



**Riverside** School  
*Prague*

Senior High

# Riverside

## Senior High

# Curriculum



*"Pojď sem, synu, uč se moudrým býti."  
"Come here, son, and learn to be wise."*

*J. A. Komenský (1592 - 1670)*

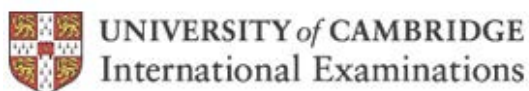
# Senior High Curriculum

## Mission Statement

Riverside School values the uniqueness of the individual and provides high quality education for students of diverse cultures, within a Christian ethos and supportive family environment. The staff team is dedicated to building positive relationships with students, preparing them to be accomplished, global citizens.

## Accreditations

Riverside is accredited by the leading accreditation bodies in the United Kingdom, the United States and Internationally.



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# Our Curricular Aim

## In keeping with the Aims and Objectives of Riverside School:

- *provide high quality education in the English language;*
- *prepare students for higher education, the world of work and to become active citizens;*
- *provide a broad and balanced curriculum to nurture and strengthen each student's intellectual, spiritual, social and physical growth and development and lead to achievement for all students;*
- *provide students with internal and external accreditation, through internal assessment and external examinations.*

## Introduction to the High School Curriculum

### The First Two Years (Years 10 & 11 / Grades 9 & 10)

- *The students commence International General Certificate of Secondary Education (IGCSE) external examination courses governed by the University of Cambridge and Edexcel Examination Boards. IGCSE's are one of the most recognized qualifications around the world. The resulting qualification provides a foundation for higher level courses, such as A and AS Levels, the North American Advanced Placement programme and the International Baccalaureate Diploma Programme.*
- *IGCSE courses take two years to complete and exams are taken at the end of that period (Year 11/Grade 10). Examinations are held in June and November each year with results issued in August and February respectively.*
- *In Year 10/Grade 9 students begin a four year programme of accreditation towards higher education in North America.*



# Our Curricular Aim

## The Final Two Years (Years 12 & 13 / Grades 11 & 12)



- The students commence the **International Baccalaureate (IB) Diploma Programme**. It is one of the most recognised qualifications around the world and accepted as proof of academic ability for entry to universities and institutes of higher education.
- Good IB results are a key to admission for all the world's major English speaking universities and many non-English speaking universities. Good grades at IB can result in up to one full year of advanced standing or credit at universities in the USA and Canada.
- The IB Diploma Programme takes two years to complete with exams taken at the end (Year 13/Grade 12). Examinations are held in May each year with results issued in July.
- **Students continue their four year programme of accreditation towards higher education in North America. Upon successful completion, students gain a Graduation Diploma.**
- Careers Guidance and Work Experience help students to explore the world of work and prepare for life beyond school.





# EXTERNAL ASSESSMENT – AN OVERVIEW

## IGCSE Examinations (Year 11 / Grade 10)

*In May and June of each year students in Year 11 / Grade 10 sit IGCSE (International General Certificate of Secondary Education) Examinations in the subjects they have studied. These UK subject based examinations are set by the University of Cambridge and Edexcel examination boards and are normally taken at the age of 16 following a one or two year course of study in the subject. Success in these examinations will enable a student to progress to an Advanced Level Course. Successful students will be awarded Certificates for each subject they pass.*



## International Baccalaureate (IB) Examinations (Year 13 / Grade 12)

*In May of each year students in Year 13 / Grades 12 sit IB Diploma Examinations in the subjects they have studied. Successful students will be awarded Certificates for each subject they pass. These subject based examinations are set by the International Baccalaureate Organization and normally taken at the age of 18. The Grades achieved in these examinations will determine appropriate University Courses and are an entrance requirement for University.*

*Results of IGCSE Examinations are normally sent to the school in August of that year and the school will forward the certificates to the students. The IB results are made available in July. The IGCSE and IB examinations, Certificates and Diploma are recognised throughout the world as a University requirement.*

*The results of these examinations do not influence credits or High School Diplomas. Both are separate. The Diploma is awarded when the student leaves the school at the end of Year 13 / Grade 12.*



## College Board, Advanced Placement (AP) Tests

*These US, subject based tests are usually taken at the age of 18. Success in these will assist entry into Colleges and Universities and, in the United States, are credited towards College Studies, enabling a student to reduce the number of College Courses studied.*



## PSAT, SAT & ACT Tests

*These US Tests are taken in the final three years of High School. The scores determine College entrance in the US and enables the student to qualify for a College Fee reduction and Scholarship.*

# INTERNAL ASSESSMENT – AN OVERVIEW

Our internal assessment practices satisfy the North America educational requirements for graduation.

Assessments of student work are carried out keeping the Riverside grading scale in mind.

<b>A+</b>	95 % - 100 %	Excellent achievement - well above expectations
<b>A</b>	90 % - 94 %	Excellent achievement
<b>B+</b>	85 % - 89 %	Very Good achievement - above expectations
<b>B</b>	80 % - 84 %	Good achievement
<b>C+</b>	75 % - 79 %	Satisfactory achievement - in keeping with expectations
<b>C</b>	70 % - 74 %	Satisfactory achievement
<b>D+</b>	65 % - 69 %	Disappointing achievement - below expectations
<b>D</b>	60 % - 64 %	Disappointing achievement
<b>F</b>	0 % - 59 %	Poor achievement - well below expectations

## Assessment and reporting procedures for EAL students

**Pass/Fail Status** - Students with very limited proficiency in English will achieve a Pass in their courses if they make an effort to do the assigned work by themselves; if they concentrate in class and ask for help when needed, and if they show some understanding of the work in progress. They will be awarded a Fail grade if make no effort, do not concentrate in class and show no understanding of the work.

**Sympathetic Grading** - Special treatment afforded to EAL students. Content and marks are adapted according to student's level of ability and command of the English language. Students are evaluated against his or her own abilities – taking effort, progress and participation into consideration. Students are given credit for demonstrating understanding even if their ability to express their understanding in clear and accurate English is limited.

## School Reports

Parents receive a report of students' marks / grades at the end of each term – three times each year - together with teacher and tutor comments.

A student's final grade will be based on a combination of the three term marks and in the case of most Year 10-13 / Grade 9-12 classes, a final (internal) examination.

If the subject Department Head or Senior Management believes there is a need for an interim academic report on a particular student a Student Progress Report will be circulated and the information shared with the appropriate parties.

## Comparing The CIE (Cambridge International Examinations) Grading Scale To Riverside's Model (Based On The US System)

### Source = Briefing Paper for US Admissions Counsellors

Passing grades for IGCSE exams range from A\* to G, with A\* being the highest. A suggested comparability of CIE examination grades and the US grades are shown on the table below.

CIE IGCSE Grade	US/Riverside Equivalent Grade
A*	A+
A	A
B	B+
C	B
D	C+
E	C
F	D+
G	D

Five passes at grade C or higher would indicate a student's readiness to begin the IB Diploma Programme, A-Levels in the UK, AP courses in American high schools or freshman level courses in some American universities.





## IB Diploma Grades

All IB diploma courses would normally be regarded as honors courses. Universities and colleges are also encouraged to consider a student's total points score, as well as his or her score in individual courses. Credit for equivalent first-year university courses are often awarded to students who achieve a grade of at least 5 in Higher Level IB Arts courses and 6 in Higher Level IB Science courses. Select Standard Level IB courses may also be awarded credit. The table below gives approximate equivalent Riverside courses grades:

All IB subjects are graded according to the following scale:

IB Level	IB Description	Riverside Equivalent
7	Excellent	A+
6	Very Good	A
5	Good	B+
4	Satisfactory	B
3	Mediocre	C / C+
2	Poor	D / D+
1	Very Poor	F
N	No Mark	F



## High School Graduation

### Awarding Credits and The High School Diploma

*In Years 10-13 / Grades 9-12 Students are awarded credits for each subject they take and their end of year Grades are converted to a Grade Point Average (explained on the following page). Students who achieve the required number of credits (23) are awarded a High School Diploma. A High School Diploma is recognised by a number of countries and is a College requirement in North America. The Diploma, combined with the Grade Point Average and SAT or ACT score will determine the appropriate College or University.*

*Credits and a Diploma are awarded to all successful students, irrespective of their educational destination.*

***The results of external examinations (including SAT, ACT, IGCSE, and IB) do not influence the internal marks, credits or High School Diploma. Both are separate. The Diploma is awarded when the student leaves the school at the end of Year 13 / Grade 12.***

### **Riverside High School – Graduation Requirements**

- *Students who achieve 23 credits or more over the course of their Middle and Senior Years will be awarded a Riverside High School Diploma.*
- *Classes meeting 4-6 periods each week earn 1 credit each year.*
- *Classes meeting 2-3 times each week earn ½ credit each year.*
- *Credits are attributed annually to each student's transcript (official record of grades).*
- *Course titles on transcripts may differ for University clarification purposes.*
- *Arrangements are made for students to take the PSAT (Preliminary Scholastic Aptitude Test) and SAT I and SAT II (Scholastic Aptitude Test) and ACT Tests at the appropriate times.*
- *The International Schools' Assessment is administered at the appropriate age levels to determine the students' academic achievement in relation to their peers.*



## Subject Allocation and Course Selection

### Year 10 - 11 / Grade 9 - 10

The students commence IGCSE external examination courses at Year 10 / Grade 9 and sit IGCSE's at the end of Year 11 / Grade 10.

#### All students study the following subjects:

- English Language and Literature
- Mathematics
- Co-ordinated Science
- Physical Education
- Personal, Social, Health and Economics Education
- Modern Foreign Language
- French, German, Spanish, Czech or EAL

#### The following elective choices are available:

- Business Studies
- History
- Geography
- Fine Art
- Information and Computer Technology
- Music
- Religious Education
- First Language Czech (available to those students who are native speakers and who have kept up with the Czech language programme).

### Year 12 - 13 / Grade 11 - 12

#### IB Diploma Programme Subject Groups

##### 1. Language 1

English A1 HL or SL  
Language and Literature A1 HL or SL  
Czech A1 HL or SL  
Self-Taught Language SL

##### 2. Language 2

English B HL or SL  
French B HL or SL  
Spanish B HL or SL  
Spanish ab initio SL  
German ab initio SL

##### 3. Individuals and Societies

Geography HL or SL  
History HL or SL  
Business and Management HL or SL  
Economics HL or SL  
Psychology HL or SL

##### 4. Experimental Sciences

Biology HL or SL  
Physics HL or SL  
Chemistry HL or SL  
Computer Science HL or SL  
Environmental Systems and Societies SL

##### 5. Mathematics

Mathematics HL or SL  
Mathematical Studies SL

##### 6. Arts and Electives

Visual Arts HL or SL  
Music HL or SL  
**Or another subject from groups 2,3,4 or 5**

Students should consult the Student Guide to the IB Diploma Programme and choose:

- **one** subject from each group  
Students may choose a subject from Group 6 OR another subject from groups 1, 2, 3 or 4
- **three** subjects at Higher Level and **three** subjects at Standard Level  
Higher Level subjects are taught for 6 lessons/week; Standard Level subjects are taught for 4 lessons/week.

#### In addition...

All students follow a course in Theory of Knowledge for 2 lessons/week, submit an Extended Essay and take part in the Creativity, Action and Service programme.

# Higher Education and Career Guidance Policy and Practice

## Policy

At Riverside School our policy is to ensure students are guided in making many of the key choices which will affect their future and also to help them become aware of their strengths, weaknesses and interests in relation to the world of work. This is achieved through having a dedicated Guidance team who the students can talk to and dedicated resources to help students explore careers and options. The Higher Education and Career Guidance policy supports the school's aim to prepare students for higher education, the world of work and to become active citizens and to encourage them to be positive about their abilities through a structured Careers Programme which addresses self-awareness and provides detailed guidance about important choices at all stages of their schooling.

## Guidance Team:

- ➡ **Head of Guidance and Student Welfare**
- ➡ **UCAS Coordinator**
- ➡ **PSAT and SAT Coordinator**

**The Guidance Team is available to give students guidance on careers and higher education irrespective of their destination, including counsel on;**

- choosing appropriate IGCSE and IB course,
- getting to 'know themselves' and how their strength, weakness and interests relate to the world of work,
- different careers and opportunities,
- available training, education and occupations beyond high school,
- how to complete application forms for universities,
- completion of the Common Application for US Universities,
- completing the UCAS forms,
- how to apply for scholarships, and
- preparation for and entering PSAT, SAT, Subject SAT and ACT examinations.

**The Guidance Team is also responsible to:**

- maintain relationships with other international schools and Universities
- arrange visits from Universities
- arrange visits from organizations providing Gap Year programmes
- arrange to attend Career and University Fairs at other venues in Prague
- arrange work experience opportunities where possible.

## IB Diploma Coordinator

The IB Coordinator works alongside the Guidance Team, coordinating high school course selections, timetable issues and higher education choices.

## Principal

Mr Falk is available to give students guidance on;

- credits achieved and Grade Point Average calculation
- graduation requirements
- Transcripts

Students should see Mr Falk when requesting a Transcript (Statement of Official Grades) to pass on to another school or include in an application for admission or scholarship. Transcripts are completed for all students in Years 10-13 / Grades 9-12.

# PART II

## SUBJECT SYLLABI



**Subject:** IGCSE English Language and Literature  
**Examination Board and Syllabus Code:** Edexcel (4EAO)

## Course Description:

The IGCSE English A syllabus is designed to foster student development in the areas of reading, writing, speaking, and listening; woven through these four key areas is a specific focus on critical thinking and analysis. Students are encouraged to read with insight and engagement and to write clearly and imaginatively. A variety of genres is introduced, including poetry, drama, fiction and non-fiction. In both reading and writing, great emphasis is given to examining the techniques a writer employs to accomplish a specific purpose or achieve a desired effect.

## Topics include:

The **Core** content of the course is as follows:

### ENGLISH LANGUAGE

1. Edexcel Language Anthology: Section A
  - a. Reading and responding to a variety of texts
  - b. Writing to:
    - i. explore, imagine, entertain
    - ii. argue, persuade, advise
2. Edexcel Language Anthology: Section B
  - a. Reading and responding to a variety of texts
  - b. Writing—Response to selected text from Section B of Anthology
3. Speaking and Listening Coursework (individual talk and group work activities)
  - a. Explain, describe, narrate
  - b. Discuss, argue, persuade

### ENGLISH LITERATURE

1. Drama: *Romeo and Juliet* by William Shakespeare
2. Poetry Study and Coursework
  - a. Study of Selected Poems: Section C of Edexcel Language Anthology
  - b. Formal Essay—Analysis of 6 Poems
3. Prose Study: Novels—Student will study two of the following:
  - a. *Lord of the Flies* by William Golding
  - b. *Pride and Prejudice* by Jane Austen
  - c. *Of Mice and Men* by John Steinbeck
  - d. *To Kill a Mockingbird* by Nelle Harper Lee

### Textbooks/Resources:

- Edexcel IGCSE English A & B Student Book  
**By Pam Taylor, Roger Addison, and David Foster**
- *Romeo and Juliet* by William Shakespeare
- *Lord of the Flies* by William Golding
- *Pride and Prejudice* by Jane Austen
- *Of Mice and Men* by John Steinbeck
- *To Kill a Mockingbird* by Nelle Harper Lee

### Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Daily Work	30%
Quizzes/Tests	30%
Formal Writing	40%

### IGCSE Assessment:

In Year 11 the students will be assessed in the following way:

#### Internal Assessment:

##### ENGLISH LANGUAGE:

Paper Three, Coursework	20%
Paper Four, Coursework	10%

##### ENGLISH LITERATURE:

Paper Three, Poetry Coursework	40%
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#### External Assessment:

##### ENGLISH LANGUAGE:

Paper One (2 hours, 15 minutes)	70%
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##### ENGLISH LITERATURE:

Paper One (1 hour, 45 minutes)	60%
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**Subject:** IB English A: Language & Literature SL/HL  
**Examination Board:** IB

## Course Description:

Language A: language and literature comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language A: language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course.

The language A: language and literature course aims to develop in students skills of textual analysis and the understanding that texts, both literary and non-literary, can be seen as autonomous yet simultaneously related to culturally determined reading practices.

## Topics include:

The **Core** content of the course is as follows:

### PART ONE - Language in a Cultural Context (Language & Identity)

SL/HL: Text extracts are from a variety of sources and cultures. Activities include text analysis, writing skills (paper one), research and presentation skills (oral presentation one). Focus is advertising.

**ASSESSMENT** – Oral activity: Student Presentations + Written task

### PART TWO - Language and Mass Communication

SL/HL Texts are from a variety of sources, genres and media and are used to explore language, structure, technique and style. Media text analyse, research and presentation skills

**ASSESSMENT** – Oral activity: Student Presentations + Written task

### PART THREE - LITERATURE: Text and Contexts (Women and Society)

**SL:** The Crucible and one of the following texts; A Doll's House, The Lost Honour of Katherina Blum or Antigone

**HL:** The Crucible and A Doll's House and one of the following; The Lost Honour of Katherina Blum or Antigone

**ASSESSMENT** – SL: Written Task & Papers 1 and 2; HL: Written Task & Papers 1 and 2.

### PART FOUR - LITERATURE: Critical study (Perceptions and influence of Colonialism)

**SL:** Heart of Darkness and poetry from Carol Ann Duffy

**HL:** Heart of Darkness, Translation and poetry of Carol Ann Duffy, literary analysis, writing (paper two) and presentation skills

**ASSESSMENT** – SL: Individual Oral Commentary; HL: Written Task (with prescribed title) & Individual Oral Commentary

## Textbooks/Resources:

4 Texts at Standard Level (treating multiple poems as one text), 6 Texts at Higher Level (treating multiple poems as one text)

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Daily Work	30%
Quizzes/Tests	30%
Formal Writing	40%

## IB Assessment:

In Year 13 the students will be assessed in the following way:

### Internal Assessment:

Individual Oral Commentary (external moderation)	15%
Other Oral Presentation	15%

### External Assessment:

Written Task (Unit 1 or 2)	10%
SL Written Task (Unit 3 or 4)	10%
HL Written Task (with prescribed question)	10%
Paper One (Commentary Writing)	25%
Paper Two (Comparative Essay)	25%

**Subject:** IB English A: Literature SL/HL  
**Examination Board:** IB

## Course Description:

The IB English Language A: Literature course provides a rigorous and thought-provoking exploration of literature from a wide range of cultures, eras and genres. Learners participate in active discussions as well as independent reflections as the class moves through an examination of the many aspects each text has to offer, from specific authorial techniques to overarching thematic expressions. Through the study of these challenging literary texts, students develop the ability to read critically, think analytically, and write with accuracy and precision, interestingly and engagingly.

## Topics include:

The **Core** content of the course is as follows:

### PART ONE - Literature in Translation

*The Outsider* by Albert Camus  
*The Lost Honor of Katharina Blum* by Heinrich Böll  
*The Metamorphosis and Other Works* by Franz Kafka\*  
**ASSESSMENT – Written Assignment (Literary Analysis Essay)**

### PART TWO - Detailed Study

*Othello* by William Shakespeare  
*In Cold Blood* by Truman Capote  
*Selected Poems* by Robert Frost\*  
**ASSESSMENT – Individual Oral Commentary**

### PART THREE - Literary Genres: Novels

*Slaughterhouse Five* by Kurt Vonnegut  
*Things Fall Apart* by Chinua Achebe  
*Heart of Darkness* by Joseph Conrad  
*Their Eyes Were Watching God* by Zora Neale Hurston\*  
**ASSESSMENT – External Examinations, Papers 1 and 2**

### PART FOUR - Options

*The Great Gatsby* by F. Scott Fitzgerald  
*The Importance of Being Earnest* by Oscar Wilde  
*Selected Poems from Poems, Poets, Poetry: An Introduction and Anthology*  
 by Helen Vendler  
**ASSESSMENT – Individual Oral Presentation**

\*Denotes Higher Level texts, not studied at Standard Level

## Textbooks/Resources:

11 Texts at Standard Level, 14 Texts at Higher Level (See texts listed under Topics)

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Daily Work	30%
Quizzes/Tests	30%
Formal Writing	40%

## IB Assessment:

In Year 13 the students will be assessed in the following way:

### Internal Assessment:

Individual Oral Commentary	15%
Individual Oral Presentation	15%

### External Assessment:

Written Assignment (Essay)	25%
Paper One (1 hour, 30 minutes*)	20%
Paper Two (1 hour, 30 minutes*)	25%

\*Papers One and Two are 2 hour exams at Higher Level

**Subject:** IGCSE Mathematics

**Examination Board and Syllabus Code:** CIE 0607 (International Mathematics)

## Course Description:

*International Mathematics is designed to support the teaching of the IB in years 12 and 13, providing a solid foundation of mathematical knowledge as well as of modelling and investigative skills. The IGCSE is a broad course containing elements of Number, Shape and Space, Algebra, and Data Handling, but taught with an emphasis on the interconnectedness of the material. During the two year course students will also learn to use a graphic display calculator.*

## Topics include:

### Number:

Surds  
Logarithms  
Simple and Compound Interest

### Transformations and Vectors:

### Algebra:

Simultaneous Equations  
Quadratic Equations  
Sequences  
Proportionality and Variation

### Mensuration:

Perimeter, Area, Surface Area and Volume of shapes including spheres, hemispheres and cones, and compound shapes.

### Functions:

Composite and inverse functions  
Linear, quadratic, cubic, reciprocal, trigonometric, absolute value, exponential and logarithmic functions  
Transformations of functions

### Co-Ordinate Geometry:

Equations of straight lines  
Parallel and perpendicular lines

### Sets and Venn Diagrams:

Problem solving with 3 sets

### Geometry:

Similar Shapes  
Pythagoras Theorem  
Circle Theorems

### Probability:

Relative Frequency  
Combined events  
Tree Diagrams with and without replacement

### Trigonometry:

Right-angled and non-right angled

### Statistics:

Discrete and Continuous Data  
Cumulative Frequency  
Correlation and linear regression

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	40%
Formative/Participation	10%
Binder	10%
Tests	40%

*In June of Year 11/Grade 10 there will be an internal examination covering the whole year's work.*

## IGCSE Assessment:

*In May of Year 11/Grade 10 the students will write 3 IGCSE examination papers for mathematics.*

*Paper One (non-calculator)  
Paper Two (calculator)  
Paper Three (investigation and modelling)*

*The duration and weighting of each paper will depend on whether the student is entered at the Core or Extended level.*

## Textbooks/Resources:

*Haese and Harris – IGCSE International Mathematics Extended  
Haese and Harris – IGCSE International Mathematics Core*

*All students require a Graphing Calculator; we recommend the TI84+ or the TI-nSpire (non-CAS).*

**Subject:** Mathematical Studies SL  
**Examination Board:** IB

## Course Description:

Riverside's IB course in Mathematical Studies (SL) is particularly suited for students whose main focus lies outside of the field of mathematics. It builds on the students' knowledge, techniques and practices gained in the IGCSE Core level course. Students will be expected to achieve proficiency with a graphic display calculator, sets of numbers, logic, probability, statistics, algebra, functions, geometry, trigonometry, basic calculus, and financial mathematics in pure and real world applications. They will also complete an individual project involving the collection of data, its analysis and evaluation. Students will learn to view mathematics as a tool that can be applied across wide areas of study.

## Topics include:

### Number and Algebra:

Percentage error  
 Standard Form  
 Currency Conversion  
 Sequences and Series  
 Simultaneous and Quadratic Equations

### Statistics:

Cumulative Frequency  
 Linear Correlation  
 Normal Distribution  
 Chi-squared Test

### Mathematical Models:

Linear, Quadratic, Exponential and Polynomial functions

### Differential Calculus:

Differentiation of Polynomials  
 Stationary Points  
 Optimisation Problems

### Geometry and Trigonometry:

Equations of Straight lines  
 Using trigonometry to solve triangle problems  
 Volume and surface area of 3-D shapes

### Sets, Logic, and Probability:

Truth Tables  
 Logical Equivalence  
 Applications of Sets and Venn Diagrams  
 Probabilities of Combined Events  
 Conditional Probability

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Assignments	40%
Formative/Participation	10%
Binder	10%
Tests	40%

In June of Year 12/Grade 11 there will be an internal examination covering the whole year's work.

## IB Assessment:

In Year 13 the students will write 2 IB examination papers for mathematics.

Paper One (non-calculator)  
 Paper Two (calculator)

Papers 1 and 2 are each worth 40% of the final mark, and the internally assessed project is worth 20%.

## Textbooks/Resources:

Haese and Harris – IB Mathematics for the International Students; Mathematical Studies

All students require a Graphing Calculator; we recommend the TI84+ or the TI-nSpire (non-CAS).



**Subject:** IB Mathematics SL  
**Examination Board:** IB

## Course Description:

Riverside's IB Mathematics Standard level course is for students whose planned area of study at university, or their future career, may be expected to contain mathematical elements. The course builds on a student's prior knowledge of algebra, geometry, trigonometry, analytic geometry, vectors, probability and statistics, and introduces new concepts of calculus and higher statistics. Students will focus on extending problem solving skills through logical and analytical methods and complete a mathematical exploration on a topic of their own choice. Students wishing to study Maths SL should have gained a C or above in IGCSE mathematics (Extended) or be able to demonstrate attainment of a similar standard.

## Topics include:

### Algebra:

Sequences and Series  
Exponents and Logarithms  
Binomial Theorem

### Statistics and Probability:

Cumulative Frequency  
Linear Correlation  
Conditional Probability  
Discrete Random Variables  
Binomial Distribution  
Normal Distribution

### Functions and Equations:

Composite and Inverse Functions  
Transformations of functions  
Quadratic, Exponential, Logarithmic, Reciprocal and Rational functions

### Calculus:

Differential Calculus – Chain, Product and Quotient Rules  
Stationary Points and Points of Inflection  
Applications  
Integral Calculus – Areas under and between curves  
Volumes of Revolution  
Kinematics Problems

### Circular Functions and Trigonometry:

Circles and Radian Measure  
Trigonometric ratios, simple identities and solving trigonometric equations  
Trigonometric functions and modelling  
Sine, cosine and area rules

### Vectors:

Vectors in 3 dimensions  
Scalar Product  
Vector equations of lines and angles between them

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Assignments	40%
Formative/Participation	10%
Binder	10%
Tests	40%

In June of Year 12/Grade 11 there will be an internal examination covering the whole year's work.

## IB Assessment:

In Year 13 the students will write 2 IB examination papers for mathematics.

Paper One (non-calculator)  
Paper Two (calculator)

The duration of each paper is 1½ hours; each paper is worth 40% of the final mark, with the internally assessed exploration worth 20%.

## Textbooks/Resources:

Haese and Harris – IB International Mathematics Standard Level

All students require a Graphing Calculator; we recommend the TI84+ or the TI-nSpire (non-CAS).

**Subject:** IB Mathematics HL  
**Examination Board:** IB

## Course Description:

Riverside's IB Mathematics Higher level course is for students whose planned area of study at university, or their future career, contains mathematics as a major component (for example: engineering, physics, pure mathematics). The course builds on a student's prior knowledge of algebra, geometry, trigonometry, analytic geometry, vectors, probability and statistics, and introduces new concepts of calculus and higher statistics. Students will focus on extending problem solving skills through logical and analytical methods and complete a mathematical exploration on a topic of their own choice. Higher level students will study topics in greater depth than standard level students and need to display good conceptual understanding of the material, as well as studying a further option unit, which will be chosen in discussion with students and teachers. Students wishing to study HL should have an A in IGCSE mathematics or be able to demonstrate attainment of a similar standard.

## Topics include:

### Algebra:

Sequences and Series  
 Exponents and Logarithms  
 Binomial Theorem  
 Permutations and Combinations  
 Proof by Induction  
 Complex Numbers

### Statistics and Probability:

Cumulative Frequency  
 Linear Correlation  
 Conditional Probability  
 Discrete and Continuous Random Variables  
 Binomial and Poisson Distributions  
 Normal Distribution

### Functions and Equations:

Composite and Inverse Functions  
 Transformations of functions  
 Quadratic, Exponential, Logarithmic, Reciprocal and Rational functions  
 Polynomials  
 Inequalities

### Calculus:

Differential Calculus – Chain, Product and Quotient Rules  
 Stationary Points and Points of Inflection  
 Implicit Differentiation  
 Applications  
 Integral Calculus – Areas under and between curves  
 Volumes of Revolution  
 Kinematics Problems  
 Integration by substitution and by parts

### Circular Functions and Trigonometry:

Circles and Radian Measure  
 Trigonometric ratios, simple identities and solving trigonometric equations  
 Trigonometric functions and modelling  
 Inverse Trigonometric Functions  
 Sine, cosine and area rules

### Vectors:

Vectors in 3 dimensions  
 Scalar Product  
 Cross Product  
 Vector equations of lines and angles between them  
 Equations of planes

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Assignments	40%
Formative/Participation	10%
Binder	10%
Tests	40%

In June of Year 12/Grade 11 there will be an internal examination covering the whole year's work.

## IB Assessment:

In Year 13 the students will write 3 IB examination papers for mathematics.

Paper One (non-calculator) - 2 hours  
 Paper Two (calculator) - 2 hours  
 Paper Three – option unit – 1 hour

Papers 1 and 2 are each worth 30% of the final mark, paper 3 is worth 20% with the internally assessed exploration worth 20%.

## Textbooks/Resources:

Haese and Harris – IB Mathematics for the International Student, Higher Level

All students require a Graphing Calculator; we recommend the TI84+ or the TI-nSpire (non-CAS).

Option Unit: One of Statistics and Probability, Calculus, Discrete Mathematics or Sets, Relations and Groups

**Subject:** IGCSE Co-ordinated Sciences  
**Examination Board and Syllabus Code:** CIE (0654)

### Course Description:

The course aims to provide students with an understanding and knowledge of the principles and applications of biology, chemistry and physics. The co-ordinated approach emphasises that many of these principles and concepts are common to all science, and promotes scientific enquiry through practical and investigative work.

The course is a double award, equivalent to two IGCSEs.

#### Biology

- Biological Classification and Diversity
- Cellular Organisation
- Support and Movement
- Photosynthesis
- Gaseous Exchange in Animals
- Responding to the Environment
- Transport Systems
- Respiration
- Diet and Health
- Digestion
- Homeostasis
- Reproduction
- Human Reproduction
- Inheritance
- Evolution
- Organisms in their Environment
- Cycles and their Effects

#### Chemistry

- The Elements of Chemistry
- Classifying Elements
- Petrochemicals
- Chemicals from Plants
- Materials and Structures
- Oxidation and Reduction
- Ions and Electrolysis
- Solvents and Solutions
- Soil, Rocks, and Rates
- Acids and Alkalis
- Fertilisers
- Dyes and Drugs
- Colloids
- Fuels
- Batteries
- Metals and Alloys
- Atoms, Bonding, and the Periodic Table

#### Physics

- The Strength of Solids
- Particles in Motion
- Motion
- Force and Motion
- Energy Transfer
- Transferring Energy by Heating
- Using Electricity
- Energy and Electricity
- Light and Sound
- Making Waves
- Making Use of Waves
- Kinetic Energy and Momentum
- Gravity
- Magnetism and Electricity
- Communications
- Electrons
- Radioactivity
- Energy Resources
- Energy Distribution
- Electronics

#### Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

End of unit tests  
 Investigations  
 Class and Homework  
 Research Assignments

#### IGCSE Assessment:

In May/June of Year 11 the students will write the following IGCSE examination papers:

Paper 1 (45 Min) Multiple Choice	30%
Paper 2/3 (2 Hours) Core/Extended Theory	50%
Paper 6 (1 Hour) Alternative to practical	20%

**Subject:** IB Biology SL/HL  
**Examination Board:** IB

## Course Description:

Biology is the study of living organisms. The IB course is an interesting but demanding course which requires students not only to acquire information but to develop a broad general understanding of the key biological principles. Four basic biological concepts run throughout the course:

- **Structure and function.** Developing an appreciation of how structures permit and limit function. This is considered at the molecular, cellular and organism level.
- **Universality versus diversity.** Ubiquitous biochemicals and structures, such as nucleic acids and membranes, exist in a biological world of enormous diversity, within which organisms are connected and interdependent.
- **Equilibrium within Systems.** A state of dynamic equilibrium is essential for the continuity of life. This equilibrium is maintained by a system of checks and balances which exist within living organisms and within ecosystems.
- **Evolution:** This is the underlying concept that draws together the above themes. Evolution brings about diversity and allows organisms to adapt to changing environments.

## Topics include:

Both Higher and Standard Level Students study a core set of topics, listed below, as well as two option topics.

- Statistical Analysis
- Cells
- The Chemistry of Life
- Genetics
- Ecology and Evolution
- Human Health and Physiology

The Higher Level students will study these additional Higher Level topics:

- Nucleic Acids and Proteins
- Cells Respiration and Photosynthesis
- Plant Science
- Genetics
- Human Health and Physiology

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

- End of unit tests
- Investigations
- Class and Homework
- Research assignments

## IB Assessment:

In Year 13 the students will be assessed in the following way:

Paper 1 (45 Min/ 1 Hour) Multiple Choice	20%
Paper 2 (1 ¼ / 2 ¼ Hours) Core/Extended Theory	32/36%
Paper 3 (1 / 1 ¼ Hours) Options	24/20%
Coursework	24%



**Subject:** IB Chemistry SL/HL  
**Examination Board:** IB

## Course Description:

Chemistry is an Experimental Science subject. Chemical principles underpin the physical environment in which we live and all biological systems. A study of this subject combines academic study with the acquisition of practical and investigative skills. The investigative skills provide opportunities to research questions, design experiments and perform experiments using a wide range of techniques, including data analysis and data interpretation.

The syllabus for the Diploma Program Chemistry Course is divided into two parts: **Core and Options.**

IB Chemistry can be taken at Standard Level or Higher Level. The Higher level course includes additional detailed content for each of the Core topics. The Higher Level course places more emphasis on critical thinking skills to Chemistry-related problems and understanding of the more theoretical and abstract concepts that permeate the field of Chemistry.

## Topics include:

### Standard Level Content

Topic 1: Quantitative Chemistry  
Topic 2: Atomic Structure  
Topic 3: Periodicity  
Topic 4: Bonding  
Topic 5: Energetics  
Topic 6: Kinetics  
Topic 7: Equilibrium  
Topic 8: Acids and Bases  
Topic 9: Oxidation and Reduction  
Topic 10: Organic Chemistry  
Topic 11: Measurement and Data Processing

### Higher Level Content

Topic 12: Atomic Structure  
Topic 13: Periodicity  
Topic 14: Bonding  
Topic 15: Energetics  
Topic 16: Kinetics  
Topic 17: Equilibrium  
Topic 18: Acids and Bases  
Topic 19: Oxidation and Reduction  
Topic 20: Organic Chemistry

### Optional Content

Options SL and HL  
Option A: Modern Analytical Chemistry  
Option B: Human Biochemistry  
Option C: Chemistry in Industry and Technology  
Option D: Medicines and Drugs  
Option E: Environmental Chemistry  
Option F: Food Chemistry  
Option G: Further Organic Chemistry

Students are required to study any two options from A-G.

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Assignments	25%
Investigations	25%
Tests	50%

## IB Assessment:

In Year 13 the students will be assessed in the following way:

### Standard Level

#### Internal Assessment:

Investigation involving three areas:  
Design  
Data Collection and Processing  
Conclusion and Evaluation

24%

#### External Assessment:

Paper One (¾ hours) Multiple Choice  
Paper Two (1¼ hours) Short Answer  
Paper Three (1 hour) Options

20%  
32%  
24%

### Higher Level

#### Internal Assessment:

Investigation involving three areas:  
Design  
Data Collection and Processing  
Conclusion and Evaluation

24%

#### External Assessment:

Paper One (1 hour) Multiple Choice  
Paper Two (2¼ hours) Short Answer  
Paper Three (1¼ hours) Options

20%  
36%  
20%

## Textbooks/Resources:

Standard Level Chemistry  
By Catrin Brown, Mike Ford



**Subject:** IB Physics SL/HL  
**Examination Board:** IB

## Course Description:

Physics is the most fundamental of the experimental sciences in that it seeks to explain the basic features of the natural world, primarily in terms of the interactions between matter and energy. The International Baccalaureate Physics course offers students many challenges and a unique way of learning about these basic concepts.

Students gain skills to enable them to link Physics theories and practical investigations and apply them to daily life. They are given the opportunity to construct, analyse and evaluate research questions and predictions developing scientific methods, techniques and explanations.

The syllabus for the Diploma Program Physics Course is divided into two parts: **Core and Options.**

IB Physics can be taken at Standard Level or Higher Level. The Higher level course includes additional detailed content for each of the Core topics. The Higher Level course places great emphasis on students being able to articulate and synthesise scientific information in great depth.

## Topics include:

### Core Level Content

Topic 1: Physics and Physical Measurement  
Topic 2: Mechanics  
Topic 3: Thermal Physics  
Topic 4: Oscillations and Waves  
Topic 5: Electric Currents  
Topic 6: Fields and Forces  
Topic 7: Atomic and Nuclear Physics  
Topic 8: Energy, Power and Climate Change

### Higher Level Content

Topic 9: Motion in Fields  
Topic 10: Thermal Physics  
Topic 11: Wave Phenomena  
Topic 12: Electromagnetic Induction  
Topic 13: Quantum Physics and Nuclear Physics  
Topic 14: Digital Technology

### Optional Content

**Options SL**  
Option A: Sight and Wave Phenomena  
Option B: Quantum Physics and Nuclear Physics  
Option C: Digital Technology

Option D: Relativity and Particle Physics

### Options SL and HL

Option E: Astrophysics  
Option F: Communications  
Option G: Electromagnetic Waves 1

### Options HL

Option H: Relativity  
Option I: Medical Physics  
Option J: Particle Physics

Students at SL are required to study any two options from A-G.

## Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Assignments	25%
Investigations	25%
Tests	50%

## IB Assessment:

In Year 13 the students will be assessed in the following way:

### Standard Level

#### Internal Assessment:

24%

Investigation involving three areas:  
Design  
Data Collection and Processing  
Conclusion and Evaluation

#### External Assessment:

Paper One (¾ hours) Multiple Choice	20%
Paper Two (1¼ hours) Short Answer	32%
Paper Three (1 hour) Options	24%

### Higher Level

#### Internal Assessment:

24%

Investigation involving three areas:  
Design  
Data Collection and Processing  
Conclusion and Evaluation

#### External Assessment:

Paper One (1 hour) Multiple Choice	20%
Paper Two (2¼ hours) Short Answer	36%
Paper Three (1¼ hours) Options	20%

## Textbooks/Resources:

Physics: Standard Level  
By Chris Hamper, Keith Ord

Physics: Higher Level  
By Chris Hamper

**Subject:** IB Environmental Systems and Societies SL  
**Examination Board:** IB

## Course Description:

*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). By choosing to study a trans-disciplinary course such as this as part of their diploma, students are able to satisfy the requirements for both groups 3 and 4 of the hexagon, thus allowing them to choose another subject from any hexagon group (including another group 3 or 4 subject).*

*The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. It is intended that students develop a sound understanding of the interrelationships between environmental systems and societies, rather than a purely journalistic appreciation of environmental issues.*

*IB Environmental Systems and Societies can only be taken at Standard Level*

## Topics include:

1. Systems and Models
2. The Ecosystem
3. Human Population, carrying capacity and resource use
4. Conservation and biodiversity
5. Pollution management
6. The issue of global warming
7. Environmental value systems

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	25%
Investigations	25%
Tests	50%

## IB Assessment:

*In Year 13 the students will be assessed in the following way:*

<b>Internal Assessment:</b>	<b>20%</b>
Investigations involving three areas:	
Design	
Data Collection and Processing	
Conclusion and Evaluation	
<b>External Assessment:</b>	<b>80%</b>
Paper 1 (1 hour) Short Answers	30%
Paper 2 (2 hours) Case Study and Essay questions	50%

## Textbooks/Resources:

*Environmental Systems and Societies: Standard Level*  
 By: Andrew Davis and Garrett Nagle

**Subject:** IGCSE Computer Science  
**Examination Board and Syllabus Code:** CIE (0478)

### Course Description:

Computer Science offers students the opportunity to learn how to solve practical problems using a computer. The course covers a wide range of topics related to the creation of software and systems that can be used in a variety of different contexts from web-based applications to control systems.

Although the course is assessed by two written papers, the second examination is based on a practical programming project completed by the students in class beforehand.

### Topics include:

1. Data Representation
2. Communication and Internet Technologies
3. Hardware and Software
4. Security
5. Ethics
6. Algorithm Design and Problem Solving
7. Programming
8. Databases

### Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	25%
Projects	40%
Bookwork	10%
Tests	25%

### IGCSE Assessment:

*In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One:	Theory (1 hour 45 minutes)	60%
Paper Two:	Problem-solving and Programming (1 hour and 45 minutes)	40%

### Textbooks/Resources:

CIE provide a set of supplementary study booklets for students dealing with those topics which are likely to require additional information.

We also use the relevant parts of **IGCSE and O Level Computer Studies and Information Technology** by Leadbetter and Wainwright.



**Subject:** IB Computer Science SL/HL  
**Examination Board:** IB

### Course Description:

IB Computer Science is aimed at helping students develop computational thinking skills which can then be applied to designing and developing new systems. The course involves a significant practical element.

### Topics include:

#### (SL/HL Core)

System fundamentals  
 Computer organisation  
 Networks  
 Computational thinking, problem-solving and programming

#### (HL Extension)

Abstract data structures  
 Resource management  
 Control

Students also study **one** of the following options:

- Databases
- Modelling and simulation
- Web science
- Object-oriented programming (OOP)

There is also a **case study** for HL students, the context of which is determined by IBO each year.

Although IGCSE Computer Science is a helpful preparation for this course. Students can successfully study IB Computer Science without having any prior knowledge or programming experience.

### Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	25%
Projects	40%
Bookwork	10%
Tests	25%

### IB Assessment:

*In Year 13 the students will be assessed in the following way:*

<b>Internal Assessment:</b>	<b>(SL)</b>		<b>(HL)</b>
Solution of a practical problem	25.5%		17%
Group 4 interdisciplinary project	4.5%		3%
<b>External Assessment:</b>			
Paper 1 (1 hour 30 minutes): Theory	45%	Paper 1 (2 hours 10 minutes): Theory	40%
Paper 2 (1 hour): Option A-D	25%	Paper 2 (1 hour 20 minutes): Option A-D	20%
		Paper 3 (1 hour): Case study	20%

### Textbooks/Resources:

In addition to a number of electronic texts and Internet-based resources, students will find the Java version of the programming textbook "How to Think Like a Computer Scientist" of use in Year 12.

**Subject:** IGCSE Geography

**Examination Board and Syllabus Code:** CIE (0460)

## Course Description:

Geography has a pivotal role in the creation of a balanced and rounded education for all. It takes students into social, economic and political thought and argument; into understanding the physical processes that help account for the environment and through these studies into moral and spiritual development. Geography is about people's lives, and therefore contains a future dimension. Geography has potential to help young people make sense of the world, themselves and their place within it. Thinking geographically enhances their capacity to integrate or synthesise knowledge and understanding from across the sciences and the arts.

## Topics include:

**The Core content of the course is as follows:**

1. Population Dynamics
2. Settlement
3. The natural environment
4. Weather, climate and natural vegetation
5. The inter-relationship between physical and human geography
6. Agricultural Systems
7. Industrial Systems
8. Leisure and Tourism
9. Energy and Water Resources
10. Environmental Risks and Benefits: Resource Conservation and Management
11. Skills focus



## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Readings	30%
Assignments	30%
Assessments	30%
Notes and Organization	10%

## IGCSE Assessment:

*In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One (1 hour 45 minutes)	45%
Paper Two (1 hour 30 minutes)	27.5%
Paper Four (1 hour 30 minutes)	27.5%

## Textbooks/Resources:

Complete Geography for Cambridge IGCSE by David Kelly and Muriel Fretwell  
 New Wider World by David Waugh  
 IGCSE Geography by Garrett Nagle and Paul Guinness



**Subject:** IB Geography  
**Examination Board:** IB

## Course Description:

The IB Geography course challenges students to make links between location and lifestyle, environment and economic activity and facts with projections for the future.

The course has immense educational potential, taking students into social, economic and political thought and argument. Its purpose is to integrate human and physical topics providing the potential for young people to make sense of the world, themselves and their place within it. It aims to equip students with the skills of enquiry to explore both the dynamics of the environment and society. Using appropriate case studies from countries around the world, the course seeks to promote a sense of cultural identity and global mindedness.

IB Geography also includes the numerical and analytical skills essential for the effective study of Geography. Fieldwork is an essential part of this course.

## Topics include:

**The Core content of the course is as follows:**

**Part 1 Core theme – patterns and change**

- Populations in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

**Part 2 Optional themes**

- Freshwater – issues and conflicts
- Hazards and disasters – risk assessment and response
- Urban environments

**Part 3 Global interactions**

- Measuring global interactions
- Changing space – the shrinking world
- Economic interactions and flows
- Environmental change
- Sociocultural exchanges
- Political outcomes
- Global interactions at the local level

## Internal Assessment:

**Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:**

Readings	30%
Assignments	30%
Assessments	30%
Notes and Organization	10%

## IB Assessment:

**In Year 13 the students will be assessed in the following way:**

### Standard Level

Paper One (1 hour 30 minutes)	40%
Paper Two (1 hour 20 minutes)	35%
Internal Assessment (20 hours)	25%

### Standard Level

Paper One (1 hour 30 minutes)	25%
Paper Two (2 hours)	35%
Paper Three (1 hour)	20%
Internal Assessment (20 hours)	20%

## Textbooks/Resources:

IB Geography by Briony Cooke and Garrett Nagle  
IB Geography Study Guide by Briony Cooke and Garrett Nagle  
Planet Geography by Stephen Codrington

**Subject:** IGCSE History**Examination Board and Syllabus Code:** CIE (0470)**Course Description:**

The History syllabus offers students the opportunity of studying some of the major international issues of the 20th century, as well as looking in greater depth at the history of Russia. The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of the nature of cause and effect, continuity and change, similarity and difference and find out how to use and understand historical evidence as part of their studies. Cambridge IGCSE History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

**Topics include:****The Core content of the course is as follows:***Were the peace treaties of 1919-23 fair?**To what extent was the League of Nations a success?**Why had international peace collapsed by 1939?**Who was to blame for the Cold War?**How effectively did the USA contain the spread of Communism?**How secure was the USSR's control over Eastern Europe, 1949-c. 1989?**How effective has the United Nations Organization been?***The depth study we will cover is:***Russia, 1905-41***Internal Assessment:***Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	30%
Projects	25%
Bookwork	5%
Tests	40%

**IGCSE Assessment:***In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One (2 hours)	40%
Paper Two (2 hours)	33%
Paper Three (1 hour)	27%

**Textbooks/Resources:**

*Modern World History for OCR Specification 1937: Core*  
*By Nigel Kelly, Greg Lacey*

**Subject:** IB History (SL and HL)

**Examination Board:** IB

## Course Description:

The IB History course fosters an understanding of major historical events in a global context. It requires students to make comparisons between similar and dissimilar solutions to common human situations. It invites students to make connections between different cultures, political systems and national traditions. IB History will stimulate any learner already interested in the past, providing a basis for further study, and also encouraging a lifelong interest in the subject.

## Topics include:

**The Core content of the course is as follows:**

Peacekeeping, peacemaking, international relations 1918-36 (SL and HL)

Origins and developments of authoritarian and single party states (SL and HL)

The Cold War (SL and HL)

Internal Assessment (SL and HL)

Imperial Russia, revolutions and the emergence of the Soviet state (HL only)

Interwar years – conflict and co-operation (HL only)

The Soviet Union and Eastern Russia (HL only)

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	30%
Projects	25%
Bookwork	5%
Tests	40%

## IB Assessment:

*In Year 13 the students will be assessed in the following way:*

### Internal Assessment

Historical Investigation (25% SL, 20% HL)

Paper One : 1 hour (Source Analysis) (30% SL, 20% HL)

Paper Two : 1 hour 30 minutes (Essays) (45% SL, 25% HL)

Paper Three(HL only) : 2 hours 30 minutes (Essays) (35% SL)

## Textbooks/Resources:

20th Century World History IB Course Companion (Cannon et alia)

Comprehensive Guide to Paper One (Mimmack et alia)

Reaction and Revolution (Lynch)

Stalin's Russia (Lynch)



**Subject:** IGCSE Religious Studies

**Examination Board and Syllabus Code:** Edexcel 5RSO1/01 and 08

## Course Description:

Religious Studies lessons are based on the British curriculum system. Although there are no national guidelines for R.S. many counties throughout Britain have an agreed syllabus that prepares students for the external exam. The Senior High School course focuses on responses to moral issues in the society from the personal perspective of the student and the major world religions. The curriculum is taught through two periods per week.

## Topics include:

**The Core content of the course is as follows:**

Believing in God

Matters of Life and Death

Marriage and the Family

Community Cohesion

Religion: Rights and Responsibilities

Religion: Environmental and Medical Issues

Religion: Peace and Conflict

Religion: Crime and Punishment

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	20%
Projects	20%
Bookwork	20%
Tests	40%

## IGCSE Assessment:

*In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One (1 hour 30 mins.)	50%
Paper Two (1 hour 30 mins.)	50%

## Textbooks/Resources:

*Religion and Life (5<sup>th</sup> Edition)*

By Victor W. Watton

*Religion and Society*

By Victor W. Watton & Robert M. Stone



**Subject:** IGCSE Business Studies**Examination Board and Syllabus Code:** Edexcel (???)

*IGCSE Business Studies provides students with a basic understanding of how business works. Students will study how business is organized and financed. They will also learn about efficiency in production and creativity in marketing. Students also study how to be effective managers of people. Ultimately students will become skilled in making business decisions and will on successful completion of the course achieve a foundational understanding that will enable them to continue their studies at IB level or higher.*

### **Course components**

**Business Studies IGCSE curriculum is divided into five themes as follows:**

*Business and the environment in which it operates*

*Business structure, organisation and control*

*Business activity to achieve objectives*

*People in business*

*Regulating and controlling business activity*

**These themes are taught through the following topics;**

*Human Resources*

*Marketing*

*Finance*

*Production*

*Government and Law*

*Regulating and controlling business activity*

### **Internal Assessment:**

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	75%
Bookwork	5%
Tests	20%

### **IGCSE Assessment:**

*In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One (2 hours)	100%
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### **Textbooks/Resources:**

*IGCSE Business Studies (with electronic Workbook)  
By Karen Borrington & Peter Stimpson*



**Subject:** IB Business and Management SL/HL  
**Examination Board:** IB

*The course will cover all the essential aspects of business, Human Resource Management, Finance, Marketing, and of the environment in which they operate. It is taught in an integrative way that promotes an understanding of business strategy. The course will help to provide students with some of the necessary skills required for today's commercial world. They will also study business behaviour in a number of different contexts. These include: marketing; accounts and finance; operations management; the political, economic, social and technological environment; management of people.*

## Course components

### UNIT1 BUSINESS ORGANIZATION AND ENVIRONMENT

- 1.1 Nature of Business Activity
- 1.2 Types of Organization
- 1.3 Organizational Objectives
- 1.4 Stakeholders
- 1.5 External Environment
- 1.6 Organizational Planning Tools
- 1.7 Growth and Evolution
- 1.8 Change and the Management of Change
- 1.9 Globalization

### UNIT2 HUMAN RESOURCES

- 2.1 Human Resource Planning
- 2.2 Organizational Structure
- 2.3 Communication
- 2.4 Leadership and Management
- 2.5 Motivation
- 2.6 Organizational and Corporate Culture
- 2.7 Employer and Employee Relations
- 2.8 Crisis Management and Contingency Planning

### UNIT3 ACCOUNTS AND FINANCE

- 3.2 Investment Appraisal
- 3.3 Working Capital
- 3.4 Budgeting
- 3.5 Final Accounts
- 3.6 Ratio Analysis

### UNIT4 MARKETING

- 4.1 The Role of Marketing
- 4.2 Marketing Planning
- 4.3 Product
- 4.4 Price
- 4.5 Promotion
- 4.6 Place
- 4.7 International Marketing
- 4.8 E-commerce

### UNIT5 OPERATIONS MANAGEMENT

- 5.1 Production Methods
- 5.2 Costs and Revenues
- 5.3 Break-even Analysis
- 5.4 Quality Assurance
- 5.5 Location
- 5.6 Innovation
- 5.7 Production Planning
- 5.8 Project Management

### UNIT6 BUSINESS STRATEGY

## Internal Assessment:

Assignments	35%
Bookwork	25%
Tests	40%

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

## IB Assessment:

### Internal Assessment:

Internal Assessment (SL-1500word or HL-2000word Research Paper),	25%
Assignments (incl Class/Homework)	75%

*In Year 13 the students will be assessed in the following way:*

### External Assessment:

Paper One (SL-1 ¼ hours or HL-2 ¼ hours)	35%
Paper Two (SL-1 ¾ hours or HL-2 ¼ hours)	40%
	25%

## Textbooks/Resources:

*IB Business & Management by Paul Hoang*



**Subject:** IB Economics  
**Examination Board:** IB

## Course Description:

The IB Diploma Programme economics course emphasizes the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies. These economic theories are not to be studied in a vacuum—rather, they are to be applied to real-world issues. Prominent among these issues are fluctuations in economic activity, international trade, economic development and environmental sustainability.

The economics course encourages students to develop international perspectives, fosters a concern for global issues, and raises students' awareness of their own responsibilities at a local, national and international level. The course also seeks to develop values and attitudes that will enable students to achieve a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interdependent world.

## Topics include:

The **Core** content of the course is as follows:

### Section 1: Microeconomics

- 1.1 Competitive markets: demand and supply (some topics HL only)
- 1.2 Elasticity
- 1.3 Government intervention (some topics HL extension, plus one topic HL only)
- 1.4 Market failure (some topics HL only)
- 1.5 Theory of the firm and market structures (HL only)

### Section 2: Macroeconomics

- 2.1 The level of overall economic activity (one topic HL extension)
- 2.2 Aggregate demand and aggregate supply (one topic HL only)
- 2.3 Macroeconomic objectives (some topics HL extension, plus one topic HL only)
- 2.4 Fiscal policy
- 2.5 Monetary policy
- 2.6 Supply-side policies

### Section 3: International economics

- 3.1 International trade (one topic HL extension, plus one topic HL only)
- 3.2 Exchange rates (some topics HL extension)
- 3.3 The balance of payment (one topic HL extension, plus some topics HL only)
- 3.4 Economic integration (one topic HL extension)
- 3.5 Terms of trade (HL only)

### Section 4: Development economics

- 4.1 Economic development
- 4.2 Measuring development
- 4.3 The role of domestic factors
- 4.4 The role of international trade (one topic HL extension)
- 4.5 The role of foreign direct investment (FDI)
- 4.6 The roles of foreign aid and multilateral development assistance
- 4.7 The role of international debt
- 4.8 The balance between markets and intervention

## Internal Assessment:

Readings	30%
Assignments	30%
Assessments	30%
Notes and Organization	10%

**Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:**

## IB Assessment:

**In Year 13 the students will be assessed in the following way:**

### Standard Level

Paper One (1 hour 30 minutes)	40%
Paper Two (1 hour 30 minutes)	40%
Internal Assessment (20 hours)	20%

### Higher Level

Paper One (1 hour 30 minutes)	30%
Paper Two (2 hours)	30%
Paper Three (1 hour)	30%
Internal Assessment (20 hours)	20%

## Textbooks/Resources:

Economics for the IB Diploma by Jason Welker • Economics for the IB Diploma by Ellie Tragakes  
IB Study Guide: Economics by Constantine Ziogas • IB Skills and Focus: Economics by Constantine Ziogas

**Subject:** IB Psychology SL/HL  
**Examination Board:** IB

## Course Description:

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society. IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach.

Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology

The aims of the **psychology** course at SL and at HL are to:

- develop an awareness of how psychological research can be applied for the benefit of human beings
- ensure that ethical practices are upheld in psychological inquiry
- develop an understanding of the biological, cognitive and sociocultural influences on human behaviour
- develop an understanding of alternative explanations of behaviour
- understand and use diverse methods of psychological inquiry.

## Topics include:

### Part 1: Core (SL/HL)

- The biological level of analysis
- The cognitive level of analysis
- The sociocultural level of analysis

### Part 2: Options (one at SL/ two at HL)

- Abnormal psychology
- Developmental psychology
- Health psychology
- Psychology of human relationships
- Sport psychology

### Part 3: Qualitative research methodology (HL only)

- Qualitative research in psychology

### Part 4: Simple experimental study (SL/HL)

- Introduction to experimental research methodology

## Internal Assessment:

Riverside grades reported at the end of the Autumn,  
Winter and Spring Terms are based on:

End of unit tests  
Investigations  
Research/written assignments/ projects/ posters/ verbal  
contributions/presentations.

## IB Assessment:

In Year 13 the students will be assessed in the following way:

### Standard Level

Paper 1 (2 hours) Core Theory	50%
Paper 2 (1 hour) Options	25%
Internal assessment	25%

### Higher Level

Paper 1 (2 hours) Core Theory	35%
Paper 2 (1 hour) Options	25%
Paper 3 (1 hour) Research methods	20%
Internal assessment	20%

**Subject:** IGCSE English as a second Language  
**Examination Board and Syllabus Code:** CIE (0510)

## Course Description:

*This course is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. The qualification reflects the widespread use of English in education and commerce, and also in entertainment. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.*

## Topics include:

### Year 10/Grade 9

*Space, living Creatures, Natural Disasters, Water, Plants, Animals, The Senses, Edible Plants, Explorers, Jobs, Running, Sport, Science, technology, Buildings, Wonders of the World, Leisure and Films.*

### Year 11/Grade 10

*Leisure Activities, Young people in France and Britain, beaches in Italy, types of transport, car accidents, changing schools, advertisements; Astronauts, British English and American English, CV's and resumes, Sports and athletics, Scott of the Antarctic, Twins, Youth groups (Guides and Scouts), The nursing profession, Florence Nightingale, the ICRC, "text language", Global Warming and the North pole, Recycling, Fashion.*

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Writing:	Homework	10%;	Classwork	10%;	Tests	5%
Reading Comprehension:	Homework	10%;	Classwork	10%	Tests	5%
Listening comprehension:	Classwork	10%;	Tests	15%		
Oral (interactive and individual):	25%					

## IGCSE Assessment:

*In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One (2 Hours) Reading and writing	70%
Paper Two (45 minutes) Listening	30%

*Students will be entered for a compulsory Oral exam which will not count towards the final score, but will qualify the candidates for an "oral endorsement".*

## Textbooks/Resources:

*IGCSE English as a Second Language (Third Edition) CUP  
 By Peter Lucantoni  
 Course book 1 Grade 9/Year 10  
 Course book 2 Grade 10/Year 11*



**Subject:** IB English B SL/HL  
**Examination Board:** IB

## Course Description:

*English B is designed for students for whom English is not their native language. At Riverside it may be studied at higher level. The aim of the course is to promote an understanding of another culture through the study of a second language. English B aims to support students in their acquisition and refinement of the English language.*

*This two-year language course allows students to further develop their text handling and Academic writing skills - writing, in a range of contexts and for different purposes.*

## Topics include:

The students will study material from three core topics, namely:

Communications and media,  
Global issues and  
Social relationships.

In addition, students will study **two** of five optional topics, namely:

Cultural diversity,  
Customs and traditions,  
Health,  
Leisure, or  
Science and technology. Leisure, or  
Science and technology.

*[The two optional topics studied at Riverside are currently Leisure and Science & technology.]*

## Internal Assessment:

**Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:**

*Students' class and homework assignments, both group and individual, will be assessed on an on-going basis, to help the students gauge their progress and to identify areas where they need to develop further.*

Written production:	Homework	10%;	Classwork	10%;	Tests	5%
Written Response:	Homework	10%;	Classwork	10%;	Tests	5%
Text handling:	Classwork	10%;	Homework	5%;	Tests	10%
Oral: interactive and individual:	25%					

## IB Assessment:

**In Year 13 the students will be assessed in the following way:**

### Internal Assessment:

Individual oral (10 minutes)	20%
Interactive Oral activity	10%

### External Assessment:

Paper One (1 ½ hours) Receptive skills	25%
Paper Two (1 ½ hours) Written productive skills	25%
Written Assignment; reading and writing skills	20%

## Textbooks/Resources:

*English B Course Companion (Pub. Oxford)  
By Kawther Saa'd Al Din, Jeehanh Abu-Awad, Tiia Tempakka and Kevin Morley*

**Subject:** IGCSE French

**Examination Board and Syllabus Code:** CIE (0520)

## Course Description:

The French syllabus offers students a thorough grounding in basic concepts of the French language. Students learn to apply a range of grammatical and idiomatic structures to five vocabulary topics, which relate to everyday language use. In the final assessment, there is equal weighting between listening, speaking, reading and writing skills. Cambridge IGCSE French enables the learner to communicate competently about a range of topics and prepares students to follow the IB French B course at higher or standard level.

## Topics include:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Homework / vocabulary	25%
Bookwork	5%
Tests (4 skills)	70%

## IGCSE Assessment:

*In May of Year 11 students take 4 IGCSE examinations for French.*

Listening (45 minutes)	25%
Reading and Directed Writing (1½ hours)	25%
Speaking (15 minutes)	25%
Continuous Writing (1¼ hour)	25%

*All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for Core Curriculum candidates and Extended Curriculum candidates.*

## Textbooks/Resources:

Expo Higher textbook  
Expo Higher exercise book  
By Clive Bell and Rosie McNab

**Subject:** IB French SL/HL  
**Examination Board:** IB

## Course Description:

*French B is a foreign language learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. The main focus is on language acquisition and development in the 4 language skills: listening, speaking, reading and writing.*

*Although the nature of the French B course is the same for both levels, they differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. There is also a requirement for literary analysis of two novels for HL. These differences are reflected in the objectives and the assessment criteria.*

## Topics include:

**Standard and Higher Level** (core, compulsory) topics:

social relationships  
communication  
media global issues

At least two aspects will be studied for each option chosen.

**Higher Level:**

Students will read **two** works of literature.

At least two aspects will be studied for each topic.

Two **options** for Standard and Higher Level:

health  
customs and traditions  
leisure  
cultural diversity  
science and technology

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments 50%  
Tests 50%

## IB Assessment:

*In Year 13 students will be assessed in the following way:*

### Internal Assessment:

Individual oral (10 Minutes) 20%  
Interactive oral activity 10%

### External Assessment:

Paper One (1½ hours) Reading skills 25%  
Paper Two (1½ hours) Writing skills 25%  
Written Assignment; reading and writing skills 20%

## Textbooks/Resources:

*French Course companion – Oxford*  
*By Christine Trumper and John Israel*  
*Le Monde en Français*  
*By Ann Abrioux, Pascale Chretien and Nathalie Fayaud*  
*French B- IB Skills and Practice*  
*By Ann Abrioux, Pascale Chretien and Nathalie Fayaud*



**Subject:** IGCSE Spanish

**Examination Board and Syllabus Code:** CIE (0530)

## Course Description:

The Spanish syllabus offers students a thorough grounding in basic concepts of the Spanish language. Students learn to apply a range of grammatical and idiomatic structures to five vocabulary topics, which relate to everyday language use. In the final assessment, there is equal weighting between listening, speaking, reading and writing skills. Cambridge IGCSE Spanish enables the learner to communicate competently about a range of topics and prepares students to follow the IB Spanish B course at higher or standard level.

1. Practising the use of Spanish in different situations and themes
2. Social topics and sport
3. Spanish in the world
4. A review of verb tenses and uses.
5. Conversational skills

## Topics include:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world



## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	50%
Tests	50%

## IGCSE Assessment:

*In May of Year 11 students take 4 IGCSE examinations for Spanish.*

Listening (45 minutes)	25%
Reading and Directed Writing (1½ hours)	25%
Speaking (15 minutes)	25%
Continuous Writing (1¼ hour)	25%

All candidates have access to all elements of the examination. However, for the examination to be appropriate to candidates across the full ability range, separate options are available for Core Curriculum candidates and Extended Curriculum candidates.

## Textbooks/Resources:

- Ponte al día
- Aventura nueva 3
- [www.elpais.es](http://www.elpais.es)
- [www.elmundo.es](http://www.elmundo.es)
- [www.todoele.net](http://www.todoele.net)
- [www.marcoele.es](http://www.marcoele.es)



**Subject:** ab Initio Spanish SL  
**Examination Board:** IB

## Course Description:

The Spanish ab initio course introduces Spanish language and culture to students who have little or no previous knowledge of the language. Students learn and apply a range of grammatical and idiomatic structures to the three vocabulary topics, which relate to everyday language use. German ab initio enables the learner to communicate competently about a range of topics and prepares students for future language use and learning.

## Topics include:

1. Individuals and society
2. Work and leisure
3. Urban and rural environment

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	50%
Tests	50%

## IB Assessment:

*In Year 13 students will be assessed in the following way:*

<b>Internal Assessment:</b>	
Individual oral (10 Minutes)	25%

<b>External Assessment:</b>	
Paper One (1½ hours) Reading skills	30%
Paper Two (1 hour) Writing skills	25%
Written Assignment; reading and writing skills	20%



**Subject:** IB Spanish B SL/HL  
**Examination Board:** IB

## Course Description:

*Spanish B is a foreign language learning course designed for students with some previous experience of the language. It may be studied at either higher level or standard level. The main focus is on language acquisition and development in the 4 language skills: listening, speaking, reading and writing.*

*Although the nature of the Spanish B course is the same for both levels, they differ in the number of types of texts that students are expected to write and, more generally, in the depth and breadth of the language used. There is also a requirement for literary analysis of two novels for HL. These differences are reflected in the objectives and the assessment criteria.*

## Topics include:

### Standard and Higher Level (core, compulsory) topics:

1. social relationships
2. communication and media
3. global issues

*At least two aspects will be studied for each topic.*

*Two **options** for Standard and Higher Level:*

- health
- customs and traditions
- leisure
- cultural diversity
- science and technology

*At least two aspects will be studied for each option chosen.*

### Higher Level:

*Students will read **two** works of literature.*



## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	50%
Tests	50%

## IB Assessment:

*In Year 13 students will be assessed in the following way:*

Paper One (1½ hours) Reading skills	25%
Paper Two (1½ hours) Writing skills	25%
Written Assignment; reading and writing skills	20%

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	30%
Projects	25%
Bookwork	5%
Tests	40%



**Subject:** IGCSE German

**Examination Board and Syllabus Code:** CIE (0525)

## Course Description:

The German syllabus offers students a thorough grounding in basic concepts of the German language; students learn to apply a range of grammatical and idiomatic structures to five vocabulary topics, which relate to everyday language use. In the final assessment, there is equal weighting between oral, aural, reading and writing skills. Cambridge IGCSE German enables the learner to communicate competently about a range of topics and prepares students to follow the IB German B course at higher or standard level.

## Topics include:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

## Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	50%
Tests	50%

## IGCSE Assessment:

*In the summer of Year 11 students take 4 IGCSE examinations for German.*

Listening (45 minutes)	25%
Reading and Directed Writing (1½ hours)	25%
Speaking (15 minutes)	25%
Continuous Writing (1¼ hour)	25%

## Textbooks/Resources:

*An der Spitze, by Birgit Linton and Janet Searle*



**Subject:** German ab initio SL  
**Examination Board:** IB

### Course Description:

The German ab initio course introduces German language and culture to students who have little or no previous knowledge of the language. Students learn and apply a range of grammatical and idiomatic structures to the three vocabulary topics, which relate to everyday language use. German ab initio enables the learner to communicate competently about a range of topics and prepares students for future language use and learning.

### Topics include:

1. Individuals and society
2. Work and leisure
3. Urban and rural environment

### Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	50%
Tests	50%

### IB Assessment:

*In Year 13 students will be assessed in the following way:*

#### Internal Assessment

Individual oral (10 Minutes)	25%
Paper One (1½ hours) Reading skills	30%
Paper Two (1 hour) Writing skills	25%
Written Assignment; reading and writing skills	20%

### Textbooks/Resources:

Klasse 1, Klasse 2, by Corrina Schicker and Morag McCrorie

**Subject:** German B  
**Examination Board:** IB

### Course Description:

The German B course covers the three core topics listed below and two option topics, such as science and technology or cultural diversity; these topics relate particularly to the culture of German-speaking countries. Students respond to and produce language relating to a range of cultural and ethical topics and develop a sophisticated command of grammar and structures. Students develop gist reading skills and at higher level study two literary texts. German B builds on previous knowledge of German language and culture, enabling students to communicate confidently with native speakers on a range of advanced topics, and provides a basis for further study.

### Core Topics include:

1. Communication and media
2. Global issues
3. Social relationships

### Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	50%
Tests	50%

### IB Assessment:

*In Year 13 students will be assessed in the following way:*

Individual oral (10 Minutes)	20%
Interactive oral activity	10%
Paper One (1½ hours) Reading skills	25%
Paper Two (1½ hours) Writing skills	25%
Written Assignment; reading and writing skills	20%

### Textbooks/Resources:

Various



**Subject:** Czech for Foreigners**Course Description:**

*This syllabus is designed for learners who are learning Czech as a foreign language. The aim is to develop an ability to use the language effectively for purposes of practical communication. The course is based on the linked language skills of listening, reading, speaking and writing, and these are built on as learners progress through their studies.*

**Topics include:**

- Leisure time
- The human body
- Travelling
- Cooking
- Chores
- Asking for directions
- Biography
- Personality
- The Weather
- Communications
- The clothes
- Relationships

**Internal Assessment:**

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	40%
Projects	20%
Tests	40%

**Textbooks/Resources:**

*Lída Holá: New Czech Step by Step – textbook&workbook*

**Subject:** IGCSE First Language Czech  
**Examination Board and Syllabus Code:** CIE (0514)

### Course Description:

The Cambridge IGCSE First Language Czech syllabus is designed for learners whose first language is Czech. This First Language syllabus develops learners' ability to communicate clearly, accurately and effectively. They learn how to employ a wide-ranging vocabulary, use correct grammar, spelling and punctuation, and develop a personal style and an awareness of the audience being addressed. Learners are also encouraged to read widely, both for their own enjoyment and in order to develop an appreciation of how writers achieve their effects. The syllabus also complements other areas of study by encouraging skills of more general application.

### Topics include:

- Slovní zásoba a význam slova
- Nauka o tvoření slov
- Tvarosloví
- Skladba
- Pravopis
- Zvuková stránka jazyka
- Obecné výklady o jazyce
- Slohotvorní činitele objektivní a subjektivní
- Slohové rozvrstvení jazykových prostředků
- Slohové postupy a útvary
- Všestranné jazykové rozbory
- Umělecký funkční styl

### Textbooks/Resources:

Český jazyk 9 – učebnice a pracovní sešit pro základní školy a víceletá gymnázia (Fraus)  
 Komunikace a sloh – učebnice českého jazyka pro střední školy (Fraus)

### Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	40%
Tests	60%

### External (IGCSE) Assessment:

*In May of Year 11 the students will write the following IGCSE examination papers:*

Paper One – Reading (2 hours)	50%
Paper Two – Writing – 2 compositions (2 hours)	50%

**Subject:** IB Czech A1  
**Examination Board:** IB

### Course Description:

The aim of the course is to develop students' understanding of literature, its genres and the techniques, devices and elements which writers use to create meaning in their work. Through extensive contact with Czech-language and world literature, students will come to better appreciate the nature of literature as a universal instrument for describing the human experience. While the primary focus of the course will be literature from the Czech canon, the world literature texts examined will serve to reveal similarities in theme and style worldwide. Students will examine literary criticism of works read in the course and will have ample opportunity to apply appropriate techniques of responding to literature orally, creatively and in written form. Class assignments will require students to further cultivate their critical and analytical skills.

### Topics Covered:

**The literature course is divided into 4 parts:**

#### Part 1 – World Literature

The texts are discussed in class (two for SL, three for HL) and students must participate in an interactive oral, write a reflective statement and produced a short piece of supervised writing for each text. The final essay, based on one of the texts studied, must show a link with one of the pieces of supervised writing. It must also show a clear idea of cultural and contextual elements. The reflective statement is worth 3 marks and must be submitted with the essay.

#### Part 2 – Detailed Study

Students will study texts (two texts for SL and three texts for HL students) of different genres and will then be examined with an oral commentary on an extract of between 20 and 30 lines. For HL students the passage will be from a poem studied and this will be followed with a discussion of one of the other texts on the module. SL students will be given the commentary task only and the passage will be taken from either of the texts studied.

#### Part 3 – Groups of Works

In this module students must study texts from the same genre: poetry, drama or prose. They are taught the conventions of the chosen genre and must answer the relevant question in the exam. This is worth 25% of their overall grade. Students will also be prepared for an unseen commentary, which will make up 20% of their final grade.

#### Part 4 – Free Choice

This module allows the teacher free choice of texts as long as they have literary merit, and students can, if they wish, explore film representations of the texts studied. The module is examined by a final presentation based around the texts covered and the format of this is entirely down to the individual student. This allows for creative responses as well as more formal presentations.

### Internal Assessment:

**Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:**

Assignments	40%
Tests	60%

### IB Assessment:

**In Year 13 students will be assessed in the following way:**

#### Internal Assessment:

Individual oral presentation (10 – 15 minutes)	15%
Individual oral commentary and discussion (20 minutes)	15%

#### External Assessment:

Paper One: Literary commentary (2 hours)	20%
Paper Two: Essay (2 hours)	25%
Written Assignment	25%

**Subject:** GCSE Art

**Examination Board and Syllabus Code:** Edexcel (2FA01)

### Course Description:

The GCSE Art and Design course combines research and analysis skills with the development of a wide variety of techniques using a range of media, working in 2D and 3D, Digital arts and photography.

The course encourages experimentation with reflection, and personal expression through the practical application of intellectual ideas.

### Topics Covered:

GCSE art comprises of two units:

Unit 1: Art and Design Portfolio

Unit 2: Art and Design Externally set assignment and final examination

Art History and techniques in analysing works of art and cultural context is included as an integral part of the course, as well as being part of the general GCSE curriculum.

Each student must submit one unit of coursework for the final assessment. This will consist of a body of work with a linear theme which threads its way through work produced over the five term period.

### Assessment:

Each student will be issued with a paper early in the Winter Term. The examination unit is an externally set theme that the students must research and then develop visual ideas. The studies produced will nurture the development of a final work within a monitored timed period of 10 hours, by the student alone, under examination conditions.

### Internal Assessment:

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Assignments	40%
Tests	60%

### GCSE Assessment:

*In May of Year 11 the students will submit the following:*

Personal Portfolio in Art and Design (5FA01)	60%
Externally set assignment and final examination (5FA02)	40%



**Subject:** IB Visual Arts  
**Examination Board:** IB

### Course Description:

*The course is set out in discrete units, each of which will begin with some didactic sessions. Students thereafter will pursue their own individual and independently directed work, taking into consideration the assessment criteria as laid down by the programme, and with constant support and monitoring from the teacher. In this way students will engage in a personal process which will lead to a final resolution of their artistic intentions, and which will constitute an original, personal, creative response to a given stimulus.*

*Through this course structure individuals will have the opportunity to build knowledge of:*

- *Artists, their work, art traditions, craft and design.*
- *Art elements, concepts, and techniques*
- *Cultural, historical, (inter) national, and social influences*
- *Art criticism and analysis*
- *Presentation of ideas and work*

*Students will engage in and develop their skills (through investigative work) in:*

- *Self-motivation, and organization*
- *Experimentation, approaches, and perspectives*
- *Technical, artistic, practical, and organizational processes*
- *Contextual and critical analysis*
- *Aesthetics and design, creativity and making meanings*

*It is envisaged that students who have determined an individual course of study for themselves will have not only increased their knowledge and skills base, but will be able to demonstrate understanding and insight into specific bodies of knowledge, making connections between; form and the production of meaning, between their own work and that of others, and between original creativity and awareness of cultural and historical elements.*

*Students should demonstrate technical competence, sound knowledge, and an understanding of the meanings and function of art, all within the possible contexts of time and space. They should also have extended their personal boundaries.*

### Assessment:

*The student presents selected pages of his or her investigation workbooks and a section of studio work that have been produced during the course. The teacher internally assesses this selection. The student also discusses their work and processes in a video interview. The selection of workbook pages, studio work, and the video interview is then sent electronically, to be externally moderated by the IB at the end of the course.*

### Internal Assessment:

**Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:**

*Studio work (practical exploration and artistic production): 60%*

*Investigation workbooks (independent contextual, visual and critical investigation and reflection, both visual and written): 40%*

### IB Assessment:

**In Year 13 the students will submit the following:**

*Studio work (practical exploration and artistic production): 60%*

*Investigation workbooks (independent contextual, visual and critical investigation and reflection, both visual and written): 40%*

**Subject:** Physical Education

**Course Description:**

*In Physical Education students will be introduced to, and participate in, a variety of sporting, fitness and recreational activities. An emphasis is placed on their participation, skill development and fitness level.*

**Topics include:**

The **Core** content of the course is as follows:

- Soccer (football)
- Touch Rugby
- American Football
- Basketball
- Cricket
- Kayaking and canoeing
- Floorball
- Volleyball
- Ultimate Frisbee
- Fitness
- Track and Field



**Internal Assessment:**

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

Participation	50%
Appropriate attire	20%
Skill development	30%

**Subject:** Physical Education

**Course Description:**

*In Physical Education students will be introduced to a range of fitness activities designed to stimulate the growth and development of the cardio-respiratory system and the muscular system*

**Topics include:**

The **Core** content of the course is as follows:

- Kick boxing
- Circuits
- Weight training using body weight

**Internal Assessment:**

*Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:*

*There is no assessment for this course*



**Subject:** Personal, Social, Health and Economic Education

### Course Description:

Personal Social and Health and Economic Education (PSHE) is a discrete subject at Riverside School. PSHE elements for a coherent PSHE programme are also found within the school curriculum at all stages of the student's education. As a school with a Christian ethos we endeavour to educate our students so that they develop their full potential as individuals. These values and ethos of the school are central to the PSHE Policy.

### Topics include:

The **Core** content of the course is as follows:

- Personal Development & Employability
- Healthy Choices
- Relationships & Diversity
- Consumerism & Personal Finance
- Future choices

### Internal Assessment:

Riverside grades reported at the end of the Autumn, Winter and Spring Terms are based on:

Assignments	40%
Projects	20%
Bookwork	10%
Presentations	30%

### Textbooks/Resources:

PSHE Database



**Subject:** IB Theory of Knowledge  
**Examination Board:** IB

## Course Description:

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

What makes TOK unique, and distinctively different from standard academic disciplines, is its process. At the centre of the course is the student as **knower**. TOK activities and discussions aim to help students discover and express their views on knowledge issues. The course encourages students to share ideas with others and to listen to and learn from what others think. In this process students' thinking and their understanding of knowledge as a human construction are shaped, enriched and deepened. Connections may be made between knowledge encountered in different Diploma Programme subjects, in CAS experience or in extended essay research; distinctions between different kinds of knowledge may be clarified. Because the subject matter of the course is defined in terms of knowledge issues, there is no end to the valid questions that may arise in a TOK course.

## Topics include:

The **Core** content of the course is as follows:

### PART ONE — Ways of Knowing & Linking Questions

Ways of Knowing include emotions, language, sense perception and reason. Linking issues to be explored are belief, Certainty, Culture, Evidence, Experience, Explanation, Interpretation, Intuition and Technology.

### PART TWO — Areas of Knowledge

Ways of Knowing will be explored in the following Areas of Knowledge: Mathematics, Natural Sciences, Human Sciences, History, the Arts and Ethics.

## Internal Assessment:

TOK is a Riverside Pass/Fail course based on:

Daily Work	70%
Quizzes/Tests	30%

## IB Assessment:

In Year 13 the students will be assessed in the following way:

### Internal Assessment:

Oral Presentation on Knowledge Issue 40% (externally moderated)

### External Assessment:

Essay on Prescribed Title Exploring Knowledge Issue 60% (externally Assessed)





# Contacts

## Senior High School

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### Mission Statement

Riverside School values the uniqueness of the individual and provides high quality education for students of diverse cultures within a Christian ethos and supportive family environment. The staff team is dedicated to building positive relationships with students, preparing them to be accomplished, global citizens.

