

# Warwick Academy



## Sixth Form Prospectus

*September 2025 Entry*



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## **IMPORTANT DATES**

### **Internal Students**

#### ***7<sup>th</sup> January 2025***

IGCSE Mock Examinations

#### ***January/February 2025***

Individual subject choice interviews with Secondary Management Team

#### ***28<sup>th</sup> February 2025***

Deadline for return of subject choice form to Ms. Matthews-Sousa.

#### ***August 2025 – Dates tbc***

Edexcel and Cambridge I/GCSE results available online. Administration are available by appointment to interview those who wish to discuss or change their subject choice.

There are eight scholarships open to current Warwick Academy students, ranging from \$10,500 to \$4,000. Two of them, to the value of \$11,000, will be made based on a financial need, provided that the requisite academic level is met (forecasted at least five grades A-C at I/GCSE level). The remaining awards, two at \$8,000, two at \$6,000 and two at \$4,000 will be made against internal academic assessment using the Y11 January examinations. Further details are available from the school's financial controller.

### **External students**

Applications for Warwick Academy Sixth Form can be made at any time. Upon receipt of application, interviews will be booked with Mr. Horan, Mr. Thorpe, Mr. Woods. Warwick Academy will make offers of admission within 7 days of the interview by email or telephone. The contract and offer letter have to be signed and the non-refundable enrolment fee of \$1050 is paid to the school if the place offered is to be secured. Subject choices can only be guaranteed for accepted offers by February 28<sup>th</sup> 2025.

There are scholarships available for external Sixth Form applicants. In order to be eligible for scholarships, applications for Sixth Form should be received by Friday 31<sup>st</sup> January.

## Warwick Academy Sixth Form

The two years of your Sixth Form career are an exciting culmination of school education. They are two years of transition, looking forward to the experience of Higher Education and preparing for it by the increasing responsibility you have for planning your own work.

Success in the Sixth Form will depend on your ability to assimilate knowledge efficiently from your lessons and reading, the development of logical habits of thought and, perhaps most importantly, on acquiring the confidence to criticise your own performance. The best guarantee of this kind of progress is undoubtedly a commitment to, and equally an enjoyment of, your chosen courses.

Most obviously, the Sixth Form enables you to focus on a course of study which suits your personal aptitude. Smaller classes allow you to develop your own ideas and shape your own progress in close discussion with fellow students and teachers. Additionally, homework no longer follows a set weekly pattern, periods in each week are allocated for private study and Sixth Formers have their own base in Barber Hall.

You will be encouraged to play a full part in the life of the school by joining Sixth Form societies and enjoying the many opportunities the school offers. Naturally enough, too, Sixth Formers will want to lead active lives outside the school. In all this, balance is crucial and something for which we help you to take increasing responsibility. Academic work must be protected against too many competing claims on your time and yet, without developing your interests and friendships, you might not be taking full advantage of these two years as a preparation for life at university.

The Sixth Form gives you the opportunity to take significant responsibilities, to set your aspirations for university high and to initiate and support much that is vital in the academic, sporting and cultural life of the School: I look forward to your invaluable share in it.

*Mr Dave Horan*  
*Principal*

## Welcome from the Head of Sixth Form

On behalf of the Sixth Form students and staff, we would like to welcome you to the Sixth Form and the IB Programme at Warwick Academy.

Sixth Form life is incredibly demanding and although it requires a considerable amount of commitment from students, it certainly encourages them to fulfil all aspects of the IB learner profile: to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Students are challenged both academically and socially; they are supported through this very busy time in a positive and caring environment. Shelly Grace (Assistant Head of Sixth Form), Sara Jackson (Director of Sixth Form Studies) and I work very closely with all students as they enter and progress through the Sixth Form.

In the Sixth Form, we offer three different pathways for our students. There is the International Baccalaureate Diploma Programme; an intensive and rigorous curriculum designed to develop both the academic and personal natures of our students. If students are looking for a more flexible and vocational pathway, there is the International Baccalaureate Careers Programme which combines the academic rigor of IB subjects with the vocational approach of BTEC. There is also the Individual Subjects pathway which allows students to tailor BTEC and/or IB subjects to fit their interests and future aspirations.

No matter which pathway they embark upon, students will be encouraged to become involved in the world outside academia, the islands of Bermuda and beyond. We encourage our students to begin to think outside themselves and operate within a community with a sense of social responsibility.

We look forward to working with you over the next two years of school life and hope that they are successful, rewarding and enjoyable. Many students refer to the Sixth Form as being a part of the Warwick Academy family, and we shall endeavour to do our best to continue this tradition well into the future.

*Mr. Ralph Woods*  
*Head of Sixth Form*

## Sixth Form Pathways

In the Sixth Form, students are able to choose from three different pathways with a lot of subject choice within each one. We understand that each student is an individual with their own particular strengths, interests and career aspirations. Our aim is to ensure that every student has a personalized programme of study that supports them to access the most appropriate Higher Education institution or workplace.

IB Diploma Programme	IB Careers Programme
<p>3 Higher Level Subjects</p> <p><i>and</i></p> <p>3 Standard Level Subjects</p> <p><i>and</i></p> <p>Compulsory Core <i>consisting of Theory of Knowledge, Extended Essay and Creativity, Action, Service</i></p>	<p>Minimum of 2 DP subjects</p> <p><i>and</i></p> <p>Career related study (BTEC course)</p> <p><i>and</i></p> <p>Compulsory Core <i>consisting of Service Learning, Reflective Project, Personal &amp; Professional Skills and Language Development</i></p>
Individual Subjects	
<p>Minimum of 4 IB or BTEC Subjects at any level.</p>	

## Why Warwick Academy?

### Impressive Statistics

Over the last 3 years:

- **100%** of our students achieved the IB Diploma (worldwide average 85%)
- **100%** of our students passed IB Individual Subjects.
- We achieved a **33.6** point Diploma average (world average 31).

### Expertise

Experienced in **UK, US and Canadian University destinations** (in addition to countries such as: Australia, Finland, South Korea, France and Italy). Our **U-Prep** programme guides students (and parents) through these processes – UCAS, NCAA, Common App, SAT etc.

**Internationally experienced** and IB accredited teachers with a number who examine for the IB each year.

### **Recent University Destinations:**

<i>Acadia University, Canada</i>	<i>Fordham University, USA</i>	<i>St Mary's University, Canada</i>	<i>University of Manchester, UK</i>
<i>Bentley University, USA</i>	<i>Keele University, UK</i>	<i>University of Arizona, USA</i>	<i>University of Miami, USA</i>
<i>Bermuda College, Bermuda</i>	<i>King's College London, UK</i>	<i>University of Bath, UK</i>	<i>University of Oxford, UK</i>
<i>Brock University, Canada</i>	<i>Loughborough University, UL</i>	<i>University of Bedfordshire, UK</i>	<i>University of Pittsburgh, USA</i>
<i>Bond University, Australia</i>	<i>McGill University, Canada</i>	<i>University of Bristol, UK</i>	<i>University of Southampton, UK</i>
<i>Bournemouth University, UK</i>	<i>New York University, USA</i>	<i>University of British Columbia, Canada</i>	<i>University of Toronto, Canada</i>
<i>Brunel University, UK</i>	<i>Ontario Tech University, Canada</i>	<i>University of Cambridge, UK</i>	<i>University of Waterloo, Canada</i>
<i>Dalhousie University, Canada</i>	<i>Oxford Brookes University, UK</i>	<i>University of Cardiff, UK</i>	<i>University of Warwick, UK</i>
<i>Dartmouth College, USA</i>	<i>Penn State University, USA</i>	<i>University of Durham, UK</i>	<i>University of West England, UK</i>
<i>De Montfort University, UK</i>	<i>Queen's University, Canada</i>	<i>University of Edinburgh, UK</i>	<i>University of Western Ontario, Canada</i>
<i>Drexel University, USA</i>	<i>Rollins College, USA</i>	<i>University of Exeter, UK</i>	<i>University of Winchester, UK</i>
<i>Duke University, USA</i>	<i>Toronto Met University, Canada</i>	<i>University of Florida, USA</i>	<i>Wilfrid Laurier University, Canada</i>
<i>Elon University, USA</i>	<i>Solent University, UK</i>	<i>University of Guelph, Canada</i>	<i>York University, Canada</i>
<i>Stanford University, USA</i>	<i>St. Andrews University, UK</i>	<i>University of Leeds, UK</i>	<i>University of York, UK</i>

### Developing Well-rounded students

Outstanding **Drama, Music, Sports** and **Community Service** programmes (including an Activity afternoon built into the school day). We believe that a holistic student is a more successful student.

**Excellent pastoral care** and a student centered approach driven by an IB Homeroom Tutor.

**Small class sizes.**

A range of **student leadership** and **Extra-curricular** opportunities such as: The Model United Nations, The Duke of Edinburgh, The Debating team, The Global Young Leaders Conference, The Leo Club, and overseas subject trips.

## **Sixth Form Entry at Warwick Academy**

By the end of Year 11 students, will have completed the IGCSE component of their secondary education. The Sixth Form is comprised of Year 12 and Year 13. The entry requirement for Year 12 is a minimum of 5 or more passes at IGCSE (4/C and above) to enter the IB Careers Programme and the IB Individual Subjects Programme. It is a requirement for students to pass English and Maths. To enter the IB Diploma Programme students should be achieving 7 or more passes at IGCSE (4/C and above). For most subjects, students will be required to have a minimum of a B/6 at IGCSE for any IB Higher Level subject and a C/4 for any IB Standard Level subject (there are a few exceptions to this). The Diploma Programme core elements of TOK, CAS and Extended Essay are available to all students as individual courses.

## **Higher Education and University Preparation (U-Prep)**

Enrolment in university and college continues to increase and it is likely that in the future all recruits to professional or managerial posts in Bermuda, and overseas, will be graduates. All of our sixth-formers will therefore expect to continue their education beyond school. University entry requirements commence at an early date, at the beginning of their final year with us. Year 11 and Year 12 students are encouraged to start browsing through prospectuses and other literature in Barber Hall and consult primarily with Mrs. Jackson, Mr. Woods, Ms. Grace and Ms. Sinclair. They will receive close guidance in this process.

In addition, all students attend a mandatory, intensive two year U-prep course which is coordinated by Mr. Woods. The U-Prep course has several components which are presented to students throughout this period. Firstly, we ensure students are exposed to as many options as possible for further education through arranging seminars with visiting institutions from the UK, USA and Canada, ensuring students have the opportunity to attend the Careers Fairs and College Fairs on the island and giving as much information as possible about open days and tours available at universities. Wherever possible, we encourage students to meet the admissions officers and establish a personal connection. Secondly, we coach students (and parents) in the application processes for any institution countries such as the UCAS process for application to the UK universities, the Common Application for the USA, and taking the required additional tests, plus ensuring students receive as much support as possible to be prepared for these. Thirdly, we focus on teaching students to market themselves effectively in the written applications e.g. personal statements, composing winning resumes and essays to support applications. Additionally, we focus on interview skills, offer mock interviews and help to prepare for other face-to-face selection tests.

U-Prep is also a time to explore careers and we are very lucky to have a wide representation of guest speakers; many are Warwick Academy alumni, who give their time to talk about specific careers, tell their stories as to how they landed their perfect job and offer contacts for internships and scholarships. Finally, we advise, promote and coach the scholarship process to encourage students to maximize on the many financial opportunities open to them.



## The Learner Profile



Warwick Academy is committed to the principles of the IB and seeks to develop the skills and qualities laid out in the IB learner profile across all of its programmes. Students at Warwick Academy strive to be:

### **INQUIRERS**

*We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.*

### **KNOWLEDGEABLE**

*We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.*

### **THINKERS**

*We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.*

### **COMMUNICATORS**

*We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.*

### **PRINCIPLED**

*We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.*

### **OPEN-MINDED**

*We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.*

### **CARING**

*We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.*

### **RISK-TAKERS**

*We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.*

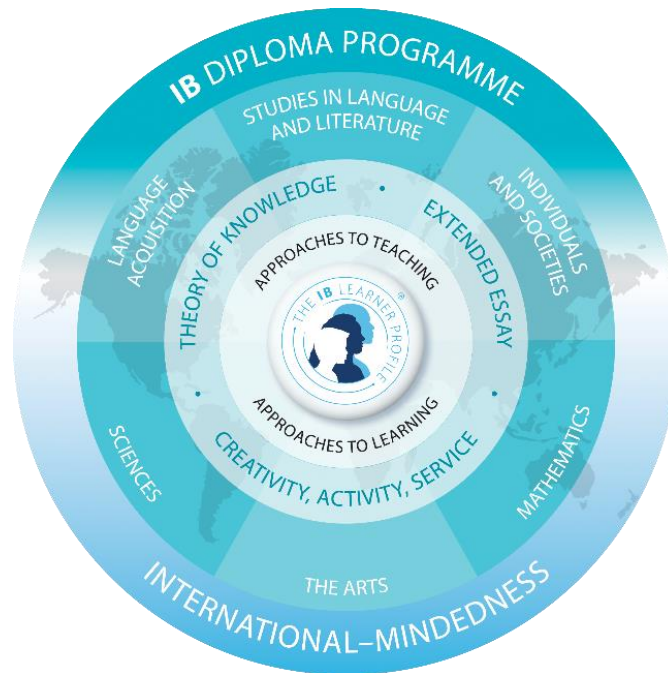
### **BALANCED**

*We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.*

### **REFLECTIVE**

*We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.*

## The International Baccalaureate Diploma Programme



This is a two-year college preparatory course of study. It provides breadth and academic rigour while developing independent study and initiative. It is sound preparation for university and the world of work. Students will either pursue the Diploma of the International Baccalaureate, or they will study a selection of Diploma Programme courses.

Subjects may be offered at higher or standard level, or both. Receipt of the Diploma of the International Baccalaureate requires the study of six subjects; three at higher level, and three at standard level. Students must choose one subject from each of the six different groups listed on the next page.

The subjects available at Warwick Academy are:

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
HIGHER	English A Literature;  <i>English A Language &amp; Literature.</i>	Spanish B;  French B.	Business Management; Economics; Geography; History; Psychology; Digital Society.	Physics; Chemistry; Biology; Design Technology.	Mathematics Analysis and Approaches;	Film; Visual Arts; Music Theatre.  <i>Or one free choice from group 2,3 or 4</i>
STANDARD	English A Literature;  <i>English A Language &amp; Literature.</i>	French B; Spanish B;  Ab Initio Spanish;  Ab Initio French.	Business Management; Geography; History; Environments Systems & Societies; Digital Society; Psychology.	Physics; Chemistry; Biology; Environmental Systems & Societies; Design Technology; Computer Science.	Mathematics Analysis and Approaches;  Mathematics Applications and Interpretations.	Film; Visual Arts; Music Theatre.  <i>Or one free choice from group 2,3 or 4</i>

Please note that certain combinations might not be possible due to timetabling restrictions. A minimum number of students is required for a course to be offered.

In addition to six subjects, students will be required to take the IB Diploma Core subjects: Theory of Knowledge, Extended Essay and Creativity Action and Service.

### Theory of Knowledge (TOK)

The Theory of Knowledge is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyse evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. This course is unique to the International Baccalaureate.

### Extended Essay

The extended essay is defined as an in-depth study (up to 4000 words) of a limited topic within a subject, which is taught as part of the International Baccalaureate. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines.

Students will be assigned a supervisor who will oversee the writing of the essay, which must be completed by deadline required. Successful completion of the Extended Essay is one of the criterion for awarding The Diploma of the International Baccalaureate.

### Creativity, Activity, Service (CAS)

The International Baccalaureate Organization's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS (Creativity, Activity and Service) programme encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others and the ability to work cooperatively with other people. All Diploma candidates are expected to complete about 150 hours in this programme. In addition to this all Diploma candidates are required to do a group project which includes one or more of the CAS components. Students must have completed their project no later than the October half term of Year 13, but are strongly advised to have it complete during Year 12. All Individual Subjects candidates are required to complete 100 hours, divided among the three components of CAS. They may begin their activities in the September of year one in the International Baccalaureate Diploma programme, and they must fulfil the requirements by the end of term two in the second year. All activities require prior approval by the CAS coordinator.

## The International Baccalaureate Careers Programme



The IBCP is a challenging two-year course for students aged 16-19. The Career-related Programme is a framework of international education that incorporates the vision and educational principles of the IB into a unique programme specifically developed for students who wish to engage in career-related learning.

The IBCP's flexible educational framework allows schools to meet the needs, backgrounds, and contexts of students. IBCP students at Warwick Academy engage with a rigorous program of study that genuinely interests them while gaining transferable and lifelong skills. IBCP requires the study of at least two IBDP courses alongside the unique Career-related Programme core and a career-related study.

The Career Related Study is the BTEC Level 3 Subsidiary Diploma which is an internationally recognized qualification. Students can choose between Business Enterprise and Entrepreneurship, Hospitality, Sports, or Performing Arts. The BTEC qualification is a unit based qualification which is completed and a grade awarded as each unit is completed. The unit grades are used to calculate the final grade. The aim of BTEC is to allow students the practical opportunities to show what they can do and each unit is assessed independently so there are no final exams.

In addition to the Career Related Study and IB Diploma subjects, students are required to take the IBCP core subjects.

### **Personal and Professional Skills**

The Personal and Professional Skills (PPS) is a course that emphasises the development of transferable skills needed to operate successfully in a variety of contexts, now and in the future. This course introduces students to life skills that help make sense of the world. The course emphasizes critical and ethical thinking, intercultural understanding and the ability to communicate effectively. The PPS is internally assessed by the school and a portfolio of evidence will be compiled by each student and submitted at the end of the course.

### **Reflective Project**

This is an in-depth body of work produced over an extended period and submitted towards the end of the course. The reflective project asks students to identify, analyse, critically discuss and evaluate an ethical issue arising from their career-related studies. The project can be done in different formats, including an essay, a web page or a short film. This work encourages students to ask questions, take action and reflect as they develop strong research and communication skills.

### **Service Learning**

In this aspect of the IBCP core, students have to liaise with members of the local community and undertake unpaid and voluntary activities that help the community and also have a learning benefit for the student. Students are expected to maintain and complete a service learning portfolio as evidence of their engagement with service learning and their understanding and application of the five stages of service learning and achievement of the five service learning outcomes.

### **Language Development**

Language development ensures that all students have access to and are exposed to a language programme that will assist and further their understanding of the wider world. The ability to communicate in more than one language is essential to the IB's concept of an international education. Language development encourages students to improve their proficiency in a language other than their best language. The language development is assessed through a portfolio of work and not by external examinations.

## Group 1: Studies in Language and Literature

### Language A: Literature HL&SL

#### **Language A – English Literature**

The Language A programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The former would usually follow the higher level programme and the latter the standard level.

The new IB Diploma Studies in language and literature curriculums were launched in September 2019 with first assessment in 2021. As a result of these changes, which allow for greater flexibility in the way the Literature syllabus content is organised, teachers and students are now able to establish more meaningful and profound connections between different texts and across the different parts of the syllabus. The Warwick Academy English teachers have received IB training in the UK and the USA and have designed a new curriculum in line with these recent changes. The Warwick Academy English teachers have received IB training in the UK and the USA, and our department consists of four IB Examiners, which ensures that we have a thorough understanding of the course requirements

#### **Aims**

The aims of the programme at both higher and standard levels are to

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

#### **Assessment**

Students at higher level study **ten** works of literature and students at standard level study **seven**. These are assessed through the following:

#### **Both courses**

The Individual Oral  
Paper One Exam  
Paper Two Exam

#### **Higher Level only**

The Higher Level Essay

## Group 1: Studies in Language and Literature

### Language A: Language and Literature HL&SL

#### **Language A – English Language and Literature**

The Language A programme is primarily a pre-university course in both language and literature studies. It is aimed at students who **may not** intend to pursue literature, or related studies, at university, and primarily students whose formal study of language or literature **may not** continue beyond this level. Depending on the discipline the student wishes to pursue in post-secondary education, either the HL or SL course may be preferred.

The IB Diploma Studies curriculum in language and literature was launched in September 2019 with first assessment in 2021. The relatively new curriculum allows for greater flexibility in the structure of the course as well as the selection of the literary and non-literary texts. Teachers and students are now able to establish more meaningful and profound connections between different literary and non-literary forms and across the different parts of the syllabus due to a balanced approach between language and literature skills. The Warwick Academy English teachers have received IB training in the UK and Germany for this syllabus and have designed a curriculum suited to serve the interests of our students. . The Warwick Academy English teachers have received IB training in the UK, the US Germany for this syllabus and have designed a curriculum suited to serve the interests of our students. Our department consists of teachers who are fully trained in the course and have several years of experience teaching the Language and Literature syllabus specifically.

#### **Aims**

The aims of the programme at both higher and standard levels are to

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

#### **Assessment**

Students at higher level study **six** literary texts and standard level study just **four**. Both levels will also study a variety of non-literary texts. Understanding of these texts are assessed through the following:

#### **Both courses**

The Individual Oral  
Paper One and Two Exam

#### **Higher Level only**

The Higher Level Essay



## Group 2: Language acquisition

### Second Language: HL & SL French B and Spanish B; Ab Initio SL

#### **Course details**

The ability to converse in and appreciate another language is a valuable asset today. Learning a second language requires motivation, and may be a challenge at times, however the benefits and sense of achievement are immeasurable.

This course will involve the study of four skills: listening, speaking, reading and writing. Within 2 years, students should be able to communicate and have an appreciation and awareness of how other cultures differ to theirs.

Students will learn using written stimuli, role-plays, debates, interactive technology and audio-visual stimuli. The course covers a range of topics including: Social relationships, global issues and communication and the media.

#### **Themes**

Five prescribed themes are common to the syllabuses of language B and language ab initio; the themes provide relevant contexts for study, and opportunities for students to communicate about matters of personal, local or national, and global interest.

The five prescribed themes are:

- identities
- experiences
- human ingenuity
- social organization
- sharing the planet.

#### **Assessment outline**

Assessment will take place in the final year of the course

<b>Higher Level / Standard Level / Ab Initio SL</b>	<b>Percentage of Final Grade</b>
<b>Individual Oral exam</b>	<b>25%</b>
<b>Paper 1 productive skills- writing</b>	<b>25%</b>
<b>Paper 2 receptive skills- listening and reading</b>	<b>50%</b>

#### **Aims**

The course aims to prepare students for the following:

- communication by speech and writing within a range of contexts
- understanding and responding to oral and written stimuli

And to provide the students with:

- a sound grammar base and a wide range of vocabulary to enable accuracy of communication
- a cultural insight into French and Spanish speaking countries
- an appreciation of cultures different to their own
- the opportunity to enjoy and experience a foreign language in a creative and intellectual manner.

### **Objectives**

At the end of the course, students will be able to:

- communicate effectively and appropriately in a range of circumstances
- express personal ideas and opinions in different contexts, both orally and in writing
- understand and use information from a variety of sources, both written and oral
- have a deeper appreciation and understanding of cultural differences

### **Previous knowledge**

Students need a grade A or level 8 or higher at IGCSE for the higher level course and a grade C or level 4 or above for the standard level course.

### **Ab Initio Spanish and Ab Initio French**

The Ab Initio course is an intensive language course suitable for students who have little or no experience of the language they will be studying. The Ab initio courses cover the same themes as the standard Level and higher level courses.

### Group 3: Individuals and Societies

#### Business Management HL & SL

The business management course is designed to meet the current and future needs of students who want to develop their knowledge of business content, concepts and tools to assist with business decision-making. Future employees, business leaders, entrepreneurs or social entrepreneurs need to be confident, creative and compassionate as **change agents** for business in an increasingly interconnected global marketplace. The business management course is designed to encourage the development of these attributes.

Through the exploration of four interdisciplinary concepts: **creativity, change, ethics** and **sustainability**, this course empowers students to explore these concepts from a business perspective. Business management focuses on business functions, management processes and decision-making in contemporary contexts of strategic uncertainty.

The aims of the business management course at SL and HL are to enable students to:

1. develop as confident, creative and compassionate business leaders, entrepreneurs, social entrepreneurs and as change agents
2. foster an informed understanding of ethical and sustainable business practices
3. explore the connections between individuals, businesses and society
4. engage with decision-making as a process and a skill

#### **Assessment**

Assessment at the higher level involves three examination papers and a research project. At the standard level, assessment involves two examination papers and a research project.

<b>Higher Level</b>	<b>Weighting</b>	<b>Standard Level</b>	<b>Weighting</b>
<b>Paper 1 (1hr 30mins)</b> Based on a pre-released statement that specifies context for the unseen case study	25%	<b>Paper 1 (1hr 30mins)</b> Based on a pre-released statement that specifies the context for the unseen case study	35%
<b>Paper 2 (1hr 45mins)</b> Based on unseen stimulus material with a quantitative focus	30%	<b>Paper 2 (1hr 30mins)</b> Based on unseen stimulus material with a quantitative focus	35%
<b>Paper 3 (1hr 15mins)</b> Based on unseen stimulus material about a social enterprise	25%		
<b>Business research project: 20 hours</b> Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20%	<b>Business research project: 20 hours</b> Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	30%

### Group 3: Individuals and Societies

#### Economics

Economics is an exciting, dynamic subject that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. At the heart of economic theory is the problem of scarcity. Owing to scarcity, choices have to be made. The economics course, at both SL and HL, uses economic theories, models and key concepts to examine the ways in which these choices are made: at the level of producers and consumers in individual markets (microeconomics); at the level of the government and the national economy (macroeconomics); and at an international level, where countries are becoming increasingly interdependent (the global economy).

The economics course allows students to explore these models, theories and key concepts, and apply them, using empirical data, through the examination of six real-world issues. Through their own inquiry, students will be able to appreciate both the values and limitations of economic models in explaining real-world economic behaviour and outcomes. By focusing on the six real-world issues through the nine key concepts (scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence and intervention), students of the economics course will develop the knowledge, skills, values and attitudes that will encourage them to act responsibly as global citizens.

Higher Level	Weighting
External Assessment	
• <b>Paper 1 (1hr 15mins)</b> Extended response paper	20%
• <b>Paper 2 (1hr 45mins)</b> Data response paper	30%
• <b>Paper 3 (1hr 45mins)</b> Policy paper	30%
Internal Assessment	
3 x 800 word commentaries on published extracts from news media	20%

Standard Level	Weighting
External Assessment	
• <b>Paper 1 (1hr 15mins)</b> Extended response paper	30%
• <b>Paper 2 (1hr 45mins)</b> Data response paper	40%
Internal Assessment	
3 x 800 word commentaries on published extracts from news media	30%

#### **Prerequisites**

The economics course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The specific skills of the economics course are developed within the context of the course itself. The ability to understand and explain abstract concepts and the ability to write in a logically structured manner are distinct advantages in economics.

### Group 3: Individuals and Societies

#### Geography HL & SL

Geography is concerned with the interactions between people, societies and the natural environment. Through Geography we seek to understand the patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. We will develop a global perspective on these patterns and processes and consider contemporary world issues.

The IB course is designed to cover a core theme of Patterns and Change which all students undertake. Accompanying this is a series of options encompassing physical and human Geography. Standard level students will study two optional units and higher level students will study three. The optional units usually studied at Warwick Academy are listed below:

- Urban Environments
- Leisure, sport and tourism
- Geophysical Hazards

In addition to this higher level students will carry out an extension unit which looks at global interactions in terms of places & networks, Human development & diversity and risks and resilience.

Students will also be required to develop a number of geographical skills throughout the course. These include reading, interpreting, analysing and the production of maps; manipulating and interpreting data; undertaking simple statistical calculations and undertaking geographical fieldwork and investigation.

<b>Geography Assessment</b>	<b>Higher Level</b>	<b>Standard Level</b>
<b>Internal</b>		
<b>Written Report Fieldwork</b>	<b>20 %</b>	<b>25%</b>
<b>External</b>		
<b>Exams Paper 1</b>	<b>35 %</b>	<b>35 %</b>
<b>Exams Paper 2</b>	<b>25 %</b>	<b>40 %</b>
<b>Exams Paper 3</b>	<b>20 %</b>	

#### **Assessment**

##### Higher Level

Students will be assessed through three external examination papers and a 2500 word fieldwork assignment.

##### Standard Level

Students will be assessed through two external examination papers and a 2500 word fieldwork assignment.

### Group 3: Individuals and Societies

#### History HL & SL

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today. The IB Diploma Programme (DP) history course is a world history course based on a comparative and multi perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

#### **Syllabus:**

<b>HL</b>	<b>SL</b>
The study of <b>one</b> prescribed subject: The Move to Global War	The study of <b>one</b> prescribed subject: The move to global war
The study of <b>two</b> topics: Authoritarian states (20th century) The Cold War: Superpower tensions and rivalries	The study of <b>two</b> topics: Authoritarian states (20th century) The Cold War: Superpower tensions and rivalries
HL Depth study: History of Europe	
A historical investigation	A historical investigation

#### **Assessment**

<b>History</b>	<b>Higher Level</b>	<b>Standard Level</b>
<b>Internal</b>		
<b>Historical Investigation</b>	<b>20 %</b>	<b>25%</b>
<b>External</b>		
<b>Exams Paper 1</b>	<b>20 %</b>	<b>30 %</b>
<b>Exams Paper 2</b>	<b>25 %</b>	<b>45 %</b>
<b>Exams Paper 3</b>	<b>35 %</b>	

### Group 3: Individuals and Societies

#### Digital Society HL & SL

*This course may be offered as an alternative to BTEC IT*

Digital society is an interdisciplinary course within the **individuals and societies** subject group. The course is designed for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world.

The course integrates **concepts, content** and **contexts** through inquiry.

**Concepts** such as expression, space and identity highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.

**Content** informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.

**Contexts** situate inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

In addition, HL students consider important contemporary challenges and digital interventions.

Higher Level	Weighting	Standard Level
<b>External Assessment</b>		<b>External Assessment</b>
<ul style="list-style-type: none"><li><b>Paper 1 (2hr 15mins)</b> Questions that address the syllabus and real-world examples in an integrated way, and address challenges and interventions.</li></ul>	35%	<ul style="list-style-type: none"><li><b>Paper 1 (1hr 30mins)</b> Questions that address the syllabus and real-world examples in an integrated way</li></ul>
<ul style="list-style-type: none"><li><b>Paper 2 (1hr 15mins)</b> Source-based questions</li></ul>	20%	<ul style="list-style-type: none"><li><b>Paper 2 (1hr 15mins)</b> Source-based questions</li></ul>
<ul style="list-style-type: none"><li><b>Paper 3 (1hr 15mins)</b> Questions that address an intervention related to an HL extension challenge outlined in a pre-released brief.</li></ul>	25%	
<b>Internal Project</b>		<b>Internal Assessment</b>
A project into the impacts and implications of a chosen digital system for people and communities.	<b>20%</b>	A project into the impacts and implications of a chosen digital system for people and communities.

#### **Prerequisites**

While a large component of the lessons are spent on computers, it is not a class designed to teach programming or how to use a computer; it is an exploration of various technologies, what they do, the effects they have on the world, and how they should be used responsibly. No previous computer knowledge is necessary.

## Group 3: Individuals and Societies

### Psychology HL&SL

#### Course outline

An introduction to research in Psychology

- How do we study human behaviour
- What is an experiment?
- How do we measure human behaviour?

1. Biological approach

- The brain and behaviour
- Hormones and pheromones
- Genetics and behaviour

2. Cognitive approach

- Cognitive processes
- Reliability of cognitive processes
- Cognition and emotion

3. Socio-cultural approach

- The individual and the group
- Cultural origins of behaviour
- Enculturation and acculturation

The IB Psychology Curriculum asks that students do the following:

Perspectives	Options	Research
1. Biological approach 2. Cognitive approach 3. Socio-cultural approach	SL –study 1 option HL – study 2 options in depth: <ul style="list-style-type: none"><li>• Abnormal psychology</li><li>• Psychology of human relationships</li></ul>	Internal Assessment: a simple experiment (Replication)

Psychology Assessment Outline	Standard Level	Higher Level
Internal Assessment Experimental Study	30 %	20%
Exams Paper 1	35 %	25%
Exams Paper 2	35%	25%
Exams Paper3 (HL only)		30%

**Assessment** The IB Psychology exams are short answer and essay-based assessment. Therefore, we will be doing a lot of activities to develop writing skills. Assessments include: written exams, quizzes, Socratic Seminars, presentations, and take-home essays.



## Group 4: Experimental Sciences

### Biology HL/SL

#### ***I. Course Description and Aims***

As one of the three natural sciences in the IB Diploma Programme, biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today.

Through the study of DP biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them. This is carried further through a study of interactions at different levels of biological organization, from molecules and cells to ecosystems and the biosphere. Integral to the student experience of the DP biology course is the learning that takes place through scientific inquiry. With an emphasis on experimental work, teachers provide students with opportunities to ask questions, design experiments, collect and analyse data, collaborate with peers, and reflect, evaluate and communicate their findings.

Biology is an experimental science that combines academic study with the acquisition of practical and investigational skills. Biology at Higher Level will allow for university entry in many science subjects. The study of Biology offers a diverse array of career choices including Medicine, Agriculture, Pharmaceuticals, Biotechnology, Biochemistry, Health, Food Science, Environmental Science, Forensic Science, Nursing, Research, Computational Biology and Teaching. At Standard Level, Biology is an excellent choice for those thinking of general science and technology courses. It is also an advantage for any course or career where a student needs to demonstrate effective manipulative and research skills and the cooperation, independent learning skills, perseverance and responsibility appropriate for problem solving.

DP biology enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond

***Through the overarching theme of the nature of science, the course aims to enable students to:***

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

#### ***II. Curriculum model overview***

The DP biology course promotes **concept-based teaching and learning** to foster critical thinking.  
The DP biology course is built on:

- approaches to learning
- nature of science
- skills in the study of biology.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of biology.

**Topics:**

Syllabus component	Recommended Teaching Hours	
	SL (Total 110hrs)	HL (Total (180 hrs)
<b>Unity and Diversity</b>	19	33
<b>Form and Function</b>	26	39
<b>Interaction and Interdependence</b>	31	48
<b>Continuity and Change</b>	34	60
<b>Experimental Program</b>	40	60

**Assessment at a glance**

Type of Assessment	Format of Assessment	Time of paper (hours)		Weighting of final grade (both SL/HL)
		SL	HL	
<b>External Examination</b>		<b>3</b>	<b>4.5</b>	<b>80</b>
Paper 1	Paper 1A: Multiple Choice Questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)			
Paper 2	Data-based and short -answer questions	1.5	2.5	44
<b>Internal</b>		<b>10</b>	<b>10</b>	<b>20</b>
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through a form of written report (max 3,000 words)	10	10	20

## Group 4: Experimental Sciences

### Chemistry HL & SL

#### **I. Course description and aims**

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. DP chemistry enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP chemistry course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Chemistry at Higher Level will allow for university entry in most science subjects. The study of Chemistry offers a diverse array of career choices including Medicine, Engineering (Mechanical, Electrical & Electronic, Chemical), Agriculture, Pharmaceuticals, Computer Science, Industrial Chemistry, Research, Finance, and Teaching. At Standard Level, Chemistry is an excellent choice for those thinking of general science and technology courses. It is also an advantage for any course or career where a student needs to demonstrate effective manipulative and research skills and the cooperation, independent learning skills, perseverance and responsibility appropriate for problem solving.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science

#### **II. Curriculum model overview**

The DP chemistry course promotes **concept-based teaching and learning** to foster critical thinking. The DP chemistry course is built on:

- approaches to learning
- nature of science
- skills in the study of chemistry.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the application of technology. These opportunities help them to develop their investigative skills and evaluate the impact

of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of chemistry.

**Topics:**

Syllabus component	Recommended Teaching Hours	
	SL (Total 110hrs)	HL (Total (180 hrs)
Structure 1. Models of the particulate nature of matter	17	21
Structure 2. Models of bonding and structure	20	30
Structure 3. Classification of matter	16	31
Reactivity 1. What drives chemical reactions?	12	22
Reactivity 2. How much, how fast and how far?	21	31
Reactivity 3. What are the mechanisms of chemical change?	24	45
Experimental programme	40	60

**Assessment at a glance**

Type of Assessment	Format of Assessment	Time of paper (hours)		Weighting of final grade (both SL/HL)
		SL	HL	
<b>External Examination</b>		<b>3</b>	<b>4.5</b>	<b>80</b>
Paper 1	Paper 1A: Multiple Choice Questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short -answer questions	1.5	2.5	44
<b>Internal</b>		<b>10</b>	<b>10</b>	<b>20</b>
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through a form of written report (max 3,000 words)	10	10	20

## Group 4: Experimental Sciences

### Physics HL & SL

#### ***I. Course description and aims***

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments. DP physics enables students to constructively engage with topical scientific issues. Students examine scientific knowledge claims in a real-world context, fostering interest and curiosity. By exploring the subject, they develop understandings, skills and techniques which can be applied across their studies and beyond. Integral to the student experience of the DP physics course is the learning that takes place through scientific inquiry both in the classroom and the laboratory.

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Physics leads to great discoveries, like computers and lasers that lead to technologies which change our lives— from healing joints, to curing cancer, to developing sustainable energy solutions. Physics is ideal for students who have an interest in the world around us and how things work. Physics is a prerequisite for many courses in higher education, such as engineering, architecture, computer science, astronomy among others. Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so that they work in interesting places. In addition, many physics graduates work at newspapers and magazines, in government, and even on Wall Street—places where their ability to think analytically is a great asset.

Through the overarching theme of the nature of science, the course aims to enable students to:

1. develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP sciences subjects
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize science
3. develop the ability to analyse, evaluate and synthesize scientific information and claims
4. develop the ability to approach unfamiliar situations with creativity and resilience
5. design and model solutions to local and global problems in a scientific context
6. develop an appreciation of the possibilities and limitations of science
7. develop technology skills in a scientific context
8. develop the ability to communicate and collaborate effectively
9. develop awareness of the ethical, environmental, economic, cultural and social impact of science.

#### ***II. Curriculum model overview***

The DP physics course promotes **concept-based teaching and learning** to foster critical thinking. The DP physics course is built on:

- approaches to learning
- nature of science
- skills in the study of physics.

These three pillars support a broad and balanced experimental programme. As students progress through the course, they become familiar with traditional experimentation techniques, as well as the

application of technology. These opportunities help them to develop their investigative skills and evaluate the impact of error and uncertainty in scientific inquiry. The scientific investigation then places a specific emphasis on inquiry-based skills and the formal communication of scientific knowledge. Finally, the collaborative sciences project extends the development of scientific communication in a collaborative and interdisciplinary context, allowing students to work together beyond the confines of physics.

**Topics:**

Syllabus component	Recommended Teaching Hours	
	SL (Total 110hrs)	HL (Total (180 hrs)
Space, time and motion	27	42
The particulate nature of matter	24	32
Wave behaviour	17	29
Fields	19	38
Nuclear and quantum physics	23	39
Experimental Program	40	60

**Assessment at a glance:**

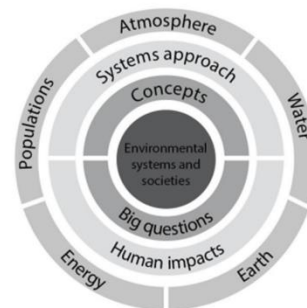
Type of Assessment	Format of Assessment	Time of paper (hours)		Weighting of final grade (both SL/HL)
		SL	HL	
<b>External Examination</b>		<b>3</b>	<b>4.5</b>	<b>80</b>
Paper 1	Paper 1A: Multiple Choice Questions Paper 1B: Data-based questions (four questions that are syllabus related, addressing all themes)	1.5	2	36
Paper 2	Data-based and short -answer questions	1.5	2.5	44
<b>Internal</b>		<b>10</b>	<b>10</b>	<b>20</b>
Scientific Investigation	The scientific investigation is an open-ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through a form of written report (max 3,000 words)	10	10	20

## Group 4: Experimental Sciences

### **Environmental Systems and Societies SL (New 2024)**

#### **Course description and aims**

Environmental systems and societies (ESS) is an interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is both a complex and contemporary course that engages students in the challenges of 21st century environmental issues. Consequently, it requires its students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from individuals and societies subjects whilst studying sustainability issues within social, cultural, economic, political, and ethical contexts. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level.



#### **ESS aims to empower and equip students to:**

1. develop understanding of their own environmental impact, in the broader context of the impact of humanity on the Earth and its biosphere
2. develop knowledge of diverse perspectives to address issues of sustainability
3. engage and evaluate the tensions around environmental issues using critical thinking
4. develop a systems approach that provides a holistic lens for the exploration of environmental issues
5. be inspired to engage in environmental issues across local and global contexts.

As a trans-disciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies). Because of the interdisciplinary nature of the subject, students can choose to study ESS to count as either a sciences or individuals and societies course, or as both. In this latter option, students have the opportunity to study an additional subject from any other subject group, including the sciences and individuals and societies subjects.

#### **Topics:**

Syllabus component	Recommended Teaching Hours	
	SL (Total 100)	HL (Total 190 hrs)
Topic 1 Foundation	16	16
1.1 Perspectives	3	3
1.2 Systems	5	5
1.3 Sustainability	8	8
Topic 2 Ecology	22	35

Topic 3 Biodiversity and conservation	13	26
Topic 4 Water	12	25
Topic 5 Land	8	15
Topic 6 Atmosphere and climate change	10	23
Topic 7 Natural resources	10	18
Topic 8 Human populations and urban systems	9	15
Higher level (HL) lens	N/A	
HL.a Environmental law		5
HL.b Environmental and ecological economics		7
HL.c Environmental ethics		5
Experimental programme	50	
Practical work	30	
Collaborative sciences project	10	
Scientific investigation	10	

**Assessment at a glance:**

Type of Assessment	Format of Assessment	Time of paper (hours)		Weighting of final grade (both SL/HL)
		SL	HL	
<b>External Examination</b>		<b>3</b>	<b>4.5</b>	<b>75 (SL) 80 (HL)</b>
Paper 1	Students will be provided with data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data in the case study. All questions are compulsory	1.0	2.0	25 (SL) 30 (HL)
Paper 2	Section A is made up of short-answer and data-based questions. Section B requires students to answer structured essay questions. There is a limited amount of choice	2.0	2.5	50 (SL/HL)
<b>Internal</b>		<b>10</b>	<b>10</b>	<b>20</b>
Scientific Investigation	The individual investigation is an open-ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the Individual investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10	10	25 (SL) 20 (HL)



## Group 4: Experimental Sciences

### Design Technology HL&SL

It is a rigorous pre-university 2 year course of studies for highly motivated students who wish to further their studies in design and who may be planning a career in architecture & industrial design. The course has been redesigned for first assessment in 2027.

<b>Design Technology Assessment Outline</b>	<b>SL</b>	<b>HL</b>
<b>Design Project</b>	<b>40 %</b>	<b>30%</b>
<b>Exams Paper 1</b>	<b>20 %</b>	<b>25%</b>
<b>Exams Paper 2</b>	<b>40%</b>	<b>45%</b>

The key study topics are:

	<b>A: Design theory</b>	<b>B: Design in practice</b>	<b>C: Design in context</b>
<b>1. People</b>	A1.1 Ergonomics	B1.1 User-centred design	C1.1 Responsibility of the designer C1.2 Inclusive design C1.3 Beyond usability (HL only)
<b>2. Process</b>	A2.1 User-centred research methods A2.2 Prototyping techniques	B2.1 The IB DP Design process B2.2 Modelling and prototyping	C2.1 Design for sustainability C2.2 Design for a circular economy
<b>3. Product</b>	A3.1 Material classification and properties A3.2 Introduction to structural systems (HL only) A3.3 Introduction to mechanical systems (HL only) A3.4 Introduction to electronic systems (HL only)	B3.1 Material selection B3.2 Structural systems application and selection (HL only) B3.3 Mechanical systems application and selection (HL only) B3.4 Electronic systems application and selection (HL only)	C3.1 Product analysis and evaluation C3.2 Life cycle analysis (HL only)
<b>4. Production</b>	A4.1 Manufacturing techniques (HL only)	B4.1 Production systems (HL only)	C4.1 Design for manufacture strategies (HL only)

### **Assessment**

Students will be assessed through 2 examinations and a design project.

### **Prerequisites**

It is preferential that prospective higher level students have experience and good grades in Design & Technology related subjects.

For standard level, a background in Design technology would be an advantage, although it is not a requirement for entry to the course.

## Group 4: Experimental Sciences

### Computer Science SL

Diploma Programme computer science students should become aware of how computer scientists work and communicate with each other and with other stakeholders in the successful development and implementation of IT solutions. While the methodology used to solve problems in computer science may take a wide variety of forms, the Group 4 computer science course emphasizes the need for both a theoretical and practical approach.

#### **Curriculum Model (SL)**

##### **Core syllabus content**

The topics that must be studied, including some practical work, are:

- System fundamentals
- Computer organization
- Networks
- Computational thinking, problem-solving and programming
- Object-orientated programming (OOP)

##### **Aims and Objectives**

1. provide opportunities for study and creativity within a global context that will stimulate and challenge student developing the skills necessary for independent and lifelong learning
2. provide a body of knowledge and enable students to apply methods and techniques that characterize computer science
3. demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
4. engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
5. develop logical and critical thinking as well as experimental, investigative and problem-solving skills
6. develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
7. raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
8. develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science

**Assessment**

The course is assessed by two examination papers, which together count for 70% of the total, plus a program dossier worth the remaining 30%.

**Paper 1: 1½ hours**

- Two compulsory sections designed to test a student's overall knowledge of the subject.

**Paper 2: 1 hour**

- Linked to the option Object-orientated programming (OOP)

<b>Computer Science Assessment Outline Standard Level</b>	
<b>Internal Assessment Computational Solution and Group 4 Project</b>	<b>30 %</b>
<b>Exams Paper 1</b>	<b>45%</b>
<b>Exams Paper 2</b>	<b>25%</b>

**Course Pre-requisite**

IGCSE Computer Studies (Grade C or above) or at the Head of Department's discretion.

## Group 5: Mathematics

### Mathematics: Analysis and Approaches SL & HL

The HL course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be 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. Others may take this subject because they have a strong interest in Mathematics.

This course is intended for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. The programme consists of the study of several core topics along with a mathematical exploration. The core topics are number and algebra, functions, geometry and trigonometry, statistics and probability and Calculus. The Calculus studied in the HL course is designed to thoroughly prepare students for Calculus courses at university.

The SL course caters for students who already possess knowledge of basic mathematical concepts, can manipulate algebraic expressions comfortably and who are equipped with the skills needed to apply mathematical techniques competently. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration.

**Assessment:** Students will be assessed externally through written examinations and internally through a mathematical exploration.

<b>Mathematics Assessment Outline</b>			
<b>Higher Level</b>	<b>% of Final Grade</b>	<b>Standard Level</b>	<b>% of Final Grade</b>
<b>Math Exploration</b>	<b>20</b>	<b>Math Exploration</b>	<b>20</b>
<b>Exams Paper 1</b>	<b>30</b>	<b>Exams Paper 1</b>	<b>40</b>
<b>Exams Paper 2</b>	<b>30</b>	<b>Exams Paper 2</b>	<b>40</b>
<b>Exams Paper 3</b>	<b>20</b>		

**Prerequisites for SL:** A minimum of a Level 7 (A grade) at IGCSE Mathematics, or equivalent, and good algebra skills. This course is aimed at those students of good mathematical ability who wish to support a scientific subject at higher level, or intend to follow studies, which require more advanced techniques than those offered in the Mathematics: Applications and Interpretation course.

**Prerequisites for HL:** A minimum of Level 8 (A\* grade) at IGCSE Mathematics, or equivalent, excellent algebra skills and a desire to study a mathematics-related subject at university.

## Group 5: Mathematics

### **Mathematics: Applications and Interpretation SL**

This course is designed for students who enjoy describing the real world and solving practical problems using Mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of Mathematics. The programme consists of the study of several core topics along with a mathematical exploration. The core topics are number and algebra, functions, geometry and trigonometry, statistics and probability and Calculus.

The SL course will include new content, including more statistics. It is intended to meet the needs of students whose interest in Mathematics is more practical than theoretical; a thorough understanding of the benefits of a graphing calculator will be a central feature of the course.

**Assessment:** Students will be assessed externally through written examinations and internally through a mathematical exploration.

<b>Mathematics Assessment Outline</b>	
<b>Standard Level</b>	<b>% of Final Grade</b>
<b>Math Exploration</b>	<b>20</b>
<b>Exams Paper 1</b>	<b>40</b>
<b>Exams Paper 2</b>	<b>40</b>

**Prerequisites for SL:** A minimum of a Level 4 (C grade) at IGCSE Mathematics, or equivalent. This course is aimed at students who may not need Mathematics at university as they intend to study English, French, History or something similar.

## **Theatre HL & SL**

*This course may be offered as an alternative to IB Film Studies*

### **Overview**

The IB Diploma Programme Theatre course gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

The course lays an appropriate foundation for further study in theatre, performing arts and other related subjects. In addition, by instilling discipline, and refining communication, creative and collaborative skills it offers a valuable course of study for students who may wish to pursue a career or further education studies in areas unconnected to theatre.

Students experience the course from a range of artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre—as participants and audience members—they gain a richer understanding of themselves, their community and the world.

### **Requirements**

Achievement in this subject is reflected in how students develop, extend and refine the knowledge, skills and attitudes necessary for studying theatre. Students' individual ability to be creative and imaginative and to communicate in dramatic form will be developed and extended through the theoretical and practical content of the course.

Alongside the prerequisite creative and imaginative facilities necessary for the successful involvement in the course, students will be required to maintain a thorough and well-organised theatre journal and work autonomously on various in-depth and far-reaching research tasks. As such, organization, self-management and independent study skills are essential.

### **Assessment**

<b>Assessment</b>	<b>HL</b>	<b>SL</b>	<b>Description</b>
<b>Task one (external):</b> Solo Theatre Piece <i>HL only</i>	35%	N/A	4-7 minute solo performance influenced by research into a prominent theatre theorist, plus 3,000 word supporting document.
<b>Task two (internal):</b> Production proposal <i>HL &amp; SL</i>	20%	30%	A document, featuring words and images, outlining the student's vision for the design and theoretical staging of an entire play text, of their choosing.
<b>Task three (external):</b> Research Presentation <i>HL &amp; SL</i>	20%	30%	15 minute presentation outlining - and physically demonstrating - research into a world theatre tradition.
<b>Task four (external):</b> Collaborative Project <i>HL &amp; SL</i>	25%	40%	7-10 minute collaboratively devised performance from a starting point of students' choosing.

## Group 6: The Arts

### Music HL & SL

#### **Aims**

The aims of the music programme are to give students the opportunity to:

- Explore and enjoy the diversity of world - wide music
- Encourage the development of perceptual skills through a breadth of musical experiences where students learn to recognize, analyse, identify, discriminate and hypothesize musical relationships
- Develop creatively their abilities, knowledge, and understanding through performance and composition
- Have the necessary assistance to develop their full potential as musicians both personally and collaboratively.

<b>Music Assessment Outline</b>			
<b>Higher Level</b>	<b>% of Final Grade</b>	<b>Standard Level</b>	<b>% of Final Grade</b>
<b>Listening Exam</b>	<b>30</b>	<b>Listening Exam</b>	<b>30</b>
<b>Musical Investigation</b>	<b>20</b>	<b>Musical Investigation</b>	<b>20</b>
<b>Solo Performance</b>	<b>25</b>	<b>Solo or Group Performance or Composition</b>	<b>50</b>
<b>Composition</b>	<b>25</b>		

#### **Objectives**

The music programme is offered at higher and standard Level. Students at higher level and standard level are expected to demonstrate:

- Use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- Development of perceptual skills in response to music
- Knowledge and understanding of music in relation to time and place

Higher level students are expected to demonstrate:

- Performance skills through solo music making
- Composition skills through exploration and investigation

#### **Programme Outline and Assessment**

Both groups have a compulsory music perception and analysis section, which includes study of a prescribed work and musical genres. These two areas of study are externally assessed in a listening paper. Students are also required to produce a written media script or other form of mass communication not exceeding 2000 words investigating the relationship between two distinct musical genres.

**Higher** level students are also required to perform one or more solo recitals and write three contrasting compositions with recordings and statements.

**Standard** level students are required to either present one or more solo recitals, participate in two public performances or write two contrasting compositions with recordings and statements.

#### **Prerequisites:**

Higher Level: A or B level pass in GCSE/IGCSE Music

Standard Level: A minimum of a Grade 4 playing or singing level. Grade 5 ABRSM theory or equivalent.

## Group 6: The Arts

### **Visual Arts HL & SL**

The IB Diploma Program Visual Arts course gives students the opportunity to study a wide variety of visual arts disciplines and forms. Students are expected to explore and engage with art from a variety of contexts. Through making, investigating and critically analyzing and appreciating differing art forms, students deepen their understanding of the visual arts, as well as their knowledge, understanding and experience of the visual arts within the global community. They become more informed and reflective, and develop their abilities to become enriched practitioners, communicators and visual thinkers. They learn to acknowledge the aspects that appear in all art forms and art cultures, and also recognize the unique ways in which particular cultures express and represent their values and identity visually.

The Visual Arts course requires students to undertake a Comparative Study, to present as part of the work submitted at the end of the course. A Visual Art Journal is maintained over the two years to enable the student to present a Process Portfolio, which is a compilation of the most appropriate developments of media, research and concept to support the artworks produced during the course. The Exhibition presented at the end of the two years is a selection of critically chosen artwork with exhibition text to support the work and provide evidence of understanding.

Students who sign up for this course would be at a disadvantage without any previous art course experience. The IB Visual Arts course is rigorous and students will benefit from previous media experience and previous experience maintaining a sketchbook or workbook at the level of AP or GCSE Art.

#### **Aims:**

1. Make artwork that is influenced by personal and cultural contexts
2. Become informed and critical observers and makers of visual culture and media.
3. Develop skills, techniques and processes in order to communicate concepts and ideas.

#### **Expectations:**

1. Maintaining a Visual Arts Journal. The Journal will serve as a resource for externally assessed portions of the course: Comparative Study, and Process Portfolio.
2. Comparative Study. A presentation of a focused study that examines a number of works developed by two artists.
3. Process Portfolio. A presentation of the student's experimentation, exploration and manipulation undertaken during the two year course in the Visual Arts Journal.
4. Exhibition. A presentation of a selection of the student's resolved artworks over the two year course.

<b>Visual Arts Assessment Outline HL and SL</b>		
<b>Comparative Study</b>	<b>20%</b>	<b>External</b>
<b>Process Portfolio</b>	<b>40%</b>	<b>External</b>
<b>Exhibition</b>	<b>40%</b>	<b>Internal</b>



## Group 6: The Arts

### **Film HL & SL**

Film is a powerful and stimulating art form and practice.

The DP film course aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical and global perspectives in film. Students examine film concepts, theories, practices and ideas from multiple perspectives, challenging their own viewpoints and biases in order to understand and value those of others.

DP film students experiment with film and multimedia technology, acquiring the skills and creative competencies required to successfully communicate through the language of the medium. They develop an artistic voice and learn how to express personal perspectives through film.

The film course emphasizes the importance of working collaboratively. It focuses on the international and intercultural dynamic that triggers and sustains contemporary film, while fostering in students an appreciation of the development of film across time, space and culture. DP film students are challenged to understand alternative views, to respect and appreciate the diverse cultures that exist within film, and to have open and critical minds.

DP film students require courage, passion and curiosity.

- Courage—to experiment and create, to explore ideas through action and to harness imagination.
- Passion—to communicate and to act communally, and to research and formulate ideas, communicating discoveries in a variety of forms.
- Curiosity—about themselves and others and the world around them, and about the limitless possibilities of human expression through film.

At the core of the DP film course lies the need for creative exploration and innovation. Students are challenged to acquire and develop critical thinking, reflective analysis and the imaginative synthesis that is achieved through practical engagement in the art, craft and study of film.

## Syllabus Content

<b>Assessment</b>	<b>SL</b>	<b>HL</b>
<p><b>Textual analysis - External</b></p> <p>A written analysis of a prescribed film text based on a chosen extract (lasting no more than five minutes) from that film: A textual analysis (1,750 words maximum) and a list of all sources used.</p>	30%	20%
<p><b>Comparative study - External</b></p> <p>A recorded multimedia comparative study of <b>two</b> films (10 minutes maximum) and a list of all sources used.</p>	30%	20%
<p><b>Film portfolio - Internal</b></p> <p>Portfolio pages (9 pages maximum: 3 pages maximum per <b>film production role</b>) and a list of all sources used. A film reel (9 minutes maximum: 3 minutes maximum per <b>film production role</b>, including one completed film).</p>	40%	25%
<p><b>Collaborative film project (HL only) – Internal</b></p> <p>A completed film (7 minutes maximum). A project report (2,000 words maximum) and a list of all sources used.</p>		35%
	100%	100%

### **Students who should take IB Film**

You should have a genuine interest in film of all cultures, both past and present, and not attempt to undertake the course if your interest is limited to only contemporary commercial cinema alone (e.g. 'The Dark Knight Rises', 'Avatar' and 'Mean Girls').

You should have a genuine interest in film as an *art form* – a background studying GCSE Art and/or Drama will help but is not an absolute necessity.

**For further details please speak to Miss Bowers**

## **BTEC Courses**

### **What is a BTEC?**

- **BTEC** stands for '**Business and Technology Education Council**', which used to run the award, first introduced in 1984.
- BTECs are now awarded by the Pearson exam board and are taken in more than 100 countries at all levels, from pre-GCSE to Degree equivalent.
- They are vocational and work-related courses, designed to accommodate the needs of employers and allow students to progress to further and higher education.
- A BTEC takes a practical approach to learning, without missing any of the important theory on the subject.
- BTECs are extremely reputable, having been around for 25 years now, so rest assured you will be embarking on an excellent course.
- A BTEC may be for you if you wish to pursue a more vocational qualification where you do not have the examination pressures as it is all portfolio based.

## **BTEC Business Enterprise and Entrepreneurship**

### **Why study BTEC Business Enterprise and Entrepreneurship?**

Entrepreneurs are essential to our society because they build the economic engines that help our economy grow. They foster technological and social change, and their innovation and creativity forge our future. Through a combination of class work and enterprise projects students can learn and practice entrepreneurship in a real environment. Students will receive a thorough and practical understanding of issues involved in both starting a business and foster innovation in a corporate setting allowing them to progress in the business world or to higher education.

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

In Year 12 students will study three units including;

- Enterprise and Entrepreneurship
- Research and Plan a Marketing Campaign
- Business Finance

In Year 13 students will then finish their diploma by;

- Launching and running an Enterprise

## **How will I be assessed?**

The course is 100% coursework, there are no exams. Each of the units above is made up of 3 or 4 assignments. These assignments add together to provide a final grading of pass, merit or distinction. Assignments are comprised of written tasks, PowerPoint presentations, interviews, leaflets and practical delivery such as launching an enterprise.

## **Entry requirements**

An enthusiastic interest in the subject and a commitment to conscientious study will bring success. You will need to be well organised and have a sound IT base as the majority of the assignments are written electronically. Ideally, students will have a background in Business Studies.

# **BTEC Hospitality**

## **Why study BTEC Hospitality?**

In Bermuda, the Hospitality industry is the largest employer on the Island; making this a sector that provides great opportunities and many career paths locally and internationally.

The hospitality industry is vast, exciting and expanding. It spans a range of 20+ industries including hospitality services, contract food services, membership clubs, hotels, visitor attractions and events management. The sector contributes over £63 billion to the UK economy each year and employs approximately 2.9 million people in more than 419,000 establishments.

The BTEC Level 3 Subsidiary Diploma is designed to help people to become competent and ready to take up employment in the Hospitality Industry. This can follow either directly after achieving the qualification, or via the stepping stone of Higher Education in university or college. Even if a student is undecided on their career path, Hospitality could be a good choice as it helps to make students more confident, organized and focused as you are always working to deadlines and meeting new people in the industry.

## **What will I study?**

You will experience a mix of sessions which may include some practical lessons. You will have many off school visits to local restaurants, membership clubs, and hotels to grasp the scale and diversity of the Hospitality industry in Bermuda.

In the theory session, you will cover everything you need to set up and run your own hospitality business. You will hear from guest speakers about different job roles in the industry and gain an understanding of customer service, purchasing, marketing, commercial practice and nutrition whilst studying a range of hospitality businesses.

The units you will study in depth will be selected from the following:

- The hospitality industry.
- Environment and Sustainability in the hospitality Industry
- Customer service provision in the hospitality Industry
- Luxury Hospitality
- Contemporary Global Cuisine
- European Cuisine
- Asian Cuisine

### **How will I be assessed?**

The course is 100% coursework, there are no exams. Each of the units above is made up of 4 or 5 assignments. A Pearson Set Assignment (PSA) or an Authorized Assignment brief, is the final assignment for each unit. These are graded as pass, merit or distinction. Assignments are comprised of written tasks, presentations, interviews, leaflets. It will also include practical outcomes such as planning, cooking, serving, and visiting hospitality Venues.

### **Entry requirements**

An enthusiastic interest in the subject and a commitment to conscientious study will bring success. You will need to be well organized, able to manage their time effectively and have a sound IT base as the majority of the assignments are written electronically.

You do not have to have taken IGCSE Food and Nutrition to do this course as they are very different. You should be able to cook a variety of dishes as two or three of the units are very practical based where you will be cooking often.

**Students need to have a love of food and the hospitality industry.**

## **BTEC Sport**

### **Why study BTEC Sport?**

Never has the study of sport and exercise science been as important as it is today, especially after the success of the GB Olympics. Sport has now become a massive business. There is a demand for sports scientists, experts in biomechanics, sports psychologists and nutritionists. This is a fascinating and absorbing subject which will set you up to go straight into the fitness and sport industry or going on to further education to study Sports sciences, sports nutrition, sports physiotherapy or sports development at University.

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

In Year 12 students will study three units including;

- Health, Wellbeing and Sport
- Applied Sports Anatomy and Physiology
- Nutrition for Physical Performance

In Year 13 students will then finish their diploma by studying;

- Sports Psychology
- Organizing Events in Sport and Physical Activities

### **How will I be assessed?**

The course is 100% coursework, there are no exams. Each of the units above is made up of 3 or 4 assignments. These assignments add together to provide a final grading of pass, merit or distinction. Assignments are comprised of written tasks, lab reports, PowerPoint presentations, interviews, log books, leaflets and practical delivery such as instructing physical activity.

### **Entry requirements**

An enthusiastic interest in the subject and a commitment to conscientious study will bring success. You will need to be well organised and have a sound IT base as the majority of the assignments are written electronically. Students need to have a background of playing, coaching or officiating sport.



## **BTEC Information Technology**

### **Why study BTEC Information Technology?**

Information and digital technologies allow individuals and organisations unprecedented access to information, goods and services from around the world. The Subsidiary Diploma presents learners with a wide range of IT topics which will underpin their progression to a career, either through higher education or directly into employment.

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

The course consists of two mandatory unit plus optional units that provide for a combined total of 60 credits.

#### **Mandatory Units:**

Information Technology Systems – Strategy, Management and Infrastructure  
Website Development

#### **Optional Units include (but not limited to):**

Creating Systems to Manage Information  
Using Social Media in Business  
Programming  
Data Modelling  
Mobile Apps Development  
Computer Games Development  
IT Project Management  
Big Data and Business Analytics  
IT Technical Support and Management  
Software Testing  
Customising and Integrating Applications  
Cloud Storage and Collaboration Tools  
Digital 2D and 3D Graphics  
Digital Animation and Effects  
The Internet of Things  
Enterprise in IT  
Business Process Modelling Tools.

### **How will I be assessed?**

The course is 100% coursework, there are no written exams. Each of the units is made up of a number of assignments. These assignments result in a final grade of pass, merit or distinction.

### **Entry requirements**

Students must have a genuine interest in Information Technology as well as a background in IT or Computer Science.