

INTERNATIONAL BACCALAUREATE PROSPECTUS

2012-2013
Guernsey Grammar School
and
Sixth Form Centre
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.....& Mr J Watkin
Assistant Sixth Form ManagerMrs S Good
Assistant Sixth Form ManagerMrs R Surridge-Smale
International Baccalaureate Coordinator Ms N Diplock
Careers and Guidance Manager.....Mr J Banks
Examinations Officer.....Mr S Nicholson
Additional Needs Coordinator.....Mrs R Kellow

Dates of Terms – 2012 - 2013

Autumn TermTuesday 4th September to Friday 21st December 2012
Half-termMonday 22nd October to Friday 26th October 2012
Spring TermTuesday 8th January to Friday 22nd March 2013
Half-termMonday 11th February to Friday 15th February 2013
Summer TermTuesday 9th April to Friday 19th July 2013
May Day Holiday...Monday 6th May 2013
Liberation Day Thursday 9th May 2013
Half-termMonday 27th May to Friday 31st May 2013

School Day

Morning Registration8.40 am Afternoon school ends 3.30 pm

TIMETABLE OF EVENTS

All applicants to the Sixth Form should make their application through the Central Admissions System, administered by careers teachers in their school.

Timetable of Events:

Autumn Term

September	Joint talks by Sixth Form Centre and College of Further Education to year 11 students
22 November	International Baccalaureate Students' and Parents' Evening
23 & 30 November	Year 11 planned visits by feeder schools to the Sixth Form Centre. Please check with your current school to confirm arrangements

Spring Term

January-February	Individual student interviews take place
Thursday 26 January	The Sixth Form Centre Post 16 Evening at 7.30 pm
Thursday 23 February	The Sixth Form Centre Information Day
Friday 9 March	Closing date for all Post 16 applications

Summer Term

28 & 29 April	The Careers Show at Beau Sejour
Friday 27 April	Offers sent to all applicants. Copies sent to schools
Friday 4 May	Closing date for acceptance of first choice place
Early July	Requests to schools for GCSE results
Thursday 23 August	GCSE results. Most students will be happy with their results and satisfactorily placed on an AS programme of study. Occasionally difficulties may arise as a result of GCSE grades or indecision over choice. Should this occur, staff will be available to offer possible solutions.

Applicants who do not currently form a part of Year 11 at the Secondary Schools, St. Anne's School or the Guernsey Grammar School & Sixth Form Centre, should contact the IB Coordinator directly, who will explain the procedures to be followed.

Mature applicants may qualify for a grant from the Education Department. They should contact the Education Department, who will explain the nature of the grant and those who are entitled to apply for it.

Subject Summaries

Brief outlines for each subject can be found on the following pages.

CORE VALUES, AIMS AND OBJECTIVES

The Core Values of the Guernsey Grammar School and Sixth Form Centre are to:

- Pursue academic excellence
- Celebrate achievement and participation
- Guide and nurture individual development
- Appreciate cultural diversity
- Promote human rights and responsibilities
- Cherish the community and the environment
- Promote spiritual, moral and ethical values
- Promote loyalty, pride, spirit, belonging and caring

Academic Progress

Guernsey Grammar School and Sixth Form Centre is committed to providing an excellent education for all students enabling them to enjoy and achieve high levels of learning. We address the diverse needs and aspirations of our students, offering an excellent foundation in all aspects of learning, to challenge and prepare them for a successful future.

Personal Development

Guernsey Grammar School and Sixth Form Centre recognises and nurtures each student as a unique person. We are dedicated to developing in our students the qualities and skills necessary to become safe, healthy, confident, self-motivated and independent individuals prepared for the responsibilities of adult life and their own economic well-being.

Tolerance and Awareness

Guernsey Grammar School and Sixth Form Centre actively promotes respect and tolerance as well as environmental and social awareness. We encourage our students to make a positive contribution and become committed and valued members of our school and, by supporting internationalism and inter-culturalism, responsible citizens of the world.

The school will measure its effectiveness by: student, teacher, parent and Education Department feedback, the validation process, external examination results and other performance indicator data, internal monitoring and evaluation procedures and the continuing professional development programme

The International Baccalaureate Organisation (IBO) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IBO works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

THE AIM OF SIXTH FORM EDUCATION AT THE SIXTH FORM CENTRE

The Sixth Form Centre seeks to be a caring community committed to the pursuit of excellence, educating each student to high academic standards and for the responsibilities of adult life.

The purposes of post-16 education within the Sixth Form Centre:

- to extend 5-16 education to meet the needs of students
- to enable students to achieve a level of examination success which reflects their full potential
- to provide a broad, balanced and flexible curriculum which takes into account the individual's needs, aspirations and abilities
- to provide a learning environment which is stimulating, demanding and enjoyable for both students and staff
- to encourage an enquiring attitude and a respect for learning which students will carry into their adult lives
- to prepare students for higher education and the world of employment
- to provide a learning context in which all subjects, together with the skills, values and experiences they promote, are given equal status
- to provide a happy, caring and supportive community which values the individual
- to recognise the needs of the island community
- to develop an intellectual and spiritual awareness that will help students to cope with a rapidly changing world

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

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

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

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

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

- Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
- Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

WELCOME TO SIXTH FORM EDUCATION

Dear Students

Guernsey Grammar School opened in 1985 and was designed with a large Sixth Form in mind. In September 2005 the new Sixth Form Centre was opened and the buildings provide a modern, exceptionally pleasant and well resourced environment for staff and students alike. The Sixth Form is currently made up of approximately 435 students from every school in the Bailiwick of Guernsey, of whom over 53% were not previously at the Guernsey Grammar School. The large size of the Sixth Form enables the School to offer a wide range of post-16 courses. The range of subjects means it is possible to develop programmes of study that recognise the strengths and meet the needs and aspirations of individual students.

The Sixth Form Centre provides a high quality post-16 education that is designed to achieve individual excellence in examination results, to give the opportunity for students to participate in a wide variety of activities and short courses to enrich this phase of education and to prepare students for life beyond the Sixth Form.

From September 2012 students will be able to study the International Baccalaureate (IB) Diploma Programme. The IB is for students who wish to study a broad programme which is academically challenging and stimulating.

A noted feature of the school is the friendly atmosphere of cooperation that exists and the supportive relationships among all who work there. Expectations of students are high and the school is committed, through its programme of teaching and pastoral support, to enable all students to complete their studies successfully and to each individual's full potential. In 2011 the pass rate at A level was 99.3% with 77.9% of the grades at A*-C.

We expect the International Baccalaureate to continue this trend.

The IB Diploma has been in place since the 1960's/for the last 50 years, and the Guernsey Grammar School and Sixth Form Centre has been several years in the planning, training and implementation of the IB.

We are very excited at the prospect of being able to offer this internationally recognised qualification/course.

We look forward to welcoming you to the Sixth Form Centre.



Mrs C Watson
Headteacher



SUPPORT AND GUIDANCE

All students, irrespective of their origins, will find that the Sixth Form experience differs considerably from previous phases of education. The nature of the work, the styles of teaching and learning and the importance of the contribution that the student makes to the organisation of their personal learning differ markedly from their experiences to date. All post 16 programmes of study are challenging and the successful completion of these courses will require a continuing positive commitment from each individual to their own success and to the success of the school in general.

All students have a personal tutor to help them to make a successful transition into the Sixth Form and to derive the maximum benefit from their studies. Students meet with their tutors on a daily basis for registration and twice a week for tutorials. Tutors are responsible for supporting, helping and guiding the students in their care and wherever possible will be involved with their tutor group as part of the Personal Enrichment Programme and for their Creativity, Action and Service course.

The Sixth Form Centre is committed to a programme of regular monitoring and guidance for students. Students' work is monitored closely and on five occasions throughout their time in the Sixth Form students will have formal grading and discussion sessions with their teachers and tutors that will assess their progress to date and jointly define targets for the future. Student self-assessment plays a large part in the student/tutor discussion because we believe that the student is the person most keenly aware of their own strengths and weaknesses. In addition to these sessions there will also be progress reports, formal written reports and four parents' and students' consultation meetings to ensure the opportunity for dialogue. Parents are, of course, welcome to contact the tutor, IB Coordinator or the Director of Sixth Form at any time, if there are matters they wish to discuss.

Guidance is linked closely to a policy of ensuring that students have regular information about their progress and where they stand in relation to reaching targets. Any problems can be identified quickly and advice and support to assist the student to work effectively can be given. Guidance is offered at all stages and becomes increasingly concerned with preparation for application to Higher Education and employment.

EXPECTATIONS

Guernsey Grammar School and Sixth Form Centre is a large educational institution. It consists of over 1,000 students aged between 11 and 18 and we encourage a family atmosphere where all students feel themselves to be part of a strong and mutually supportive whole community. Within this community the two groups of students, namely those aged 11-16 and those in the Sixth Form, are treated differently, although they share the same teaching staff and many of the resources and social facilities.

Dress

There are no uniform requirements in the Sixth Form, but we do expect all students to be smartly and appropriately dressed for a formal and purposeful working atmosphere. For male students this means that they are expected to wear a jacket, trousers, shirt and tie; suits are encouraged. For a female student it means that they are expected to wear a skirt or trousers and smart top; jackets and suits are encouraged. Casual wear, including trainers, denim or sweatshirts, is not appropriate. A more detailed leaflet is available for parents and students.

Punctuality and Attendance

Sixth Form students are full time members of the Guernsey Grammar School and are required to attend school and all lessons punctually. In year 12 students are expected to be present at school from 8.40am until 3.30pm but they may leave the premises during the lunch break (1.15-2.30 pm). In year 13 students are able to study at home during private study sessions in the afternoon with parental consent.

Continued membership of the Sixth Form requires that the conditions outlined above are met.

THE NATURE OF SIXTH FORM WORK

Post 16 work differs considerably from that already experienced at GCSE. It requires a much greater knowledge and understanding of the subject and the teaching methods are likely to vary significantly. The greatest difference experienced by most students is the extent to which they are required to take responsibility for their own learning, to learn to manage their time effectively, to read extensively, to reorder and revise notes continually and to develop a critical self awareness of their own motivation and progress. It is noticeable that those who possess or develop the self discipline required to generate a regular study pattern at an early stage, derive much greater satisfaction and success from their courses.

Every student must be prepared to devote a substantial amount of time to study outside lessons. The exact amount of time will vary with the course and the subject combination but students should be prepared to spend a significant amount of time in independent study.

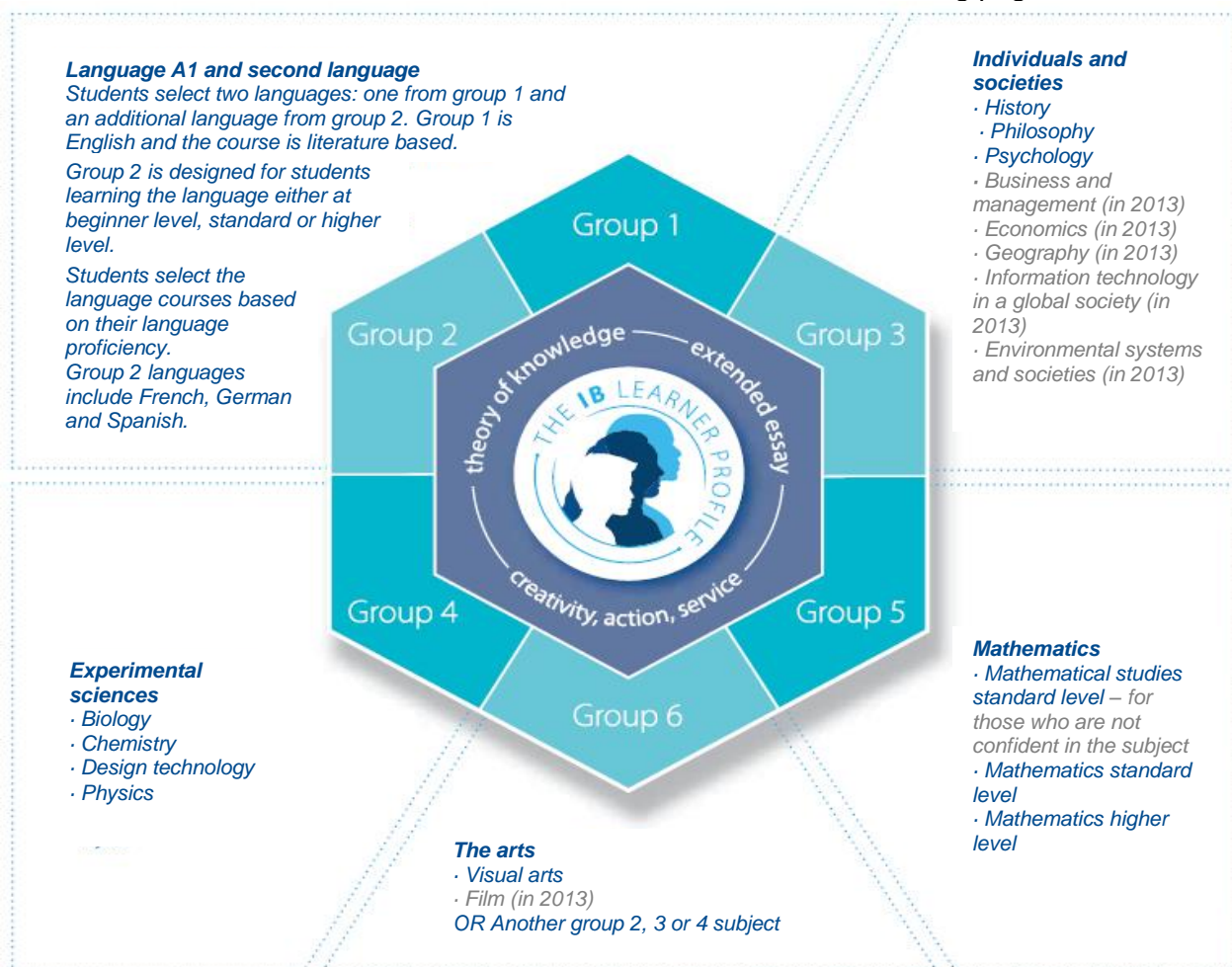
INTERNATIONAL BACCALAUREATE

The International Baccalaureate Diploma Programme

Introduction

The IB Diploma Programme, for students aged 16 to 19, is a balanced but academically challenging Level 3 programme of education with final examinations that prepares students for success at university and in life beyond. It is a two year program, first established in the 1960s, and has grown to be the 2nd largest qualification taken by students in the UK. It is an international qualification, which is recognized and welcomed by universities worldwide because of its reputation for rigorous external assessment. The IB diploma is different from other courses of study due to its philosophy of education, which emphasizes the development of the whole student – physically, intellectually, emotionally and ethically. The IB diploma's learner profile has ten inspirational qualities that all IB learners strive to develop throughout their course. These are to be *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective*.

This is a course that suits all students who are organised and enthusiastic about learning, and wish to follow a broader curriculum than the A level route. Students study 6 courses, one from each group, and must also satisfy the core requirements. 3 courses are taken at Higher Level and 3 at Standard Level. All courses are described in detail on the following pages.



Assessment

External Assessment

This is through written examinations in May of the 2nd year of study. These are externally marked, with the grading system based on validity, reliability, and the reaching of a certain standard.

Coursework

Coursework assessment varies from subject to subject, but on average this is embedded into the course. It can take many forms, from oral exercises for Group 2, to laboratory work for Group 4. Some coursework is internally marked and externally moderated, while other work is externally worked.

Progression

The IB is graded out of a possible 45 points, and to gain the Diploma students must score at least 24 points, and complete the core. Students who do not gain the Diploma will gain individual subject accreditations.

Universities commonly make offers to IB students for a certain number of points overall and a certain number of points for the most relevant HL subject. The IB provides both the breadth and depth required by universities, and is a good pre-university qualification. The Russell Group, who represent the UK's 20 leading universities, can be quoted as follows:

'The International Baccalaureate is well-established as a qualification... ..Because the IB is not as well known in the UK, this often leads to concerns about its acceptability for university admission. In practice, the vast majority of university Admissions staff have a lot of experience of assessing IB applicants and are more than happy to accept it for university entry purposes. If you are studying for the IB, your choice of higher level subjects will be key to determining the university courses open to you. ... It is less usual for universities to require particular subjects at standard level within the IB although you should always check entry requirements carefully before applying to be certain of this.' *Russell Group 'Informed Choices' 2011*

For more information

All courses are described in detail on the following pages, but more information from the International Baccalaureate Organisation about its courses can be found by following this link: <http://www.ibo.org/recognition/resources/curriculum/>. IBSCA, the International Baccalaureate Schools and Colleges Association of the UK, produce a document annually which is designed to compare the IB diploma program and A level courses. This can be found by following the link <http://www.ibsca.org.uk/index.php/universities-and-ib>.

Entry Requirements

Students will be expected:

- To achieve a minimum of 5 grade Cs at GCSE level or equivalent from a range of subjects, to include English and Maths
- To have a minimum of a grade C at GCSE in any subject they wish to continue. There are some subjects that students may find very difficult unless they have achieved at least a grade B at GCSE and/or taken the higher tier.
- To receive a favourable reference from their previous school or college and obtain the approval of the Headteacher of the Guernsey Grammar School and Sixth Form Centre.
- To have an individual interview to discuss their choice of subjects and future plans

Note

- Where subjects are selected which have not been studied at GCSE, Departments are likely to take into account the grade achieved in Mathematics, Science or English when making their decision.
- Decisions regarding offers will be made using a range of information: predicted GCSE grades, the school reference, the Sixth Form Interview and any information gathered by the relevant Head of Department during the Information Day.
- Appeals may be made to the Headteacher.

Guernsey Grammar School and Sixth Form Centre is a candidate school* for the Diploma Programme. This school is pursuing authorization as an IB World School. IB World Schools share a common philosophy—a commitment to high-quality, challenging, international education—that we believe is important for our students.

* Only schools authorized by the IB Organization can offer any of its three academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP) or the Diploma Programme (and in addition the IB Career-related Certificate). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes visit <http://www.ibo.org>

THE CORE

An Overview of the Core

The IB diploma is more than a package of different academic subjects, and the whole is greater than the sum of its individual parts, with the core of the IB Diploma sitting at the heart of every student's program of study. This core consists of three strands; the *Theory of Knowledge* course, *Creativity, Action and Service*; and the *Extended Essay*. These courses, through reflection and action, seek to encourage the development of young people into learners that are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective; who really can help to create a better and more peaceful world.

To gain the IB diploma, a student must complete and pass this core curriculum. Both the extended essay and the theory of knowledge contribute to the overall diploma score through the award of points. A maximum of three points are awarded according to a student's combined performance in both the extended essay and theory of knowledge.

The Extended Essay

The extended essay (EE) is an in-depth study that offers the opportunity for IB students to investigate a topic of special interest, usually one of the student's six Diploma Programme subjects, and acquaints them with the independent research and writing skills expected at university. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research on a topic of choice, under the guidance of a supervisor, which leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject. In countries where normally interviews are required prior to acceptance for employment or for a place at university, the extended essay has proved to be a valuable stimulus for discussion.

Students begin to consider and plan their EE at the beginning of the summer term in their first year, and will be expected to submit it for marking at the beginning of the 2nd year of their course. The EE requires approximately 40 hours of work, and students will be guided by their EE supervisor, who will complete the EE process in the autumn term by conducting a concluding interview – the *viva voce* – with the student.

Assessment

To be awarded the IB Diploma you must complete and pass the EE. The EE is externally marked, and assessed against common criteria, interpreted in ways appropriate to each subject.

THEORY OF KNOWLEDGE (TOK)

'Welcome to a journey into thinking which we hope will intrigue you. If you bring to it a mind that is alive to questions and open to exploring answers, this course has the potential to give you a way of approaching knowledge that will benefit your thinking for the rest of your life' (Dombrowski et al. 2007).

What is "Theory of Knowledge"?

The TOK course is a central part of the IB Diploma and asks the key question "How do you know?" This course will encourage you to think critically about all the subjects that you are studying instead of just blindly accepting what you are taught. This critical thinking involves asking good questions, using language with care and precision, supporting ideas with evidence, arguing coherently, and making sound judgements. The TOK course will support the rest of your learning by helping you to reflect on the nature of the other subjects you are studying. All other subjects will encourage you to use the skills you are taught in the TOK course, even if this means that you are questioning what they are trying to teach you! The aim of the course is to encourage you to see knowledge as a **whole**, rather than just a set of unrelated and distinct subject areas.

Why is it a core part of the IB Diploma?

Theory of Knowledge gives students the opportunity of thinking about what it means to *know* something. You will be encouraged to think about your other subjects in new and challenging ways:

- With regard to languages, we will ask whether translating is more an art or a science, and whether in fact there are some truths that lie beyond language.
- Does it make more sense to talk about mathematics being discovered or invented?
- Are the natural sciences the most important form of knowledge? Are they perhaps the only form of true knowledge?
- How objective can we really be when studying history?
- In Art, is beauty only in the eye of the beholder?

How is TOK Assessed?

TOK assessment is completed during the course; there is no final exam. To be awarded the IB Diploma you must complete and pass the TOK course.

External assessment:

A short essay chosen from a list of 10 titles given by the IBO each year

65%

Internal assessment

A presentation in class: applying what you have learned to an area of personal interest

35%

CREATIVITY, ACTION AND SERVICE (CAS)

You must be the change you wish to see in the world. *Mahatma Gandhi*

Creativity, action, service is at the heart of the Diploma Programme. It involves you in a range of activities alongside your academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are summarised below.

Creativity: arts, and other experiences that involve creative thinking

Action: physical exertion contributing to a healthy lifestyle, complementing your academic work

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

The activities that students choose to take part in will be a combination of individual challenges and those developing the key skills of team work. These activities will give students multiple opportunities to work within the local community on Guernsey as well as projects further a field in both the UK and on an international scale.

A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery that allows students to develop a number of new life skills that can be used in an extensive variety of situations throughout life. Each individual has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

A key element of CAS is the reflection phase. This assists students in recognising their own strengths and weaknesses, the skills that they have learnt directly as a result of undertaking the tasks, and helps them to consider both the ethical implications and global importance of the work completed.

What you will need to do:

- CAS is not externally assessed but you need to document and reflect on at least 150 hours of activities, which is 3 to 4 hours of activities per week.
- CAS activities should take place regularly throughout the programme.
- At least one project, involving collaboration and the integration of at least two of creativity, action and service, is required.
- You **must** complete CAS to be awarded the IB diploma.
-

How will the Sixth Form Centre help you complete your CAS hours?

- Throughout the course you will have a programmed time to meet with your CAS advisor, either individually or as a group with other IB Students.
- The Sixth Form Centre runs many Personal Enrichment Courses and charity events that you can take part in to help you complete your CAS hours.
- We plan to run regular CAS trips and CAS project camps. In 2012-2014 we hope to run an exciting CAS Project trip overseas.
- You can also continue with your own activities!

And Finally....

Your CAS experience should not just be a learning experience, but a lot of fun!
Why should you study the International Baccalaureate?

"When planning for a year, plant corn. When planning for a decade, plant trees. When planning for life, train and educate people."

Chinese Proverb

There are many compelling reasons why you should take up this opportunity, and these include:

- Having studied English and a foreign language, IB students have learnt to be articulate *communicators*.
- As well as possessing a good standard of literacy, IB students are numerate and scientifically able. These skills lead students to be extremely versatile, and are desirable skills that all employers look for.
- 19% of IB entrants to University achieve a first-class honours degree, compared to 14.5% with A level or other equivalent qualifications.*
- CAS develops an IB student's awareness of the needs of others, and encouraging them to develop into *caring* and *reflective* young people.
- 5.1% of IB students study medicine or dentistry at university compared to 2.9% of A level students.*
- IB students are encourage to strive to be *inquirers* and *knowledgeable*, resulting in them being twice as likely as their peers to pursue further full time study.*
- After university, IB students are more likely to be employed in graduate level jobs.*
- TOK and EE help to develop critical thinking and independent thought. These two skills will help you make decisions throughout your life.

*Research published by the Higher Education Statistics Agency (HESA) in 2011.

GROUP 1 AND 2: LANGUAGE A1 AND SECOND LANGUAGE

Overview of Courses

Students select two languages to study for the IB Diploma. Group 1 is English literature based course, whilst Group 2 is a second language, and is designed for students learning the language from beginner level up to near native speaker level. Students select the language courses based on their language proficiency, and the outcomes of the course.

Languages of the Diploma Programme aim, at all levels, to encourage a personal appreciation of literature and to develop the student's powers of expression, both in written and oral communication. The study of a second language also encourages students to develop an awareness and appreciation of a different culture's perspectives, as well as providing the students with a basis for further study, work and leisure through language.

There are 3 courses on offer, ranging from *ab initio* (beginner) to standard and higher level. An *ab initio* group 2 course would take the place of 1 of the 3 standard courses in the student's IB Diploma Programme.

	Subject	Entry criteria		Other notes
		Standard	Higher	
Group 1 Language A1	English	C in GCSE English	C in GCSE English	
Group 2 Other Language	French	C in GCSE French	B in GCSE French	<i>Guernsey Grammar School and Sixth Form reserves the right not offer a particular language at a particular level if there is not the student demand for that course. This will be reviewed each year.</i>
	German	C in GCSE German	B in GCSE German	
	Spanish	C in GCSE Spanish	B in GCSE Spanish	
	Ab initio (<u>beginner</u>) French	<u>No previous study is required, & you cannot study ab initio French if you have above a C grade in GCSE French.</u>		
	Ab initio (<u>beginner</u>) German	<u>No previous study is required, & you cannot study ab initio German if you have above a C grade in GCSE German.</u>		
Ab initio (<u>beginner</u>) Spanish	<u>No previous study is required, & you cannot study ab initio Spanish you have above a C grade in GCSE Spanish.</u>			

GROUP 3: INDIVIDUALS AND SOCIETIES

Overview of Courses

Group 3 subjects study individuals and societies. More commonly, these subjects are collectively known as the human sciences or social sciences. In essence, group 3 subjects explore the interactions between humans and their environment in time, space and place.

The international perspective in all group 3 subjects provides a sound platform for the promotion of international understanding and, inherently, the intercultural awareness necessary to prepare students for global citizenship. Above all, it helps to foster respect and understanding of people and events in a variety of cultures throughout the world.

There are 3 courses on offer, all at standard and higher level. To take these courses, you do not need to have studied any of these subjects before, but if you have a minimum of a C in the GCSE is required.

Subject	Entry criteria		Notes
	Standard	Higher	
History	C in GCSE English	C in GCSE English	<i>If you wish to study 2 group 3 subjects, the other can be taken instead of a group 6 subject. You will not be able to study all 3 of these subjects.</i>
Philosophy	C in GCSE English	C in GCSE English	
Psychology	C in GCSE English	C in GCSE English	

Standard or Higher Level?

While many of the skills of studying these subjects are common to both SL and HL, the HL student is required, through in-depth study, to synthesize and critically evaluate knowledge. For Higher Level students, the subject is studied to a greater depth, which places a greater demand on the student. If you aim to study a human or social science, or a related subject such as Law at university, you should take these subjects at Higher Level.

GROUP 4: EXPERIMENTAL SCIENCES

Overview of courses

All IB science courses combine academic study with the acquisition of practical and investigational skills through the experimental approach. Students learn the principles that underpin both the physical environment and biological systems around them. These courses cover the essential principles of each subject and, through selection of options, allow some flexibility to tailor the course to meet the needs of the students. Throughout these courses, students become aware of how scientists work and communicate with each other. Students are able to enjoy multiple opportunities for scientific study and creative inquiry within a global context.

There are 4 science courses on offer, all at Standard or Higher Level.

Entry Criteria:	Standard Level	Higher Level	Notes
Biology, Chemistry or Physics	CC in Science & Additional Science GCSE OR C in GCSE Biology / Chemistry / Physics	BB in Science & Additional Science GCSE OR B in GCSE Biology / Chemistry / Physics	<i>If you wish to study 2 science subjects, the other can be taken instead of a group 6 subject.</i>
Design Technology	It is preferred, <u>but not compulsory</u> , that you have studied this subject or an associated subject in Yr 11. If you have done so, then you should have achieved a minimum of a Grade C in that GCSE.		<i>You will not be able to study 3 sciences.</i>

Standard or Higher Level?

Group 4 students at standard level (SL) and higher level (HL) undertake a common core syllabus, a common internal assessment (IA) scheme and have some overlapping elements in the options studied. While the skills and activities of science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth. If you wish to continue your studies in science, or a science related area, you should take HL science courses.

GROUP 5: MATHEMATICS

Overview of Courses

All students studying on the IB Diploma Programme must take a course in Mathematics. The different courses reflect the differing needs and abilities of students, who should base their choice on their current achievement level **and** their need for maths in their future studies.

Mathematics I Studies SL	This course is available at SL only, and is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. This course consolidates and builds on the fundamental skills learnt at GCSE. Entry Criteria: C in GCSE maths
Mathematics SL	This course is ideal for students who expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration. This course needs you to be able to apply simple mathematical techniques correctly. Entry Criteria: B in GCSE maths
Mathematics HL	This course caters for students who are expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering and technology. On this course, students will need to be competent in a range of analytical and technical skills, and should enjoy meeting mathematical challenges and engaging with problems. Entry Criteria: A in GCSE maths

At all levels, the IB maths courses will enable students to:

- develop logical, critical and creative thinking
- develop an understanding of the principles and nature of the subject
- employ and refine their powers of abstraction and generalization
- develop patience and persistence in problem-solving
- appreciate the consequences arising from technological developments
- transfer skills to alternative situations and to future developments
- communicate clearly and confidently in a variety of contexts
- appreciate the multiplicity of cultural and historical perspectives of mathematics, including the international dimension of Mathematics.
- to enjoy the courses and develop an appreciation of the elegance, power and usefulness of the subject

GROUP 6: THE ARTS, OR SECOND SUBJECT FROM GROUPS 2, 3, or 4

Overview of Courses

Through studying the Arts, students become aware of how artists work and communicate. Visual Arts allows students to explore personal themes, express these in an appropriate context, and is a course that favours studio work.

The other option in Group 6 is to study a second subject, at standard or higher level, from groups 2, 3, or 4. This option allows students who wish to have a particular focus to shape the IB Diploma to meet their needs.

There are 2 options on offer, both at standard and higher level.

Subject	Entry criteria		Notes
	Standard	Higher	
Visual Art	C in Art GCSE	C in Art GCSE	
Another Group 2, 3, or 4 subject, at either Standard or Higher Level			<i>E.g. a potential Doctor can study a 2nd science, or a potential Lawyer can study a 2nd group 3 subject</i>