop the ability to formulate and articulate a coherent argument
- respond sensitively to points made by fellow students in class discussions
- interpret the information studied, and compare and contrast with their own understanding
- investigate and research further reading
- explore their own understanding of their own faith and of the faith of others

ASSESSMENT:

- Essays
- Comprehension Questions
- Presentations
- Group work situations
- Participation in discussions and liturgical celebrations
- End-of-semester examinations

Personal and Social Education

GR. 11 AND 12 COURSE CONTENT

- Self-Analysis, Target Setting, Planning and Organization, Life Skills, Bullying, Relationships, Personal Health, Mental Health, Drug and Alcohol Education, Career Education
- Understanding and Knowing about the University Application Process
- Writing Effective UCAS Personal Statements and Interview Skills
- University and College Orientation

SKILLS

Students learn to:

- develop confidence and responsibility, and make the most of their abilities
- develop a healthy, safer lifestyle
- develop good relationships and respect the differences between people
- know and understand about becoming an informed member of society
- develop skills of enquiry and communication
- develop skills of participation and responsible action.

ASSESSMENT

Short assignments

Presentations

Participation in class activities

Participation in group discussion