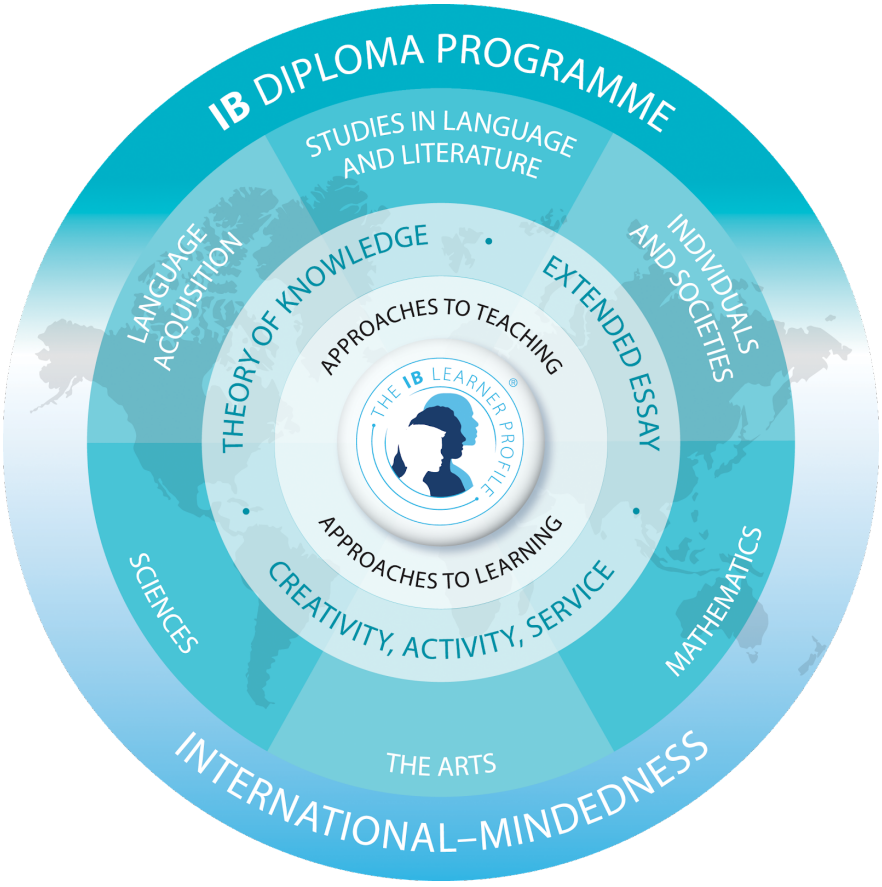
Riverside School Prague

The International Baccalaureate

Diploma Programme

Student / Parent Guide

2023-2025



FOR THE NATIONS

"Pojď sem, synu, uč se moudrým býti."
"Come here, son, and learn to be wise."
J. A. Komenský (1592 - 1670)

Our Curriculum Aim

Our Curriculum 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 Senior High School Curriculum

IB Diploma Programme (Years 12 and 13)

In Years 12 and 13 students have the opportunity to study the International Baccalaureate (IB) Diploma Programme. The IB Diploma Programme is a highly respected and academically challenging programme that gives students a unique opportunity to graduate with an international diploma that is recognized by the best universities worldwide.

The IB Diploma Programme takes two years to complete with external examinations written in May of Year 13. Results are issued in July.

The IB Diploma course is demanding and will require full commitment from students, but the final rewards are well worth the sacrifices made by the students during the study of the course.

In order to assist you in making your choices for the International Baccalaureate you might wish to consult some or all of the following:

- *IB Coordinator*
- *Subject teachers and Heads of Department*
- *Careers/Guidance Counselor*
- *Form tutors*
- *Principal*

If you are hoping to join Riverside High School and are currently attending another school please contact the High School Office to receive further information about the school and registration information.

IB Programme

High School Diploma (Years 10 through 13)

The High School Diploma is a four year programme of accreditation towards higher education based on the US education model. Students are awarded credits for each subject they successfully complete and their end of year grades are converted to a Grade Point Average (GPA). Student progress and attainment is internally assessed and students who achieve the required number of credits (23) are awarded a High School Diploma at the end of Year 13. The Diploma is accredited by the New England Association of Schools and Colleges (NEASC) and is recognised by a number of countries and is a college requirement in North America.

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

PSAT, SAT & ACT Tests

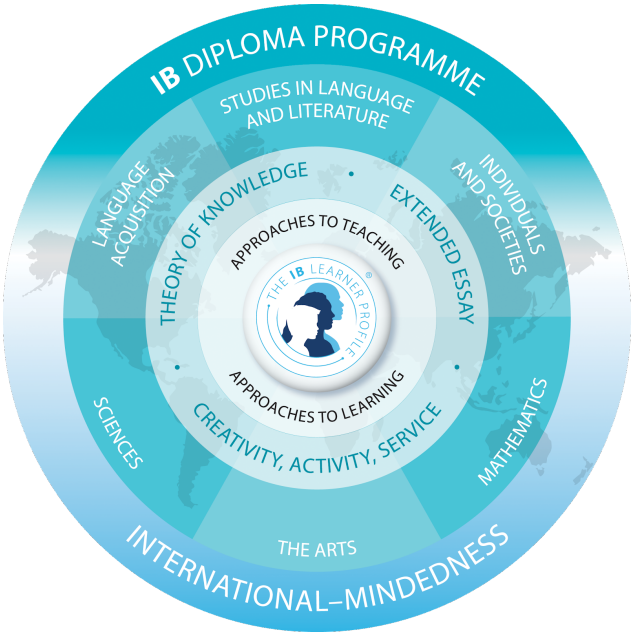
These US Tests may be taken in the final three years of High School. The Diploma, combined with the student's GPA and SAT or ACT score will determine college entrance in the US and other international universities.

Note: 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.

IB Programme

The International Baccalaureate Organization Mission statement:

'The International Baccalaureate Organization aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.'



The Heart of the Diploma Programme

The much-admired Theory of Knowledge course invites students to reflect on how we know; it provides a unique opportunity to consider the nature of truth in all its forms.

The IBDP recognizes the importance of life outside the classroom. All students have to take part in a balanced programme, entitled 'Creativity, Action and Service.' Thus, involvement in sport, drama, music, CCF and community service, for example, is encouraged and accredited and personalities are developed.

Through the requirement to write an Extended Essay, the Diploma Programme demands independent study. This opportunity to examine a chosen topic in depth is invaluable in providing insight into a subject that may be studied at university.

IB Learner Profile

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

IB learners strive to be:

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

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

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

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

Principled
They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded
They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring
They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-Takers
They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced
They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

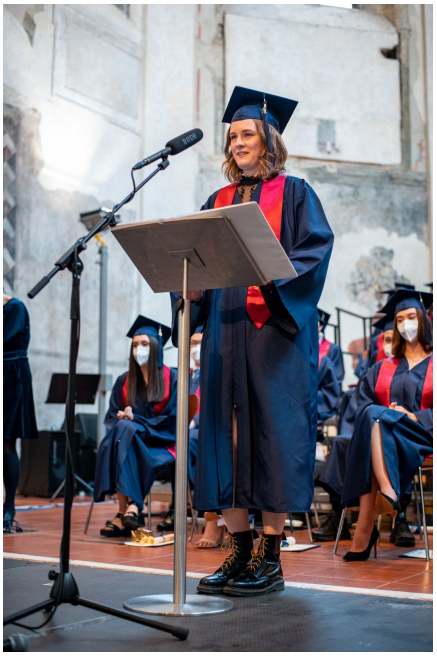
Reflective
They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

IB Programme

Why the IB Diploma?

We want to offer pupils the opportunity of studying for an internationally respected and increasingly popular qualification. The International Baccalaureate Diploma Programme (IBDP), an alternative qualification to A-levels or the American High School Diploma, is well established. It has been running for fifty years and is growing at an annual rate of 5% world-wide. Schools all over the UK, North America and the rest of the world are adopting it successfully: the number of schools adopting the IBDP has doubled during the last 5 years. Students who have taken the Diploma are grateful that they have completed a challenging and rewarding programme which produces mature, rounded individuals who are well-prepared to take their places at university and in employment.

What is special about the IBDP?



We live in an interconnected world in which international understanding plays an increasingly important part. Internationalism lies at the heart of IBO philosophy. It is exciting to be part of a 'club' that includes teachers and students from all over the world.

The IBDP promotes breadth of study without sacrificing depth. We know that there is a serious danger of unwise subject choices being made at 16, when university ambitions are hazy and career options uncertain. Moreover, we want our students to be as attractive as possible to university admissions tutors and prospective employers. Therefore we believe that the further development of a broad, balanced range of skills in the last two years of high school is highly advantageous. Students continue, not all at the highest level, with Mathematics, English, a language, a humanities subject and a science. The skills that are developed through such subjects will open doors in the future and keep options alive.

The IBDP encourages independent thinking. All examinations are at the end of the course. Therefore there is space to explore ideas and to mature at a measured pace. The style of questioning encourages students to think flexibly; it tends to be open-ended and the mark-schemes allow examiners to assess quality of thinking. The student develops the confidence to argue, handle evidence critically and find an individual intellectual voice.

IB Programme

Why should I do IB?

You will be able to orally express personal ideas and opinions, and communicate in a variety of situations and on a variety of topics with fluency and spontaneity.

You will develop skills (such as skimming, scanning, extensive and intensive reading) which will enable you to understand a wide variety of authentic written texts, including journalistic and literary selections.

You will acquire the ability to comprehend native spoken language by developing listening skills based on a variety of discussions, audio passages, and videos, including a variety of text types and accents.

As source materials will be drawn from the countries where the target language is spoken, the cross-border cultural elements outlined in the IB mission statement will become familiar to you.

You will acquire a rich vocabulary and a mastery of the advanced structures needed to accurately convey complex ideas in writing and in speaking. The course should prove enjoyable and intellectually stimulating.

It is our belief at Riverside that someone who has pursued six subjects beyond IGCSE, has taken a course in critical thinking, has written an academic dissertation, and has further developed their personality through extra-curricular activity, all within an international context, is very well equipped and educated for the international environment that we live in today.

Course Outlines

1. Language A1 Czech Literature HL or SL English Literature HL or SL English Language & Literature HL or SL School-supported self-taught (STL)* HL or SL **Students may apply to take a STL as their A1 language)*	**2. Language B (2nd Language)** English B HL only French ab initio SL only French B HL or SL German ab initio SL only German B HL or SL Spanish ab initio SL only Spanish B HL or SL
3. Individuals and Societies Business & Management HL or SL Economics HL or SL Environmental Systems & Societies* SL Geography HL or SL History HL or SL Psychology HL or SL World Religions SL	**4. Experimental Sciences** Biology HL or SL Chemistry HL or SL Computer Science HL or SL Environmental Systems & Societies SL* Physics HL or SL Sports, Exercise & Health Science HL or SL
5. Mathematics Mathematical Analysis HL or SL Mathematical Applications HL or SL	**6. Arts or Electives (Choose any or another subject from groups 1,2,3,4)** Music HL or SL Theatre Studies HL or SL Visual Arts HL or SL

Subjects in italic are Trans-disciplinary subjects (they fit within 2 categories) and are SL only

The school will endeavour to meet student preferences, however availability of all courses is subject to student numbers and staffing.

Students should consult the course descriptions and choose:

one subject from each group
Students may opt out of a Group 6 subject by choosing another subject from group 1, 2, 3, or 4

three subjects at Higher Level and **three** subjects at Standard Level
Higher Level subjects are taught for 6 lessons per week;
Standard Level subjects are taught for 4 lessons per week.

In addition…

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

The finalized options will be agreed upon later in the Spring Term.

Language A: English Literature HL/SL

Literature is concerned with our perceptions, understandings and interpretations of the world. Its study can be seen as a way of exploring the complex desires and pursuits, the ecstasies and the fears, the love and the pain, that impact all human beings. It engages with the human experience across the centuries and provides us with the opportunity to reflect critically on one of the most important products of human creativity. It entertains, challenges, and ultimately inspires us to be more empathetic individuals.

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 and move through an examination of the many unique aspects each text has to offer. Through the study of challenging literary texts, students develop the ability to read critically, think analytically, and write with accuracy and precision.

The genres covered are poetry, the novel, the short-story, drama, and a range of non-fiction writing. The course will take students into every corner of human emotion: the tragedy of Hamlet; the despair of Camus' Meursault; the imaginations of Eliot and Atwood; the melancholies of Larkin and Kafka.

As with all great literature, the whole range of human thought and experience is explored.

HL External assessment (80%)

1 HL essay		20%
Paper 1: Textual Analysis (2hr 15)	2 unseen texts	35%
Paper 2: Comparative Essay (1hr 45)	2 studied literary texts	25%

HL Internal assessment (20%)

Individual Oral	2 texts linked to a global issue	20%

SL External assessment (70%)

Paper 1: Textual Analysis (1hr 15)	1 unseen text	35%
Paper 2: Comparative Essay (1hr 45)	2 studied literary texts	35%

SL Internal assessment (30%)

Individual Oral	2 texts linked to a global issue	30%

Language A: English Language and Literature HL/SL

How does the language of Reebok's recent advertising campaign perpetuate gender stereotypes? How is racism both implicitly and explicitly implied in Kendrick Lamar's album lyrics? Does our preconceived knowledge of the Final Solution influence how we demonise literary characters in holocaust fiction?

For students who want to study not only the richness and depth of literary works but also the fascinating ways that language constructs meaning, Language A: Language and Literature is a fantastic choice. Students study two modules of literature and two modules of language, peering through a number of critical lenses and perspectives to analyse not only poetry, novels and plays, but also modern social media, political campaign materials, music videos, advertisements and much more.

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 this course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward.

The language A: language and literature course aims to develop students' skills of textual analysis, and explore how our views are impacted not just by our own culture but the culture in which the texts are written.

It is a varied, engaging and very enjoyable course.

HL External assessment (80%)

1 HL essay (Literature or Language)		20%
Paper 1: Textual Analysis (2hr 15)	2 unseen language texts	35%
Paper 2: Comparative Essay (1hr 45)	2 studied literary texts	25%

HL Internal assessment (20%)

Individual Oral (15 minutes)	1 literary and 1 language text linked to a global issue	20%

SL External assessment (70%)

Paper 1: Textual Analysis (1hr 15)	Unseen language text	35%
Paper 2: Comparative Essay (1hr 45)	2 studied literary texts	35%

SL Internal assessment (30%)

Individual Oral (15 minutes)	1 literary and 1 language text linked to a global issue	30%

Language A: Czech HL/SL

The aim of the course is similar to what was said above, to develop students' understanding of literature. Students will focus on different literary texts from various genres with varied techniques, devices and elements which writers use to create meaning. 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 be studied too. Students will examine literary criticism of works read in the course and will have the 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.

1) Readers, writers and texts

The texts are discussed in class and students can focus on the relationships between literary texts, readers and writers as well as to the nature of literature and its study. The study means the investigation of the response of readers and the ways how texts generate meaning. The focus is on the development of personal and critical response to the particulars of literary works.

2) Time and space

The literary works are chosen to reflect a wide range of cultural and historical perspectives. Their study focuses on contexts of literary text and the variety of ways literary works can reflect and shape society at large. The focus is on the consideration of personal and cultural perspectives, the development of broader perspectives and the ways in which context is tied to meaning.

3) Intertextuality, connecting texts

Students are taught to extend comparison of the various literary texts. Their study focuses on intertextual relationships between literary texts with possibilities to explore various topics, thematic concerns, generic conventions, literary forms etc. The focus is on the development of critical response grounded in an understanding of the complex relationships among literary works.

Assessment similar to English A Literature course for both SL/HL.

School Supported Self-Taught Language A HL/SL

First Language

This course may be taken depending on availability of a suitably qualified tutor. Students wishing to consider studying their first language (commonly Japanese, Korean, Russian, Vietnamese, Italian, Polish, but not English).

Students who wish to take this option will need to make a special application to the IB Coordinator for permission to take the option. Permission is normally granted if the student has contracted a suitable tutor to work with at home/school for a minimum of 3hrs taught per week SL or 4hrs for HL.

It requires very good writing and oral skills on the student's part. It includes intensive study of the literary heritage of the student's first language, complemented by an international perspective gained from translated works of world literature.

Assessment is the same as English A above

Course Outlines

Group 2 Subjects

Modern Foreign Languages HL/SL

Language B is a language acquisition course designed for students with some previous experience of the target language. In this course, students further develop their ability to communicate in the target language through the study of language, topics and texts. In doing so, they also develop conceptual understandings of how language works, as appropriate to the level of the course.

The aims of the course are to:

· develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance;

· enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes;

· encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.

Riverside offers the following courses for the International Baccalaureate:

French:	Language B to Higher and Standard levels.
Spanish:	Language B to Higher and Standard levels.
German:	Language B to Higher and Standard levels.
French, German or Spanish Ab Initio:	Language B to Standard level only

Language B Standard Level courses are designed for students who already have a certain proficiency in the language (3-5 year's study) and who may not wish to pursue its study in their further education.

Language B Higher Level courses are designed for students who already have a certain proficiency in the language (4-5 year's study) and who perhaps intend to pursue their study of the language at university or in the workplace. In contrast to SL students, HL students will study two literary texts written in the target language and will be required to discuss and analyse the main themes, characters and plot of these texts.

Ab Initio Standard Level courses are designed for students who do not have any significant prior knowledge of the language but wish to study a new foreign language in Senior School.

At all levels of the course, students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. **All levels of the course also involve** reading a variety of texts - personal (e.g. blog, diary, email); professional (e.g. formal letter, report, proposal) and mass media texts (e.g. article, blog; speech) - these are also the texts that students will be required to produce in the writing exam.

Students who are particularly proficient at languages may consider studying for an **IB Dual Language Diploma**. This would in effect mean studying a second language at A1 Literature level (ie not choosing a Group 2 but 2x Group 1 Language option).

Topics (for both the Language B and Ab Initio courses)

There are five topics that are covered during the course related to the culture and society of French/German/Spanish-speaking countries. These are compulsory but the sub-topics which are shown in brackets will vary between each language.

1. Identities (e.g. language and identity; health and wellbeing; lifestyles...)

2. Experiences (e.g. leisure activities; migration; holidays and travel; customs and traditions…)

3. Human ingenuity (e.g. communication and media; technology; scientific innovation…)

4. Social organisation (e.g. social relationships; community; social engagement; the working world…)

5. Sharing the planet (e.g. human rights; the environment; ethics; globalisation; equality…)

Assessment Overview - Language B SL and HL

Paper 1 - Writing - 25% - 1 hour 15 mins - externally assessed
Standard Level: one written task of 250–400 words from a choice of three, each from a different topic, choosing the appropriate text type from those listed in the examination instructions.
Higher Level: one written task of 450–600 words from a choice of three, each from a different topic, choosing the appropriate text type from those listed in the examination instructions.

Paper 2 - Listening and Reading - 50% - externally assessed
Standard Level: Comprehension exercises on three audio passages and three written texts, drawn from all five topics. The exam lasts 1 hour 45 minutes
Higher Level: Same as Standard Level, but the exam lasts 2 hours.

Individual Oral Exam - 25%
Standard Level: a conversation with the teacher, based on a visual stimulus, followed by a discussion based on an additional topic.
Higher Level: a conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the topics from the syllabus.

Assessment Overview - Ab Initio

Paper 1 - Writing - 25% - 1 hour - externally assessed
Two written tasks of 70–150 words each from a choice of three tasks, choosing the appropriate text type from those listed in the examination instructions.

Paper 2 - Listening and Reading - 50% - 1 hour 45 minutes - externally assessed
Comprehension exercises on three audio passages and three written texts, drawn from the five topics.

Individual Oral Exam - 25%
A conversation with the teacher, based on a visual stimulus and at least one additional course theme.

Progression and Higher Education

Through your study of French, German or Spanish you will not only increase your practical knowledge of the foreign language, you will also develop extremely valuable 'transferable skills' of communication, precision and analysis, which will be crucial in Higher Education and will serve you well in later life. Being able to operate fluently in at least one foreign language is desirable to employers worldwide. Multilingualism gives you greater access to other cultures and worldviews. French, German and Spanish are widely spoken in work places globally.

Increasingly, language study is linked with other subjects, leading perhaps to a Joint Honours Degree in, for example, French and Philosophy, or Spanish and Psychology. Languages are also often taken as a modular part of a degree programme, for example in European Law, Journalism, and Marketing. There are many opportunities for students to spend a year studying their main subject at a European University, for example taking a Physics course in Germany. If you want to take the language as a main subject at University, you would be advised to take it at Higher level. If your aim is to travel the world, language skills are essential, while the skills you gain from learning one language make learning another more accessible to you - a point which employers appreciate.

English B as a Modern Foreign Language (HL Only)

Students choosing this option would usually be studying their home language in Group 1. Language B Higher Level courses are designed for students who already have a certain proficiency in the language and who intend to pursue their use of the language at university or in the workplace.

What will I learn?

Through your study of English you will not only increase your practical knowledge of the language, you will also develop extremely valuable 'transferable skills' of communication, precision and analysis, which will be crucial in Higher Education and will serve you well in later life. Language knowledge gives you greater access to Anglophone cultures and worldviews. English is spoken in the United Kingdom, USA, Canada, Australia, New Zealand, the Irish Republic and South Africa.

You will develop your speaking, writing, listening and reading skills in the context of a wide range of topics related to the culture and society of Anglophone countries. As there are now more people who speak English as a second language than the total number of first language speakers, English is valuable as a “lingua franca” for international communication in commerce, academic peer evaluation and diplomacy.

How will I learn and how will I be assessed?

You will learn a new language by reading and listening to up-to-date media articles, fact and fiction, and will make use of your computer, allowing listening, viewing, Internet access and other IT applications. Texts include a diverse range from TED talks to academic articles to the play, ‘An Inspector Calls.’ 75% is assessed through external examinations (reading, writing and speaking skills) and 25% is assessed internally through a presentation on a literary text followed by a discussion with the teacher.

Progression

This subject will give students a good grounding in the level of English expected at many English-speaking institutions. Students wishing to major in English as a specific degree course are advised to take English Literature or the English Language and Literature course at IB/A Level.

Course Outlines

Group 3 Subjects

Business Management HL/SL

The course is designed to help you learn the principles, practises and skills of management within a conceptual context of business. It focuses on equipping the individual to use a business toolkit to make informed business decisions, understand human resource management, as well as studying finance, marketing and production using technology. Case studies and concept based learning are used to emphasise choosing the appropriate strategies and to integrate and apply your knowledge. There are four key concepts that will frame the business research undertaken within the course - Change, Creativity, Ethics, and Sustainability.

The aims…

- promote the importance of exploring business issues from different cultural perspectives
- encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically
- enhance a student's ability to make decisions
- be able to understand changes in society may affect businesses

The objectives...

- demonstrate knowledge and understanding of business terminology, concepts and principles
- identify social and cultural factors, and ethical considerations, in the actions of organisations
- demonstrate competence in problem-solving by identifying the problem, selecting and interpreting data, applying appropriate analytical tools, and recommending solutions by evaluating their quantitative and qualitative implications
- evaluate information in order to distinguish between fact and opinion
- collect, organise, interpret and present information in different forms, justifying and evaluating the chosen methodology

The course builds on the IGCSE syllabus and is an excellent platform for further study at university.

SL & HL Assessment

- Paper 1 Case Study (SL=35%, HL=25%)
- Paper 2 Short answer questions based on Individual scenarios (SL=35%, HL=30%)
- Paper 3 Short answer questions based on Individual scenarios (HL only=25%)
- SL IA (A themed commentary on 5 secondary source documents) 30%
- HL IA (A primary based research into a business problem that needs solving) 20%

Economics HL/SL

Economics is a dynamic social science, and is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. The course is studied in four main sections:

- Introduction to Economics (year 1)
- Microeconomics (year 1)
- Macroeconomics (year 1)
- The Global Economy (year 2)

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 ethical dimensions involved in the application of economic theories and policies permeate throughout the economics course as students are required to consider and reflect on human end-goals and values.

The economics course encourages students to develop

- international perspectives
- foster a concern for global issues,
- raise 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.

Assessment - SL

- Paper 1 (An extended response paper) 30%
- Paper 2 (A data response paper) 40%
- IA (three commentaries on different sections of the syllabus) 30%

Assessment - HL

- Paper 1 (An extended response paper) 20%
- Paper 2 (A data response and extended response paper) 30%
- Paper 3 (A policy paper) 30%
- IA (three commentaries on different sections of the syllabus) 20%

Internal Assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations.
Both SL and HL economics students produce a portfolio of three commentaries based on articles from published news media. Each article must be based on a different section of the syllabus (microeconomics, macroeconomics, the global economy). Each commentary must not exceed 800 words.

Environmental Systems & Societies SL

This is an interdisciplinary subject that could qualify as a Group 3 or 4 Subject. The course examines the intersection of the science behind how our environmental systems work and how society behaves in relation to them. For further details about the subject look at the Group 4 section below.

Geography HL/SL

Geography at Riverside is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change.

Geography describes and helps to explain the similarities and differences between spaces and places. The Diploma Programme Geography course ensures that students acquire elements of both scientific and socioeconomic methodologies. Geography takes advantage of its position between both these groups of subjects to examine relevant concepts and ideas from a wide variety of disciplines.

The Geography course embodies global and international awareness in several distinct ways. It examines key global issues, such as poverty and development, demographics and human migration, resource and environmental sustainability and climate change. It considers examples and detailed case studies at a variety of scales, from local to regional, national and international. Case studies help us understand how real-life examples can show us to what extent the theories we study are effective when put into practical use. Inherent in the syllabus is a consideration of different perspectives, economic circumstances, and social and cultural diversity.

Geography seeks to develop international understanding and foster a concern for global issues as well as to raise students' awareness of their own responsibility at a local level. Geography also aims to develop values and attitudes that will help students reach a degree of personal commitment in trying to resolve these issues, appreciating our shared responsibility as citizens of an increasingly interconnected world.

Though IGCSE Geography is helpful, there are no prerequisites for the course.

Distinction between SL and HL

Students at standard level (SL) and higher level (HL) in Geography are presented with a syllabus that has a common core and optional themes. HL students also study the higher level extension which focuses on global interactions of cultures, financial flows and political outcomes. The syllabus requires the development of certain skills, attributes and knowledge.

Assessment

SL - Paper 1 (optional themes) 40%, Paper 2 (core themes) 35%, IA Fieldwork 25%
HL - Paper 1, 25%, Paper 2, 35%, Paper 3 (HL Extension) 20%, IA Fieldwork 20%

Internal Assessment

The fieldwork must be on a local scale and involve the collection of primary information. The chosen topic may be physical or human, or may integrate the two approaches. The internal assessment is completed as one 2500 word report.

History HL/SL

The IB History course fosters an understanding of major 19th and 20th Century historical events in a global context. Students will gain an in-depth factual knowledge of historical events but will also develop the critical thinking skills to question a broad range of historical evidence and interpretations. This will equip students with the knowledge and skills to form valid arguments and interpretations of their own. Students will also be required to evaluate the significance and role of key individuals including Twentieth Century dictators and democratic leaders, as well as Civil Rights pioneers. Most importantly, students will be required to approach key historical developments from a variety of global perspectives. IB History will stimulate any learner already interested in the past, provide a basis for further study, and also encourage a lifelong interest in the subject.

Topics include:

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

1. Rights and Protest: Civil Rights in the USA and Apartheid in South Africa (SL and HL)
2. Authoritarian States: Hitler's Germany, Mao's China, Mussolini's Italy (SL and HL)
3. Democratic States: Weimar Germany, Mandela's South Africa, Nehru's India (SL and HL)
4. Internal Assessment (SL and HL)
5. Imperial Russia, revolution and the establishment of the Soviet Union (1855—1924) **(HL only)**
6. Versailles to Berlin: European Diplomacy (1919—1945) **(HL only)**
7. European States in the Interwar Years: Germany, Italy, France, and Spain (1918-1939) **(HL only)**

External (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:

- Rights and Protest Course Companion (Rogers and Clinton)
- Authoritarian and Single-Party States (Todd and Waller)
- Evolution and Development of Democratic States (Bottaro and Stanley)
- Imperial Russia, revolution and the establishment of the Soviet Union (Waller)
- War and Peace: International Relations (Williamson)
- European States in the Interwar Years (Todd et al.)

Psychology HL/SL

Psychology is the scientific study of behavior and mental processes.

The core of this IB course is made up of 3 Approaches to behaviour; Biological, Cognitive and Socio-cultural. The Biological Approach explores the biological and physiological basis of behaviour, such as genetic inheritance of behaviours, brain structure and neurotransmitter levels. The Cognitive Approach looks at mental processes such as memory and decision making. The Socio-cultural unit investigates social and cultural influences on behaviours such as obedience and conformity.

As well as the core topics, SL students will also study one additional option, Abnormal Psychology which looks at characteristics, diagnosis, and possible causes of 2 mental illnesses as well as how abnormal behaviour generally may be defined.

Over a 6 week process, all students will complete a replication of a simple Psychology experiment as their Internal Assessment work and write up a full report.

Research methods are a vital foundation within Psychology and whilst these are not directly assessed (at SL) these will be covered generally throughout the 2 year course. Students will be expected to be familiar with these methods when including studies and critical thinking within their essays.

HL study

HL students study additional material within the 3 Core Approaches units. They will complete an additional option unit, Developmental Psychology, which will look at Social, cognitive and identity development. HL students will also take an additional exam paper based on Qualitative approaches to research methods.

Assessment

- **PAPER 1:** Both SL and HL students are assessed on the core of the syllabus (3 Approaches) in paper 1. At SL this paper is worth 50% of their grade. For HL this paper is worth 40%.
- **PAPER 2:** SL students are assessed on their knowledge and comprehension of one option in paper 2. HL students are assessed on two options. Paper 2 is worth 25% of SL grade and 20% of HL grade.
- **PAPER 3:** HL ONLY students are assessed on their knowledge and comprehension on approaches to research. Paper 3 is worth 20% of HL students overall grade.
- **Internal Assessment (IA):** The IA is a piece of research (an experimental study) conducted by both SL and HL students. For SL students their IA is worth 25% of their overall grade and for HL students it is 20%.

No prior knowledge of Psychology is expected but GCSE Psychology is helpful as many of the terms and concepts used are the same. It is very much an essay based subject with all units assessed through short and extended essays. Students will be required to learn Psychological content as well as numerous research studies used to support this knowledge. In addition, students will develop critical thinking skills and apply this evaluation to answers.

World Religions SL Only

The IB DP world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions. The religions are studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others.

The aims of the world religions standard level courses are to:

- promote an inquiring, analytical and empathetic approach to the study of religion
- develop an informed understanding of the diversity of world religions
- foster a respectful awareness of the significance of the beliefs and practices for the faith member
- develop an understanding of how religion affects people's lives
- encourage a global appreciation of the issues surrounding religious and spiritual beliefs, controversies and movements in the world today
- promote responsible and informed international citizenship.

Part 1: Introduction to world religions

Five world religions will be studied from a choice of nine, at least one to be chosen from three categories – Sikhism, Judaism, Christianity, Islam, Baha'i Faith

The following three questions underpin the study of all world religions.

- What is the human condition?
- Where are we going?
- How do we get there?

Part 2: In-depth studies

Two world religions to be studied from a choice of six, one to be chosen from each category

- Sikhism
- Christianity

The study of each religion will be guided through the following themes:

- Rituals
- Sacred texts
- Doctrines/beliefs
- Religious experience
- Ethics and moral conduct

Part 3: Internal assessment

Investigative study

Type of Assessment	Format	Time (hours)	Weighting (%)
External - Paper 1	Five stimulus response questions covering at least 3 religions	1.25	30
External - Paper 2	Two essay questions based on guiding themes	1.5	45
Internal - Written Analysis	Structured format based on an investigative study	20	25

Course Outlines

Group 4 Subjects

Biology HL/SL

Biology is primarily concerned with the study of life and living systems. Biologists attempt to make sense of the world through a variety of approaches and techniques, controlled experimentation and collaboration between scientists. At a time of global introspection on human activities and their impact on the world around us, developing and communicating a clear understanding of the living world has never been of greater importance than it is today. Through the study of biology, students are empowered to make sense of living systems through unifying themes. By providing opportunities for students to explore conceptual frameworks, they are better able to develop understanding and awareness of the living world around them.

Syllabus Components

Unity and Diversity	Form and Function
• Water • Nucleic acids • Origins of cells * • Cell structure • Viruses * • Diversity of organisms • Classification and cladistics * • Evolution and speciation • Conservation of biodiversity	• Carbohydrates and lipids • Proteins • Membranes and membrane transport • Organelles and compartmentalization • Cell specialisation • Gas exchange • Transport • Muscle and motility * • Adaptation to environment • Ecological niches
Interaction and Interdependence	Continuity and Change
• Cell respiration • Enzymes and metabolism • Photosynthesis • Chemical signalling * • Neural signalling • Integration of body systems • Defence against disease • Populations and communities • Transfer of energy and matter	• DNA replication • Protein synthesis • Mutations and gene editing • Cell and nuclear division • Gene expression * • Water potential • Reproduction • Inheritance • Homeostasis • Natural selection • Sustainability and change • Climate change
* Topics with content that will only be taught to HL students	

Assessment

External assessment (80%)

Paper 1 – Multiple Choice Questions (36%)
Paper 2 – Short Answer Questions on Core material (44%)

Internal Assessment (20%)

Chemistry HL/SL

Course Description and Aims

As one of the three natural sciences in the IB Diploma Programme, chemistry is primarily concerned with identifying patterns that help to explain matter at the microscopic level. This then allows matter's behaviour to be predicted and controlled at a macroscopic level. The subject therefore emphasises the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking.

The chemistry curriculum is built on two broad organising concepts: structure and reactivity (see below). Each of these concepts is subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure.

Practical work continues to be a central aspect of the DP chemistry course. Students gain a deeper understanding of the subject content and associated concepts through laboratory work as well as develop investigative and experimental skills. This ranges from hands-on experimentation to the use of simulations and modelling, incorporating technology where appropriate.

The assessment consists of an external examination made up of two papers. Paper 1A is a multiple-choice based paper and Paper 1B is a data-based and experimental work paper (SL: 1.5 hours, HL: 2 hours). Paper 2 is a short answer and extended response paper (SL: 1.5 hours, HL: 2.5 hours). The school also performs an internal assessment based on scientific investigation consisting of an extended research project and a formal scientific report of no more than 3,000 words.

Syllabus components

Structure *refers to the nature of matter from simple to more complex forms*	***Reactivity*** *refers to how and why chemical reactions occur*
Structure 1: Models of the particulate nature of matter - Introduction to the particulate nature of matter - The nuclear atom - Electron configurations - Counting particles by mass: The mole - Ideal gases	**Reactivity 1: What drives chemical reactions** - Measuring enthalpy change - Energy cycles in reactions - Energy from fuels - Entropy and spontaneity (HL only)
Structure 2: Models of bonding and structure - The ionic model - The covalent model - The metallic model - From models to materials	**Reactivity 2: How much, how fast and how far?** - The amount of chemical changes - The rate of chemical changes - The extent of chemical changes
Structure 3: Classification of matter - The periodic table: Classification of elements - Functional groups: Classification of organic compounds	**Reactivity 3: What are the mechanisms of chemical change?** - Proton transfer reactions - Electron transfer reactions - Electron sharing reactions - Electron-pair sharing reactions

Computer Science HL/SL

Computer Science deals with the solving of problems using computers. The computer science course is designed to be engaging, accessible, inspiring and rigorous. It draws on a wide spectrum of knowledge and encourages you to explore and acquire further knowledge, while providing you with the tools to do so. We also examine ethical issues and develop computational thinking. Computational thinking involves the ability to think procedurally, logically, concurrently, abstractly, recursively and think ahead. You will show this through developing algorithms and expressing them clearly.

The course follows an experimental and inquiry-based approach to problem-solving which will help you appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally. Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. During the course you will learn to develop computational solutions. This will include the ability to identify a problem or unanswered question; designing, prototyping and testing a proposed solution; and liaison with clients to evaluate the success of the proposed solution and make recommendations for future developments.

Topics covered in the course include: system fundamentals, computer organization, networks, computational thinking, problem-solving and programming. Additional HL topics include: abstract data structures, resource management and control technology. The HL course will include an optional unit focusing on databases, modeling and simulations, web science or object-oriented programming (OOP). You will also review a case study on the application of information technology to the solution of specific practical problems.

Both HL and SL computer science courses involve an internal assessment of the practical application of your skills through the development of a product and its associated documentation.

Computer science has links with subjects outside of group 4, notably information technology in a global society (ITGS), but it should be noted that there are clear differences between the subjects.

Students will be able to study computer science at SL successfully with no background in, or previous knowledge of, computer science. An approach to study, characterized by specific IB learner profile attributes: inquirer, thinker and communicator, will be significant here. The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Although no previous programming experience is required, some prior exposure to programming is desirable.

Environmental Systems & Societies SL

Environmental Systems and Societies (ESS) is an interdisciplinary course designed to use a holistic and integrated approach to research techniques and knowledge associated with group 4 (experimental sciences) and group 3 (individuals and societies). By choosing to study ESS, students are able to satisfy the requirements for both groups 3 and 4 of the IB, thus allowing them to choose another subject from any other group (for example, a student could take Chemistry and ESS or Geography and ESS). Students will find this introductory course on pressing environmental issues invaluable as it can relate to almost any future profession in some capacity. The ESS course is offered at SL only.

The academic goal of ESS is to provide students with the scientific concepts, principles and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with the problems, and to examine alternative solutions for resolving or preventing them. To achieve these goals, we will focus on the following: personal experience in experimental design; understanding the unifying themes that integrate all biological and environmental science topics; and the application of knowledge and critical thinking to environmental and societal concerns. Students will gain an appreciation of the real-world benefits associated with understanding, designing and implementing environmentally sound practices. Topics include: Foundations (Environmental Value Systems, Systems & Models, Energy & Equilibria, Sustainability, Pollution), Ecology and Ecosystems, Biodiversity, Water, Soil, Atmosphere, Energy Security / Climate Change and Human Populations / Resource Use.

Assessment in class is based on: numerous case studies or real life examples of course content, analytical essay writing, practical investigations using quantitative and qualitative methodologies and tests based on those provided by the IB.

External Assessment is based on:

IB ESS Paper 1: Case Study based on real environmental issue (25% of grade) (1 hour)

IB ESS Paper 2: Section A [short answer questions] and Section B [2 essays from choice of 4] (50% of grade) (2 hours)

Internal Assessment (IA): Individual Investigation based on personal environmental interests (25% of grade) (10 hours in class & individual work)

ESS Course Outline;

Topic 1: Foundations of ES&S
Topic 2: Ecosystems & Ecology
Topic 3: Biodiversity & Conservation
Topic 4: Water & Food Production Systems
Topic 5: Soil Systems
Topic 6: Atmospheric Systems
Topic 7: Climate Change & Energy Production
Topic 8: Human Systems & Resource Use

Physics HL/SL

As one of the three natural sciences in the IB Diploma Programme, physics is concerned with an attempt to understand the natural world; from determining the nature of the atom to finding patterns in the structure of the universe. It is the search for answers from how the universe exploded into life to the nature of time itself. Observations are essential to the very core of the subject. Models are developed to try to understand observations, and these themselves can become theories that attempt to explain the observations. Besides leading to a better understanding of the natural world, physics gives us the ability to alter our environments.

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

The physics Curriculum is grouped into five broad organising themes, each of which are subdivided into several topics.

A. Space,time and motion	B. The particulate nature of matter	C. Wave behaviour	D. Fields	E. Nuclear and quantum physics
A.1 Kinematics A.2 Forces and momentum A.3 Work, energy and power A.4 Rigid body mechanics A.5 Galilean and special relativity	B.1 Thermal energy transfers B.2 Greenhouse effect B.3 Gas laws B.4 Thermodynamics B.5 Current and circuits	C.1 Simple harmonic motion C.2 Wave model C.3 Wave phenomena C.4 Standing waves and resonance C.5 Doppler effect	D.1 Gravitational fields D.2 Electric and magnetic fields D.3 Motion in electromagnetic fields D.4 Induction	E.1 Structure of the atom E.2 Quantum Physics E.3 Radioactive decay E.4 Fission E.5 Fusion and stars

Assessment

Paper 1A: Multiple-choice and Paper 1B: Data-based questions (36%)

Paper 2: Short- answer and extended-response questions (44%)

Scientific Investigation: Scientific Investigation and report (22%)

Sports, Exercise & Health Science HL/SL

The attainment of excellence in sports is the result of innate ability or skill and the dedicated pursuit of a programme of physical and mental training accompanied by appropriate nutrition. Training programme design should not be left to chance. Rather, it should be designed thoughtfully and analytically after careful consideration of the physiological, biomechanical and psychological demands of the activity. This is the role of the sports and exercise scientist who, regardless of the athletic event, should be equipped with the necessary knowledge to be able to perform this task competently. Furthermore, in a world where many millions of people are physically inactive and afflicted by chronic disease and ill health, the sports and exercise scientist should be equally proficient when prescribing exercise for the promotion of health and well-being.

The Diploma Programme course in SEHS will draw on your knowledge of all sciences, similar to your experiences in iGCSE Coordinated Science. While there is a heavy weighting on Biology, through topics such as Anatomy and Exercise Physiology, you will also use your knowledge of chemistry in units such as Nutrition and physics in the topics of Biomechanics and Movement Analysis. Further to this, the course touches on sports psychology, as we delve into the brain and nervous system to see what effect these have on muscles to bring about coordinated human movement. A healthy level of mathematical skills would also be an advantage, as we analyse data which will help us to draw conclusions through our internal assessments. Being good at sport is not at all a prerequisite for the course, nor is being physically fit. However, a knowledge and passion for sport definitely helps in some content.

While opportunities to get out of the classroom and learn in a practical setting (science lab, gym and bubble), it is worth stating now that this is a completely theoretical course, and little to no sport will be played.

External assessment (80%)

Paper 1 – Multiple Choice Questions	(20%)
Paper 2 – Short Answer Questions on Core material	(35%)
Paper 3 – Short Answer Questions on Options material	(25%)

Internal assessment (20%)

IA (10 Hours)

Standard Level Content

Topic 1: Anatomy
Topic 2: Exercise Physiology
Topic 3: Energy Systems
Topic 4: Movement Analysis
Topic 5: Skill in Sport
Topic 6: Measurement and Evaluation of Human Performance

Higher Level Content

Topic 7: Further Anatomy
Topic 8: The Endocrine System
Topic 9: Fatigue
Topic 10: Friction and Drag
Topic 11: Skill Acquisition and Analysis
Topic 12: Genetics and Athletic Performance
Topic 13: Exercise and Immunity

Course Outlines

Group 5 Subjects

Mathematics HL/SL

The IB recognises that individual students have different needs, aspirations, interests and abilities. For this reason there are two different subjects in mathematics for the IB Diploma, each available at Standard and Higher Level. These courses are designed for different types of students:

1) **Analysis & Approaches** is designed for those students who wish to study mathematics as a subject in its own right, or to pursue interests in areas related to mathematics (eg physics and engineering) and

2) **Applications & Interpretation** is designed for those who wish to gain understanding and competence in how mathematics relates to the real world and to other subjects (eg psychology and the social sciences).

When deciding which course to choose students are advised to take into account the following factors:

- their own mathematical abilities and the type of mathematics in which they can be successful;
- their own mathematical interests and those areas of the subject that may interest them most;
- their other choices of subjects within the IB Diploma and
- their future academic plans and potential choice of career - some universities or courses may specify which maths course they require.

MATHEMATICS: ANALYSIS & APPROACHES

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are traditionally part of a pre-university mathematics course (eg functions, trigonometry and calculus) as well as topics that lend themselves to investigation, conjecture and proof (eg sequences and series at both SL and HL, and proof by induction at HL). The course is most suited for students who enjoy the thrill of mathematical problem solving and generalisation.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of course choice. However, analysis and approaches has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. There will be both non-calculator and calculator papers in the exams.

Distinction between HL and SL

All students should be comfortable with the manipulation of algebraic expressions, enjoy the recognition of patterns and understand the generalisation of these patterns. Students wishing to study Analysis and Approaches at Higher Level will have strong algebraic skills and the ability to understand simple proof. They will be students who get pleasure and satisfaction from spending time on and solving challenging problems.

External Assessment:

SL: Internal Assessment: Mathematical Exploration - 20% Paper 1 - non-calculator - 40% Paper 2 - with a calculator - 40%	HL: Internal Assessment: Mathematical Exploration - 20% Paper 1 - non-calculator - 30% Paper 2 - with a calculator - 30% Paper 3 - extended problem solving - 20%

MATHEMATICS: APPLICATIONS & INTERPRETATION

This course recognises the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasises the meaning of mathematics in context by focussing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course includes topics that are traditionally part of a pre-university mathematics course, such as calculus and statistics. The course is most suited for students who enjoy maths best in a practical context.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Applications and Interpretations will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Calculators will be allowed for all examination papers.

Distinction between SL and HL

All students should enjoy seeing mathematics used in real world contexts and to solve real-world problems. Students who wish to take Applications and Interpretation at Higher Level will have good algebraic skills, get pleasure and satisfaction when exploring challenging problems and are comfortable undertaking this exploration using technology.

External Assessment:

SL: Internal Assessment: Mathematical Exploration - 20% Paper 1 - Short Response Questions - 40% Paper 2 - Extended Response Questions - 40%	HL: Internal Assessment: Mathematical Exploration - 20% Paper 1 - Short Response Questions - 30% Paper 2 - Extended Response Questions - 30% Paper 3 - Extended problem solving - 20%

Prerequisites for individual courses:

- Students wanting to take either Analysis & Approaches or Applications & Interpretation at Higher Level should achieve a Grade A or A* in IGCSE maths, or equivalent.
- Students wishing to take Analysis & Approaches at Standard Level should have achieved a good pass in IGCSE maths (Extended), or equivalent.
- It is felt that students currently studying IGCSE maths (Core) are best suited to Applications & Interpretations at Standard Level. An IGCSE grade C is prefered for students to have a reasonable chance of success.

HIgher Level Courses: It should be noted that, depending on the number of interested students, it is likely that we will only be able to run one Higher Level Course in each cohort. Whether it is Analysis and Approaches or Applications and Interpretation will depend on the interest shown by the students.

Course Outlines

Group 6 Subjects

Music HL/SL

The IB Diploma Program Music course offers students the opportunity to use and develop their musical abilities through a wide range of activities. Students are given a great amount of choice and the course can be built so that the students focus on gaining musical skills that are relevant to them.

There are three primary modes of learning in this course:

- Researching: Searching for music, analyzing and describing music, finding links between music and culture, comparing pieces of music to one another.
- Creating: Completing composition exercises and creating original works
- Presenting: Playing or singing existing music, and showcasing your compositions.

Students will cover music from four different categories, or "Areas Of Inquiry" (A.O.I.)

1. "Music for socio-cultural expression": religious music, music for activism, traditional world music
2. "Music for listening" - sometimes called "concert music" or "absolute music" - any music made to be enjoyed for its own sake.
3. "Music for dramatic impact or movement" - music created for musicals, film scores, operas, dance
4. "Music technology in the electronic and digital age" - electronic dance music, technology in popular music production

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Journal

Throughout the course, students will be keeping track of their work as a researcher, creator, and presenter in their Music Journal. They will also reflect on their learning. Towards the end of the year, they will draw on this Journal to create a portfolio of deliverables to submit to IB for assessment.

Deliverables (the Portfolio)

There are three baskets that students must fill with examples of their work, for assessment by the IB. Each of these baskets include elements of researching, creating, and performing.

Basket 1: "**Exploring Music in Context**" (30% of total score)
Basket 2: "**Experimenting with Music**" (30% of total score)
Basket 3: "**Presenting Music**" (40% of total score)

Theatre HL/SL

IB Theatre encourages discovery through experimentation, performance, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world.

The aims of the course enable students to:

- enjoy lifelong engagement with the arts
- become informed, reflective and critical practitioners in the arts understand the dynamic and changing nature of the arts
- explore and value the diversity of the arts across time, place and cultures
- express ideas with confidence and competence
- develop perceptual and analytical skills

IB Theatre at Riverside takes advantage of living in Prague; a cultural capital of Europe. There are opportunities to see Czech theatre performances, travelling English Language theatre companies and participate in theatre based workshops. Our students have the opportunity to meet theatre directors, designers and performers. These experiences enhance understanding and inform theatre practice.

The theatre course is structured for the assessment tasks to be ongoing. The assessment tasks include:

Director's notebook - Students choose an existing play and document their directorial intentions of how it could be presented and explore the impact he or she wishes to have on a particular audience. The director/student experience imagines working with a cast and a design/production team to stage the play, transforming ideas into action (20 pages)

Research presentation - Students deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition (presentation, performance and film)

Collaborative project - Students study a variety of theatre companies and then work collaboratively to create and present an original piece of theatre inspired by a company of their choice (lasting 13–15 minutes) This is performed to a specified target audience. The process and evaluation of performance is also documented in a 15 page portfolio, a live performance and in a selected extract of film.

Solo theatre piece (Higher level only) - Students create and present a solo theatre piece (4–8 minutes) based on an aspect(s) of a theatre practitioner's theory. (3000 words and a live solo performance).

Visual Arts HL/SL

The world of Visual Arts offers students an exciting way of communicating their ideas and following their own path of enquiry through experimentation and exploration. At IB, we encourage ambitious projects which are self-directed, according to the student's interest. In recent years, for example, students have individually chosen to pursue their own personal interests via projects on Street Art, Politics, Identity, The Human Condition, Traditions and Rituals, The Everyday and Place and Memory - so Visual Arts IB can offer you a great way of visually researching and developing images relating to interests you may have in other subjects.

Riverside has expanded its Art department with beautiful studios, a computer suite equipped with Adobe Creative Cloud and a spacious gallery: these exciting developments will offer IB students a professional space to produce and display exciting work. The further development of a programme of events & exhibitions in the gallery is also a superb way of enhancing students' awareness of how to curate interactive visual displays. We are also well equipped to display digital media.

In terms of expectations, IB Visual Arts requires students to produce work in 2D (paintings, drawings, prints, etc); 3D (sculpture, ceramics, forms and structures), and lens based (film, time lapse photography, and animation). You will be assessed on 3 components:-

1. The Comparative Study - researching and comparing the work of 2-3 artists
2. The Process Portfolio - is a record of your ideas and thoughts - normally from sketchbooks, smaller drawings, annotations, photographs, discussion of work by other artists, & any experiments you have tried with different materials
3. The Exhibition - your personally designed and displayed exhibition of your final, finished pieces; normally in 2D, 3D and lens based media. SL (4-7 pieces; HL 8-11 pieces)

Through this course 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 themselves

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

This is an excellent course which will offer students the chance to develop a more professional attitude towards creating and displaying Art. Support is also available to those who are considering an application to Art & Design degrees/foundation courses. Through teacher support, students are encouraged and challenged to develop and demonstrate not only technical competence, but also confidence and skill in imaginatively communicating their personal concepts, ideas, and sense of self-identity.

Course Outlines

Core - Compulsory Subjects

Theory of Knowledge (TOK)

Theory of knowledge (TOK) plays a special role in the International Baccalaureate (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

The TOK curriculum is made up of three deeply interconnected parts.

- **The core theme—Knowledge and the knower:** This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.
- **Optional themes:** This element provides an opportunity to take a more in-depth look at two themes of particular interest to teachers and students. The given themes all have a significant impact on the world today and play a key role in shaping people's perspectives and identities. Teachers select two optional themes from a choice of five: knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies.
- **Areas of knowledge:** The areas of knowledge (AOK) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the art

There are **two assessment** tasks in the TOK course.

- **The TOK exhibition** assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- **The TOK essay** engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

Creativity, Activity, Service (CAS)

The IB Diploma Programme encourages a healthy balance between academic work and extracurricular pursuits, and thus promotes personal development and service to others as a central part of its philosophy. The IB Diploma is unique in requiring all students to spend time taking part in extra-curricular experiences. All students must participate in a range of CAS experiences within each of the 3 areas: Creativity, Activity and Service (CAS). The student will design an 18 month CAS programme which suits their interests and skill set to develop. Students should have a minimum of 9 experiences, some of which will be ongoing over several weeks, others may take place during a single day. Students will receive a supervisor to help them plan and monitor their programme. CAS is not graded but in order to pass, students will need to record their experiences through a range of reflections.

Extended Essay (EE)

For many students, one of the most daunting aspects of university life is the need to produce fully-researched, correctly-cited academic essays and dissertations. The IB, however, gives students a chance to develop these skills while still at school - through writing an Extended Essay. Although the EE is a challenging task, it also offers students a unique opportunity to explore an academic area in which they have a personal interest. Recent Riverside students have studied subjects ranging from the segregation of Roma children in Czech schools to the impact of the migrant crisis on local politics in Dresden. Students are encouraged to choose a topic from within one of their higher level IB subjects and this choice affects the type of research carried out. Scientists may be busy conducting experiments while economists are out collecting data and literature students have their noses buried in a book.

At Riverside, we are committed to helping students develop the academic skills they need, both for the Extended Essay process and for their future studies. To this end, we run a 'Research Week' at the end of Year 11, during which students carry out primary research projects, and then hold weekly workshops on research, writing and critical thinking skills throughout the first term of Year 12. Students choose their topic and are assigned a supervisor at the end of that term; they will then carry out their research and write their essay by the end of Year 12.

External Assessment: 4000 word academic essay + 500 word reflection

IB Programme

More About the IB Diploma Programme

Assessment in the IB Diploma Programme

A maximum of 7 points is available for all subjects at both Higher and Standard level. A further three points are available for work in Theory of Knowledge and Extended Essay. The maximum number of points possible is therefore 45.

In order to obtain a Diploma you must score a minimum of 24 points and pass Higher Level subjects at grade 3 or above . Your work in Extended Essay and Theory of Knowledge must be to at least elementary standard and you must have met the extra-curricular requirements of the CAS programme.

The assessment emphasis is on final examinations, although there is course work in all subjects. The maximum total examination time for Higher Level subjects is five hours and for Standard Level subjects three hours. The examination session is in the second year of the programme, during the first three weeks of May.

University Recognition - Within the UK

Most universities in the UK require the full IB Diploma. Usually, you will receive a conditional offer based on your IB score and either the total number of points at Higher Level, or per Higher Level subject, e.g. 36 points with 18 points at Higher Level, or 36 points with Higher Level 6,6,6.

Entry requirements for specific courses are on the UCAS website, www.ucas.com, and on university websites. Offers are likely to reflect the entry requirements stated.

UCAS applications include predicted IB scores. These are a realistic prediction, from your subject teachers, of your final IB scores, for which there must be some evidence. Where predicted scores fall below the stated entry requirements, applications are unlikely to be successful.

More recently, outstanding applications to some universities in the UK have been rewarded with unconditional offers. A growing number of universities in the UK will accept IB Certificates (without the full IB Diploma). This is particularly the case where the Higher Level subject entry requirements have been met.

UK universities will also specify additional English and Mathematics requirements, so you should check these on the university websites.

Universities in the Netherlands

Research universities in the Netherlands require the full IB Diploma, and conditional offers will specify a total IB score. Universities of Applied Sciences in the Netherlands do not require the full IB Diploma, however the IB remains a very well respected qualification and can help applications to the more competitive ‘numerus fixus’ programmes.

The Study in Holland website, www.studyinholland.nl, is a good place to start and will help you to identify research universities and universities of applied sciences.

Universities in North America

Entry requirements to universities in the US and Canada will usually state a High School Diploma (sometimes with a minimum GPA) and an SAT score. The SAT is a standardised university admissions test.

The IB Diploma is a highly recognised and respected curriculum throughout North American. Although it may not appear as an entry requirement, it does frequently appear as a requirement for academic scholarships, and a high level in a relevant subject can be used as university credit on entry.

Internationally the IB Diploma continues to be a very well respected qualification, due to the extensive and robust nature of the curriculum. There will be subject specific requirements for some degree options, and these will vary between universities, and between countries. You should check the entry requirements for the subject areas and the countries that you think you may be interested in.

How do universities regard the IBDP?

A spokesman for the University of Manchester Physics department: 'Skills in project work, language and essay writing skills are a real bonus. I would lean over backwards to admit IB students.'

'The University of Bristol welcomes applications from candidates offering the International Baccalaureate qualification and values the broad educational experience represented by a high standard of attainment in the Diploma.'

'The International Baccalaureate is highly regarded by Admissions Tutors at Cambridge University for entry to all subjects.'

'The University of St. Andrews has a long tradition of accepting students with International Baccalaureate qualifications, and particularly welcomes applications from students with the International Baccalaureate.'

'The University of Sheffield regards the International Baccalaureate as a good preparation for university study and is pleased to consider candidates offering the International Baccalaureate Diploma accordingly.'

'The University of Northern Virginia Prague Campus, considers the IB Diploma as high quality educational preparation for future studies'

'Charles University Prague, regards the International Baccalaureate student as a well qualified beginner to university studies'

Riverside and the IBDP

Most Riverside pupils will follow the IB Diploma Programme. It is not just for the very able. In many schools around the world it is the only available examinations system.

The IB Diploma allows you to study a broad range of subjects. If you are undecided about your future choice of university or career (and that is probably most of you), the IB allows you to keep your options open. But the Diploma Programme also provides depth Taking subjects at Higher Level will provide a strong foundation for university study, and the Extended Essay enables you to stretch yourself still further in an area that particularly interests you.

The IB Diploma will equip you well for study in higher education. Good research skills are developed through the Diploma Programme. The Extended Essay is written under the expert guidance of your tutors, who will assist you in formulating questions, identifying sources, and refining your conclusions. In addition, there is an emphasis on oral presentation that is a major feature of university life nowadays. There are oral components in Theory of Knowledge, English, Languages and Science. These are excellent ways of developing self-confidence.

There are no external examinations before May of the second year of the course. You will be off the examination treadmill in the first year of the course. The amount of time in class is almost identical for A level and IB students.

The IB Diploma provides flexibility

In-group 6 it is possible to take a creative subject such as Visual Arts or Music, or, alternatively, a second Science, Humanity or Language. In group 2 there is the opportunity to start a new language, (German or Spanish or Czech – depending on student interest and teacher availability), from scratch. If Mathematics is not your strength, then take Mathematical Studies in group 5, which is accessible to those not intending to study Mathematics in most universities.

Are you ambitious and up for a challenge?

Yes, the IBDP is hard work, but it's worth it. Are you open to being inspired by a curriculum which has real coherence and an exciting vision behind it?

Which subjects should I choose?

If you intend to go on to university and know which sort of course you wish to study, then the following guidelines will help:

- If you wish to study medicine, biological sciences or veterinary science you should take Biology and Chemistry at Higher Level.
- Engineers, architects, physicists and mathematicians should definitely take Physics and Mathematics at Higher Level and would be well-advised to take Chemistry at Higher Level too. Architects are strongly advised to take Visual Arts in-group 6.
- If you wish to study for Economics or a business-related degree, then you should take Business and Management at Higher Level.
- If you wish to study History of Art, Music, Philosophy, or Classics you will be at an advantage if you also take English A1 at Higher Level.
- Higher Level Physics is an advantage for those wishing to study Mathematics or Computing.

For all other university subjects, you should take that subject, if it is available, at Higher Level, and you can make a free choice of other subjects. When in doubt, follow your interests, guided also by your strengths. Candidates with specific ambitions should further check the above advice, which is, inevitably, generalised, with individual universities, as the picture can change at short notice. Please also consult our careers and universities team - Mrs Levison or Mr Plummer.

Academic Integrity

All pupils and their parents will be expected to sign an academic Integrity contract of agreement when they begin the IBDP course. (The guidelines given herewith are directly from the IBO organisation.)

It is important that you understand the principles of academic honesty that should guide you in your academic studies. They apply to all work, but you should understand that course work (that is Internal Assessment and Extended Essays) in the IB MUST be written in accordance with the principles outlined below. The IB is unforgiving if dishonesty is uncovered and a minimum penalty would be disqualification from a component of the course, which would mean that a Diploma would not be available to you. We will run course work through an Internet programme that detects material that is not in your own words!

IB guidelines state that an authentic piece of work is one that is based on the candidate's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments, written or oral, completed by a candidate for assessment must wholly and authentically use that candidate's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

You must not indulge in:

- Plagiarism – the representation of the ideas or work of another person as your own,
- Collusion – supporting malpractice by another candidate by, for example allowing your work to be copied, or submitted for assessment by another candidate,
- Duplication of work – presentation of the same work for different assessment components and/or diploma requirements. This is most likely to happen in the cases of internal assessment and extended essays in the same subject.
- Any other behaviour which gains an unfair advantage or affects the results of another candidate, such as taking unauthorised material into an examination room, misconduct during an examination, or falsifying a CAS record.

Plagiarism needs further definition. We are aware that students do not always understand what constitutes plagiarism, and can 'cheat' without realising it. The IB gives helpful advice:

- Many students incorrectly believe that because the Internet is in the public domain and largely uncontrolled, information can be taken from web sites without the need for acknowledgment. Even when the need for acknowledgment is recognized, many candidates believe that simply listing sources in a bibliography or in footnotes is sufficient.
- Using the words and ideas of another person to support one's arguments while following accepted practices is an integral part of any intellectual endeavour, and integrating these words and ideas with one's own in accepted ways is an important academic skill.
- All ideas and work of other persons, regardless of their source, must be acknowledged.
- CD-Rom, e-mail messages, web sites on the Internet and any other electronic media must be treated in the same way as books and journals.
- The sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual and similar material must be acknowledged if they are not the candidate's own work.
- Passages that are quoted word for word must be enclosed within quotation marks and references provided.

In some cases it is entirely appropriate that collaboration with other students is actively encouraged, especially in internal assessment. However, the final work must be produced independently, even if it is based on similar data. The introduction, content and conclusion must be written in the candidate's own words. If, for example, two candidates have the same introduction, this would be regarded as collusion.

All students undertaking the IB Diploma/Course/Certificate must sign an Academic Honesty form outlining their responsibility.

All students must authenticate every piece of work that they submit. Their teacher will also need to countersign the authentication before it is submitted to IBO.