

# COURSE STRUCTURES (IB DIPLOMA)

## INTERNATIONAL BACCALAUREATE COURSE DESIGN

The IB diploma subjects are offered at two levels, standard level (SL) and higher level (HL). Each course is 150 hours and 240 hours of study respectively. All students must study three SL and three HL subjects chosen from each of the six groups with the exception of group 6 which can be omitted allowing two choices from either of the groups 2, and 3. The table below outlines the subjects available:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
<b>Language A1</b>	<b>Second Language</b>	<b>Individuals &amp; Societies</b>		<b>Mathematics</b>	<b>The Arts</b>
English	French	Economics	Biology	Mathematics (HL)	Music
	Japanese	Geography	Chemistry	Mathematics (SL)	Film
	Spanish ( <i>Ab Initio</i> ) (SL only)	History	Physics	Maths Studies (SL) <i>*Refer course outline page 38</i>	Visual Arts
		Classical Studies			

Some examples of choices taken by current students are:

Student A – Language & Humanities Focus

Higher Level	Standard Level
English	Mathematics
French	Chemistry
History	Physics

Student B – Science & Mathematics Focus

Higher Level	Standard Level
Mathematics	History
Chemistry	Spanish ( <i>Ab initio</i> )
Physics	English

## IB SUBJECTS AND PRE-REQUISITES

(AVAILABILITY SUBJECT TO MINIMUM CLASS NUMBERS)

### GROUP 1: MOTHER LANGUAGE

ENGLISH A1 (HIGHER OR STANDARD LEVEL)

#### Course Description

This is a literature-based course in which students study both regionally or locally selected pieces and world literature. A wide variety of literary genres are studied including poetry, short stories, drama and prose fiction.

#### Assessment

Internal: 30% – Oral. External: 70% – World Literature Assignment and written examination

#### Pre-requisites

Students will require mainly merit and excellence grades at Level 1 English.

### GROUP 2: LEARNED LANGUAGE

YEARS 12 AND 13

The languages currently offered at Scots College in the IB Diploma Programme are French (Standard and Higher Levels), Japanese (Standard Level) and Spanish (Ab Initio Level). It is anticipated that Spanish will offer Standard and Higher Level courses from 2013, with Chinese following a similar pathway.

FRENCH (STANDARD AND HIGHER LEVEL)

JAPANESE (STANDARD LEVEL)

#### Course Description

These two year courses focus on language acquisition and development in the four language skills: listening, speaking, reading and writing. The syllabus comprises three parts: language, texts and cultural awareness, and gives students the opportunity to reach a high degree of competence in the language, and to explore its culture in an international context. Students develop an ability to interact and communicate clearly and effectively in a range of situations, to express their opinions on a variety of subjects and to understand and use a range of vocabulary. Students read both literary and non-literary texts and learn to write in a variety of formats and contexts.

### Assessment

Internal: 30% – Individual and Interactive Oral

External: 70% – Written Examination (Text Handling and Written Production)

### Prerequisites

16 NCEA credits at Level 1, with Merit grades in three achievement standards for entry into Standard Level, and Excellence grades in three achievement standards for entry into Higher Level.

### SPANISH (AB INITIO STANDARD LEVEL)

The main focus of this two year course is the acquisition of language required in everyday social interaction. The students develop a variety of linguistic skills and a basic awareness of the cultures of the countries where Spanish is spoken. Students learn how to use Spanish in a variety of practical situations (eg. school, home, travel, work, leisure, emergency situations).

### Assessment

Internal: 30% – Individual and Interactive Oral

External: 70% – Written Examination (Text Handling and Written Production)

### Prerequisites

This course is for students who do not have previous experience in learning Spanish.

Spanish will be an option at Standard and Higher Levels from 2013, for which the course descriptions above, for French and Japanese, will apply.

### Overseas trips and exchanges

The College and Languages Department in particular benefit from several overseas connections.

Scots College has a sister school relationship with Toin Gakuen in Yokohama, Japan. Ten Japanese students are annually hosted at Scots in March, and ten Scots students visit Japan in September of the same year. This is an excellent opportunity for Year 10 students to be involved in hosting, and in a cultural trip to Japan.

The French Department is regularly offering a study trip to Nouméa in New Caledonia during the September break. This trip is run in conjunction with CREIPAC, the body which organises home-stays and French classes for visiting school groups, and is of immense value to our young men who are studying French. In addition, the first legs of an inaugural school exchange have taken place in the past year, with a group of our senior students of French having undertaken a wonderful four week visit to Northern France encompassing time spent at the Lycée Baudimont in the historic town of Arras. Planning is currently underway to further cement these new relationships.

The Spanish Department is similarly developing links with the Mackay School in Chile. In May last year, we hosted 12 students from Chile for four weeks, and in turn, our students from Years 12 and 13 will be hosted in Chile in 2012. As the department continues to flourish, it is hoped that this opportunity will eventually be extended to students in other years.

### Extra-curricular activities

Students are encouraged to take advantage of a range of other cultural and linguistic opportunities, both at and outside school, through film, TV, the international press and a host of internet sites promoting language study. Local and national speech competitions are a regular feature of the school year.

### Correspondence School

Several languages not offered at Scots College may nonetheless be studied through correspondence. The College can provide monitoring of the progress of the student and act as liaison with the Correspondence School. A student needs maturity and well-honed work habits to undertake this form of study successfully. It is not recommended as an alternative to full in-house study.

## GROUP 3: INDIVIDUALS AND SOCIETIES

### CLASSICAL GREEK AND ROMAN STUDIES (STANDARD LEVEL)

#### Course Description

This course introduces students to the history and culture of ancient Greece and Rome, and the contribution these civilisations made to the development of the modern Western world. A wide range of evidence is used, including historical writing, epic, drama, and the archaeological record.

Students are also encouraged to be aware of and examine contemporary outlooks and their own cultural filters, and to reflect on the nature of selection and bias in the recording and survival of evidence, and in its interpretation. In this way they can appreciate the challenge of reconstructing the past, and how the extent of historical and cultural understanding might be shaped by the availability and genre of evidence.

#### Assessment

As Classical Greek and Roman Studies is a School-Based Course it is entirely internally assessed and externally moderated.

- 1) Individual Assignment 20% (Selection of and Commentary on Primary Sources).
- 2) Written Examination 80% (Paper 1 – Extended Response; Paper 2 – Short Answers)

### **Pre-requisites**

16 credits in Level 1 English. Study of Level 1 History or Drama would be useful, but is not necessary. [Particularly useful Level 1 standards would include any research internals or essay writing externals.

## **ECONOMICS (HIGHER OR STANDARD LEVEL)**

### **Course Description**

This course is aimed at students who wish to understand more about the New Zealand and World economies. It prepares students for further study of social sciences or business and gives them a personal understanding of the economic environment in which they live.

Traditional economic theory of demand and supply is taught and applied to a range of current economic situations. We investigate inflation, unemployment, economic growth and development issues, international trade and exchange rates. Destruction of the environment, pollution as a result of production and reduction of poverty in the less developed nations are interesting issues covered from an economic perspective. The higher level course includes a study of the theory of how firms make decisions, which involves using graphical analysis.

### **Assessment**

Internal: 20% (HL), 25% (SL) – Guided coursework (written portfolio) External: 80% (HL), 75% (SL) – Written examination

### **Pre-requisites**

1. Minimum of 20 credits at Level 1 Economics with at least 60% of credits at merit level
2. Those who have not taken Economics before: minimum of 18 credits in Level 1 English with merit grades in two externals and 18 credits in Mathematics Level 1

## **GEOGRAPHY (HIGHER OR STANDARD LEVEL)**

### **Course Description**

Geography is the interpretation and analysis of the planet Earth as the natural habitat of people. It places special emphasis on the spatial relationship between humans and the physical or natural environment. It is a particularly important subject in our modern world of globalisation and pressure on resources and cultures. It develops a number of practical skills whilst fostering international understanding and respect.

The course enables students to shape informed judgements about a wide range of contemporary issues such as population, disparities in wealth and development, patterns in environmental quality, sustainability and resource consumption. Studies also include the ocean coastal margins, extreme environments and the geography of food and health. An extension topic of global interactions is covered by the higher level students.

The ability to view issues from a wider perspective is appropriate for working in many different career paths. The nature of peoples' working lives is changing and making it less likely that someone will spend all their life in one company or organisation. If your career path is to be varied you will need to develop transferable skills and be flexible. Geography fosters these qualities and provides a firm base for life long learning.

### **Assessment**

Internal: 20% (HL), 25% (SL) – Fieldwork (HL), Coursework (SL) External: 80% (HL), 75% (SL) – Written examination

### **Pre-requisites**

18 Achievement Standard credits in Level I Geography or 18 credits in English for students new to Geography.

## **HISTORY (HIGHER OR STANDARD LEVEL)**

### **Course Description**

This course provides students with the opportunity to study individuals and societies in a range of historical contexts through exploring political, economic and social issues and developments.

During this course, students investigate a variety of sources, some of which may be of a contentious nature. Students gain an understanding of why the work of historians differs over time and in different parts of the world. Students also reflect on the role of the historian and the role of bias in the selection and interpretation of material.

### **What will I study?**

#### **Core**

- Causes, Practices and effects of wars
- The Cold War
- Origins and Development of Mao's Single-party State
- Communism in crisis 1976-89

### Higher Level

- The Republic of China 1912-49 and the rise of Communism
- China: the regional superpower from mid 20th century to 2000
- Impact of the World Wars on South and Southeast Asia
- NZ Identity

### Assessment

Internal: 20% ( HL), 25% (SL) – Historical investigation External: 80% (HL), 75% (SL) – Written examination

### Pre-requisites

16 credits in Level 1 History or 18 credits in English for a student new to History.

## GROUP 4: EXPERIMENTAL SCIENCES

### BIOLOGY (HIGHER OR STANDARD LEVEL)

#### Course Description

The following topics are covered in this course: cells, the chemistry of life, genetics, ecology and evolution, human health and physiology, further biochemistry, human reproduction, defence against disease, nerves, muscles and excretion, plant science and two additional option topics.

#### Assessment

Internal: 24 % – Practical work, External: 76% – Written examinations

#### Pre-requisites

It is strongly recommended that students wishing to take IB Biology take the Year 11 NCEA Biology course with preferably a minimum of 2 merit grades.

### CHEMISTRY (HIGHER OR STANDARD LEVEL)

#### Course Description

Chemistry is the study of matter. It involves the behaviour of materials and what happens when substances react to form new substances.

This course covers: quantitative chemistry, atomic structure and bonding, states of matter, energy in reactions, rates, organic chemistry, equilibrium, acid/base chemistry, oxidation and reduction, periodicity and two additional option topics.

#### Assessment

Internal: 24% – Practical work External: 76% – Written examinations

### Pre-requisites

It is strongly recommended that students wishing to take IB Chemistry take the Y11 NCEA Chemistry course with preferably a minimum of 2 merit grades.

### PHYSICS (HIGHER OR STANDARD LEVEL)

#### Course Description

The course will provide opportunities for scientific study and creativity. It will allow students to develop experimental and investigative skills along with a body of scientific knowledge and techniques and an awareness of what characterises science.

Many areas of physics are covered, including: motion, forces, waves, thermal physics, electrical, magnetic and electromagnetic induction and nuclear physics. There are also options to study biomedical physics, optics, relativity and the history and development of physics.

#### Assessment

Internal: 24 % – Practical work, External: 76% – Written examinations

#### Pre-requisites

It is strongly recommended that students wishing to take IB Physics take the Year 11 NCEA Physics course and gain 22 credits with preferably a minimum of 3 merit grades.

## GROUP 5: MATHEMATICS

### MATHEMATICS (HIGHER LEVEL)

#### Course Description

This course is aimed at students with a high competence and strong interest in mathematics. The majority of these students would expect to include mathematics as a major component of their university studies, especially within courses such as engineering, physics or technology.

Topics include: algebra, calculus, probability and statistics, trigonometry, graphs and geometry. Extensive use of graphic calculators is required.

#### Assessment

Internal: 20% – Portfolio, External: 80% – Written examination

#### Pre-requisites

Students will require all merit and excellence grades in Level 1 Mathematics or (preferably) merit grades at Level 2 Mathematics.

## MATHEMATICS (STANDARD LEVEL)

### Course Description

The course focuses on introducing important mathematical concepts through the development of mathematical techniques and caters for students who will expect to need a sound mathematical background as they prepare for future studies in areas such as engineering, physics, chemistry, economics, psychology and business. Extensive use of graphics calculator is required.

Topics include: algebra, functions, equations, trigonometry, calculus, statistics and probability, vectors and matrices.

### Assessment

Internal: 20% – Portfolio, External: 80% – Written examination

### Pre-requisites

18 Level 1 credits and merit grades in two externals. Achieved grades or better in AS 1.1 and 1.2

## MATHEMATICAL STUDIES (STANDARD LEVEL) – SUBJECT TO DEMAND

### Course Description

This course 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.

Topics include: number and algebra, sets, logic, probability, functions, geometry, trigonometry, statistics, financial mathematics and introductory differential calculus. Extensive use of graphics calculator is required.

### Assessment

Internal: 20% – Project, External: 80% – Written examination

### Pre-requisites

15 credits in Level 1 Mathematics

## GROUP 6: THE ARTS

### FILM (HIGHER OR STANDARD LEVEL)

#### Course Description

The Diploma Programme film course aims to develop students' skills so that they become

adept in both interpreting and making film texts. This is done through the study and analysis of film texts and exercises in film-making, as well as exploring the history, theory and socio-economic background of film.

#### Assessment

There is no written exam.

External 50% (Script and annotated list of sources for a documentary production, plus an oral presentation of a critical analysis of an extract from a prescribed film)

Internal 50% (One completed film project, 5-7 minutes, with associated trailer and written documentation)

#### Pre-requisites

Access to the course does not depend upon prior learning in film but students should expect to be challenged and extended in their ability to be creative and imaginative and to communicate in film form.

## MUSIC HIGHER LEVEL (HL)

### Course Description

This course is aimed at students who wish to continue on to music at university level or who wish to pursue a career in music. There is a minimum standard of Grade 4 practical and Grade 4 theory for entry to this course and students are expected to have reached Grade 6 Practical and Grade 6 theory by the completion.

This course enables students to develop their musical skills through solo performance and composition and to develop their perceptual skills in response to a wide variety of music (classical, jazz, world music and crossover styles) and to explore the diversity of music throughout the world. Students undertake a 2000 word investigation comparing two diverse musical styles of their own choice.

### Assessment

Internal: 50% 20 minute solo recital performance, composition.

External: 50% listening examination, in depth study of two musical works plus knowledge of all historical periods of music and world music and Musical Investigation.

### Pre-requisites

20 credits in Level 1 Music with Excellence grades in at least two Achievement Standards. Students must have individual instrumental or vocal lessons. Students are also required to be at a minimum of Grade 4 Performance and Grade 4 Theory.

## MUSIC STANDARD LEVEL (SL)

### Course Description

This course is aimed at students who wish to continue develop their skills at music but do not necessarily wish to study music at university level.

This course enables students to develop their musical skills through solo and group performance and composition and to develop their perceptual skills in response to a wide variety of music (classical, jazz, world music and crossover styles) and to explore the diversity of music throughout the world. Students undertake a 2000 word investigation comparing two diverse musical styles of their own choice.

### Assessment

Internal: 50% 20 minute solo recital performance or group performance, composition.

External: 50% listening examination, in depth study of two musical works plus knowledge of all historical periods of music and world music and Musical Investigation.

### Pre-requisites

17 credits in Level 1 Music with Merit grades in at least two Achievement Standards.

Students must have individual instrumental or vocal lessons. Students are also required to have been playing an instrument for at least 2 years and be at approx Grade 3 Theory standard. Entry is determined at the discretion of the Director of Music.

## VISUAL ARTS (HIGHER LEVEL AND STANDARD LEVEL)

### Course Description

There are a number of options within the standard level and higher level courses but for whichever option a student chooses there are two compulsory parts: Studio work (practical exploration and artistic production) and Investigation workbooks (independent critical research and analysis, visual and written, in more than one culture).

The studio work criteria reward the pursuit of projects in a variety of media, the development of original ideas, the discovery of creative solutions and the acquisition of technical skills.

Work of quality which shows a maturity of artistic understanding at the end of the course is preferable to work which shows a superficial acquaintance with a large number of materials.

### Assessment

Internal: 40% – Studio work and research workbooks External: 60% – Studio work, exhibition, oral discussion, research workbooks

NB: All candidates complete a Record booklet as part of moderation. It includes: a personal statement, photographs of studio work and photocopied workbook pages

### Pre-requisites

NCEA Level 1 external portfolio pass