



WELLINGTON COLLEGE
INTERNATIONAL
SHANGHAI

2024 – 25

Wellington College International Shanghai

IB Options



Be **You** Be **More**



Welcome From the Head of Senior School

At Wellington College International Shanghai, we are proud to offer the highly esteemed International Baccalaureate Diploma Programme, which has been the route of choice for our pupils successfully entering the world's most elite universities, such as CALTECH, Cambridge, and Oxford. The IB Diploma is a widely recognised and valued programme designed to prepare students for further studies, promote international understanding, and instill the qualities of global citizens.

The IB Diploma Programme is intellectually stimulating and fosters a thirst for knowledge that students can pursue with increasing independence and apply in a variety of ways. At Wellington, our programme emphasises a holistic approach that addresses the intellectual, social, emotional, and physical needs of our pupils, all while reflecting our Wellington Values. Our Sixth Form is much more than high academic expectations; we are proud of our nurturing and supportive environment and the high quality of care, guidance, and support we offer to each individual.

We believe the IB Diploma is the best course of study for entry into the best universities worldwide, whether in the UK, the USA, Australia, China or elsewhere. Once our pupils obtain the diploma, they are in a strong position to undertake whatever course of study interests them, habituated to the demands, challenges and rigor of an undergraduate degree.

The International Baccalaureate Diploma Programme at Wellington College International Shanghai is an intellectually stimulating and highly rewarding course of study that prepares pupils to become changemakers in a rapidly changing world. We look forward to welcoming you to the IB Diploma Programme and helping you unlock limitless possibilities for your future.

Dr. Charles Debieux
Head of Senior School



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IB Introduction

The International Baccalaureate (IB) Diploma Programme (DP) is a comprehensive and rigorous two-year curriculum, leading to examinations, for pupils aged between 16 and 19. Based on the curriculum of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others.

Pupils choose six subjects. Three of these are at Higher Level (HL) and three are at Standard Level (SL). The subjects are organised within six groups.

Pupils study a compulsory core element made up of an Extended Essay, the Theory of Knowledge and CAS (Creativity, Activity, Service).

This booklet is designed to give you a brief outline of the different options you can study next year. We hope you will find the right course for you, one that suits your interests and prepares you for your future pathways into higher education.

How IB Works

Wellington offers the IB Diploma. Through studying six subjects plus the three additional core components of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE), pupils can be awarded the prestigious IB Diploma. The IB is often shown as a circle, with the six groups of subjects around the edge and core requirements in the middle. This booklet outlines each subject offered in each of these groups.

Pupils must choose three subjects at Higher Level (HL), and three at Standard Level (SL). Note that some subjects are only offered at Standard Level.

HL courses are taught over 240 hours and SL courses are taught over 150 hours. This translates into roughly four hours per week for HL subjects and three hours per week for SL subjects. HL and SL courses are both challenging, but pupils taking HL can expect to study topics in more depth. HL mathematics, for example, has a reputation for being a course in which it is particularly difficult to achieve the highest level.

Is the IB Course Right for Me?

The IB is a well-respected course which requires learners to study a much wider range of subjects than might be the case with A-levels, for example. All learners must study mathematics, a foreign language, a native language course, and a science course. This means that the curriculum stays very broad, and pupils have an excellent grounding in many areas and styles of knowledge rather than specialising at too young an age. The flip side of this is that pupils who might like to give up mathematics or a foreign language at this stage are unable to do so. We will look for a good level of fit between a pupil's IGCSE grades and the preferences expressed in terms of IB subjects. The choice of subjects must be approved in full by the school and where we have reason to feel that a particular subject choice is highly inadvisable, we may decline to accept a pupil on that particular course.



IB Scoring

The highest total score available for an IB Diploma Programme pupil is 45 points. Each of the six subjects in the IB Diploma is worth up to a maximum of 7 points. The Theory of Knowledge (TOK) and Extended Essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall diploma score.

The IB Diploma is awarded to pupils who:

- Meet the subject requirements;
- Receive a minimum score of 24 points;
- Satisfactorily complete the core components, including Extended Essay, Theory of Knowledge, and Creativity, Activity, Service.

Candidates must also ensure that they receive a minimum of:

- 12 points from their higher level subjects;
- 9 points from their standard level subjects.

Additionally, candidates must not:

- Score a 1 in any of their six subjects;
- Score more than two 2s in their six subjects;
- Score more than three 3s in their six subjects.

With regards to entry into higher education, pupils need to select those subjects, particularly at Higher Level, that are required for the course they wish to study. For example, Higher Level mathematics will be needed for many engineering courses. Beyond that, universities will be looking at the overall points total, rather than the specifics of the additional subjects; no credit is given for choosing what some may consider 'hard' subjects.

Pupils should be mindful of this when making their selection and should choose subjects in which they feel they will be able to achieve most highly and which they will most enjoy.

Guidelines for Entry into the Sixth Form

The standards required from IB learners are very high. In order to cope with its demands, we would expect a typical Wellington sixth form pupil to achieve the following grades at IGCSE (expressed as both letter grades and the new number grades):

- 7 at A* to B (grades 9 – 6), with
- 4 of these at A* – A (grades 9 – 7), with
- at least 2 A* grades strongly preferred (two grade 9s, or one grade 9 and 1 grade 8)

Pupils scoring lower than this are likely to find the IB Diploma a considerable challenge. They may still cope with IB if their work ethic is excellent, however they should be prepared to seek guidance on which combinations of subjects might best enable a good point score.

Ultimately, entry into the sixth form at Wellington is at the discretion of the Head of Senior School. Where a pupil falls short of these guidelines she or he may still be admitted if, in the judgment of the Head, the pupil has consistently demonstrated good personal conduct and the appropriate levels of effort, attitudes to study, and approaches to learning. Conversely, a pupil could be declined entry into the sixth form because of a significant lack of such qualities, even though our expectations in terms of grades have been met.



Group 1 Subjects: Studies in language and literature

The IB recognises the major role of languages in the world and seeks to improve and extend international education and to promote international understanding. This begins with the study of one’s own language and the investigation of its literary culture.

It is also essential that all pupils should have at their command more than one language and that they should learn to think internationally. Learning a foreign language is a testing ground for tolerance and empathy, in that by its very nature it teaches new ways of thinking, and of looking at the world.

Chinese Language A: Language and Literature (HL & SL)

This is a course for native speakers with previous experience of learning Chinese as a first language. Any pupil interested in selecting Chinese Language A: Language and Literature at Higher Level or Standard Level should also have considerable prior experience of Chinese literature.

COURSE AIMS

This course enables candidates to:

- Explore a range of texts from different periods, styles and genres.
- Develop the ability to engage in close, detailed analysis of individual texts and make relevant connections.
- Develop powers of expression, both in oral and written communication.
- Recognise the importance of the contexts in which texts are written and received.

- Develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning, through the study of texts.
- Appreciate the formal, stylistic and aesthetic qualities of texts.
- Develop an enjoyment of, and lifelong interest in, language and literature.

COURSE CONTENT

Four works of literature are studied at Standard Level and six are studied at Higher Level.

The focus of the course is to explore the role of context in the construction of the meaning of a text.

Areas of exploration are:

- Readers, writers, and texts
- Time and space
- Intertextuality: connecting texts

COURSE ASSESSMENT

SL

External Assessment 70%

Paper 1: Guided textual analysis 35%
Paper 2: Comparative essay 35%

Internal Assessment 30%

Individual oral 30%

HL

External Assessment 80%

Paper 1: Guided textual analysis 35%
Paper 2: Comparative essay 25%
HL essay 20%

Internal Assessment 20%

Individual oral 20%

English Language A: Literature (HL & SL)

This is a course for those with a native speaker level of English. It requires understanding and an ability to think critically, analytically and independently. This is a subject which can lead to a wide variety of university courses and careers in areas such as law, education, the media, business, and management.

The Literature course is particularly recommended for pupils interested in studying subjects such as Literature, History, Law or Politics at University. It is also an ideal course for any pupil who is a passionate and avid independent reader.

Pupils will study nine texts at Standard Level and thirteen at Higher Level. They will explore the past 500 years (at least) of English literature, encompassing a wide range of genres and cultural contexts.

COURSE AIMS

The main skills developed by this course revolve around giving candidates the ability to develop presentational,

discussion and essay writing techniques, demonstrating their aptitude for critical thinking, intellectual judgment and the synthesis of ideas. This course offers many opportunities but a strong level of ability in the use of the English language must be in evidence. In addition, pupils should enjoy reading for its own sake and the open-minded sharing of ideas and viewpoints that follows from this.

All of these activities involve and develop a varied range of sophisticated thinking skills.

COURSE CONTENT

- **Readers, writers and texts** – close analysis of the writer’s choices and how they shape meaning.
- **Time and space** – evaluation of the impact of when and where a text was written and received.
- **Intertextuality** – appreciation of how writers and texts can be influenced and inspired by those who have come before them and how texts can be compared and contrasted as a result.

COURSE ASSESSMENT

SL

External Assessment 70%

Paper 1: Guided textual analysis 35%
Paper 2: Comparative essay 35%

Internal Assessment 30%

Individual oral 30%

HL

External Assessment 80%

Paper 1: Guided textual analysis 35%
Paper 2: Comparative essay 25%
HL essay 20%

Internal Assessment 20%

Individual oral 20%



English Language A: Language and Literature (HL & SL)

This is a course for those with a native speaker level of English. It requires understanding and an ability to think critically, analytically and independently. This is a subject which can lead to a wide variety of university courses and careers in areas such as law, education, the media, business, and management.

The Language and Literature course is as academically demanding as the Literature course. Pupils study a wide range of literary and non-literary texts in a variety of media including four literary texts at Standard Level and six literary texts at Higher Level. By examining the language used across different literary forms and text types, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture.

COURSE AIMS

The main skills developed by this course revolve around giving candidates the ability to develop presentational, discussion and essay writing techniques, demonstrating their aptitude for critical thinking, intellectual judgment and the synthesis of ideas. This course offers many opportunities but a strong level of ability in the use of the English language must be in evidence. In addition, pupils should enjoy reading for its own sake and the open-minded sharing of ideas and viewpoints that follows from this.

All of these activities involve and develop a varied range of sophisticated thinking skills.

COURSE CONTENT

- **Readers, writers and texts** – close analysis of the writer’s choices and how they shape meaning.
- **Time and space** – evaluation of the impact of when and where a text was written and received.
- **Intertextuality** – appreciation of how writers and texts can be influenced and inspired by those who have come before them and how texts can be compared and contrasted as a result.

COURSE ASSESSMENT

SL

External Assessment 70%

Paper 1: Guided textual analysis 35%
Paper 2: Comparative essay 35%

Internal Assessment 30%

Individual oral 30%

HL

External Assessment 80%

Paper 1: Guided textual analysis 35%
Paper 2: Comparative essay 25%
HL essay 20%

Internal Assessment 20%

Individual oral 20%



Group 2 Subjects: Language acquisition

The primary focus of this course is to develop the requisite skills for effective communication in a range of situations, including those that are relevant to the culture of the chosen language. Pupils study all four skills of listening, speaking, reading and writing at either Standard Level or Higher Level, depending on their level of proficiency and the experience they have in studying the chosen language.

All final decisions regarding the appropriateness of the course for which pupils are entered are taken by the Head of Senior School in conjunction with the Director of Chinese Studies and the Head of Sixth Form.



Chinese B (HL & SL)

The Chinese B course is for non-native speakers with previous experience of learning Chinese as a second language. Language B offers a language acquisition course, at both Higher Level or Standard Level, for pupils with a background in studying Chinese.

COURSE AIMS

This course enables candidates to:

- Develop intercultural understanding.
- Understand how to use the language in a range of contexts and for a variety of purposes.
- Develop an awareness and appreciation of the different perspectives of people from other cultures, through the study of texts and through social interaction.
- Develop an awareness of the role of language in relation to other areas of knowledge.
- Develop an awareness of the relationship between the languages and cultures with which they are familiar.
- Build a strong basis for further study, work and leisure through the use of an additional language.

COURSE CONTENT

Themes

Five prescribed themes are common to the syllabuses of language B. The themes provide relevant contexts for study at all levels of language acquisition in the DP, and opportunities for pupils to communicate matters of personal, local or national and global interest.

The five prescribed themes are:

- Identities
- Experiences
- Human ingenuity
- Social organisation
- Sharing the planet

The five prescribed themes must be all addressed equally in the language B course. The recommended topics and possible questions for each theme are not prescribed. For the purposes of teaching and learning in a language acquisition course, the language B syllabus organises written, visual, audio and audio-visual texts into three broad categories: personal, professional and mass media texts.

Literature

The study of two literary works originally written in the target language is a requirement at HL in language B.

COURSE ASSESSMENT

External assessment 75% (3 hours 30 minutes)

Productive skills – writing (30 marks)
One writing task of 300–480 / 540–720 Chinese characters from a choice of three titles, each from a different theme, choosing a text type from among those listed in the examination instructions.

Paper 2: 50% (2 hours)

Receptive skills – separate sections for listening and reading (65 marks)
Listening comprehension (45 minutes for SL & 1 hour for HL) (25 marks)

Reading comprehension (1 hour) (40 marks)
Comprehension exercise on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus for SL and an extract for HL from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)

Mandarin AB Initio (SL Only)

Mandarin ab initio is a course designed for students that are non-native Chinese speakers with no, or very limited, experience of the language.

COURSE AIMS

This course enables candidates to:

- Develop intercultural understanding through the study of texts and through social interaction.
- Use the chosen language in a range of contexts and for a variety of purposes.
- Develop awareness of the role of language in relation to other areas of knowledge.
- Develop awareness of the relationship between the language and relevant cultures.
- Develop a basis for further study, work and leisure through the use of an additional language.

COURSE CONTENT

The five prescribed themes are:

- Identities: Personal Attributes; Personal relationships; Eating and drinking; Physical wellbeing
- Experiences: Daily routine; Leisure; Holidays; Festivals and celebrations;

- Human ingenuity: Transport; Entertainment; Media; Technology
- Social organisation: Neighbourhood; Education; The workplace; Social issues
- Sharing the planet: Climate; Physical; Geography; The environment; Global issues

COURSE ASSESSMENT

External assessment 75% (2 hours 45 minutes)

Paper 1: 25% (1 hour)

Productive skills – writing (30 marks)

Two written tasks of 70–150 words each from a choice of three tasks, choosing a text type for each task from among those listed in the examination instructions.

Paper 2: 50% (1 hour 45 minutes)

Receptive skills – separate sections for listening and reading (65 marks)

Listening comprehension (45 minutes) (25 marks)

Reading comprehension (1 hour) (40 marks)
Comprehension exercises on three audio passages and three written texts, drawn from all five themes.

Internal assessment 25%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Individual oral assessment

A conversation with the teacher, based on a visual stimulus and at least one additional course theme. (30 marks)

English B (HL Only)

English B is designed for English as a second language pupils who have had at least two or three years of intensive English language learning. The focus is on language acquisition and the development of language skills. These skills are developed through the study and use of a range of written and spoken material including: newspaper and magazine articles, news reports, films, lyrics, documentaries and literary texts.

COURSE AIMS

The aims of the course are to develop inter- cultural understanding, and to enable pupils to understand and use English in a wide range of contexts and for a variety of purposes including future study, work and enjoyment.

COURSE CONTENT

The course material is topic-based and core units of study are: identities, experiences, human ingenuity, social organization and sharing the planet. These themes are addressed equally allowing pupils access to a broad range of subjects and the language required to understand these.

COURSE ASSESSMENT

At the end of the two-year course, pupils will sit one written paper and one combined listening and comprehension paper. Together, they comprise 75% of the total marks. For both HL and SL, the remaining 25% comes from the Internal Oral Assessment recorded in the second year. The SL assessment is based on a visual stimulus and the HL based on an extract from one of the two literary texts they are to study.

Spanish B (HL & SL)

The Spanish B programme is a two-year course designed for pupils who possess a degree of knowledge and experience in the language. It gives pupils the opportunity to reach a high degree of competence and to promote an understanding of Spanish- speaking countries' cultures through the study of the language.

COURSE AIMS

The range of purposes and subjects in which the language is used extends to the domains of work, social relationships, and the discussion of abstract ideas. The main focus of the course is on language acquisition through listening, speaking, reading and writing. Those learning language B at higher level should be able to follow university courses in other disciplines in Spanish.

COURSE ASSESSMENT

At the end of the two-year course, pupils sit two papers: one focuses on understanding authentic materials (listening and reading comprehension assessments) and the other on pupils being able to express their own opinions clearly in writing and reproduce authentic text types.

There is also a speaking assessment. A conversation with teacher, based on an extract from one of the literacy works (HL) or based on a visual stimulus, both followed by discussion based on one or more themes from the syllabus.

For HL it is a requirement to study at least two literary works.

French B (HL & SL)

COURSE AIMS

This course seeks to develop international understanding and foster a concern for global issues, as well as to raise pupils' awareness. During the course of study, pupils will learn to refine their language so as to be able to clearly and compellingly express their ideas in a variety of French-speaking settings. In addition, they will be able to demonstrate an awareness of, and sensitivity to, the cultures of French-speaking countries.

COURSE CONTENT

Pupils are taught using sources from the francophone countries around the world. They will study various topics through the use of texts and social interaction, developing pupils' awareness of the relationship between the language and culture with which they are familiar. Those learning language B at higher level should be able to follow university courses in other disciplines in French.

COURSE ASSESSMENT

At the end of the two-year course, pupils sit two papers: one focuses on understanding authentic materials (listening and reading comprehension assessments) and the other on pupils being able to express their own opinions clearly in writing and reproduce authentic text types.

There is also a speaking assessment. A conversation with teacher, based on an extract from one of the literacy works (HL) or based on a visual stimulus, both followed by discussion based on one or more themes from the syllabus.

For HL it is a requirement to study at least two literary works.

Spanish/French AB Initio (SL Only)

Spanish and French ab initio is a course designed for students that are non-native Spanish or French speakers with no, or very limited, experience of the language.

COURSE AIMS

The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. This course aims to develop a variety of linguistic skills, improving pupils' awareness of the relationship between the language and culture with which they are familiar.

COURSE CONTENT

A defined content programme will be followed during the two-year period to provide pupils with opportunities to demonstrate the use of authentic materials, and the skills of listening, speaking, reading, and writing in everyday situations.

Self-taught language: The possibility exists for some pupils to study languages not offered at Wellington College through supported self-study. This requires the approval of the Head of Senior School and will only be given where there is clear evidence that the pupil is capable of successful independent study and has sufficient prior understanding of the language being considered.



Group 3 Subjects: Individuals and societies

The group 3 courses require no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required. The skills needed for the courses are developed within the context of the course itself.

Business Management (HL & SL)

This is a broad-based introductory course to the formal academic study of business. It is based around six concepts that underpin the entire course: ethics, culture, globalisation, innovation, strategy and change.

COURSE AIMS

Pupils will need to apply these core concepts to a range of situations. As well as learning theory, pupils will be expected to find real-world examples that illustrate the theory they have learned.

COURSE CONTENT

The course covers five areas of business activity starting with an introduction to the world that business operates in, followed by people in business, marketing, finance, and operations management.

Pupils will need to write extended responses to questions, so being able to use accurate, technical English is important. The course will be useful to anyone thinking of a business course at university and of interest to anyone with a curiosity about the practical workings of the world around them.

Economics (HL & SL)

The IB provides a broad-based introduction to economics, covering micro and macroeconomics in year 12 and international trade and development economics in year 13.

Some facility with mathematics would be advantageous, especially at HL, but is not essential to achieve success. The ability to interpret and analyse data in numerical, written or graphical form is an important skill for any economist.

Pupils will need to write detailed answers making accurate use of complex technical language, so the ability to express ideas in a concise and clear manner when writing is very important.

However, more important than this is the ability to think independently and apply acquired knowledge to new situations. Pupils should have an interest in the world around them and be willing to express their ideas and opinions in class. Sitting quietly and soaking up information will not be an option.

This course has proved useful to pupils going on to pursue a wide variety of subjects or careers. Economics is a well-respected subject and will help those who go on to study subjects such as law, history, politics or business to name but a few. Ultimately, the analytical skills learned during this course will be of use regardless of a pupil's future career path.

Geography (HL & SL)

To appreciate the importance of geography, watch the news and you will realise that almost every story is geographically related. All the major global issues of the 21st century are geographical – climate change, the impact of globalisation, population growth, resource management, hazard management and economic development, to name a few. By studying geography, pupils will discover the issues that affect them, and the world around them, on a daily basis.

COURSE AIMS

Due to geography's multidisciplinary nature, pupils will develop a variety of skills, including: data collection, manipulation, presentation and analysis skills, essay writing, giving oral presentations, justifying viewpoints and evaluating information from a range of sources. These skills are applicable to a range of university course and careers, making it a valued and respected subject.

The aims of the geography syllabus at SL and HL are to enable pupils to:

- Understand the interrelationships between people, places, spaces and the environment.



- Develop a concern for human welfare and the quality of the environment, and an understanding of the need for planning and sustainable management.
- Appreciate the relevance of geography in analysing contemporary issues and challenges, and develop a global perspective of diversity and change.

COURSE CONTENT AND ASSESSMENT

	Geographical themes	Geographical perspectives – global change	Global interactions	Fieldwork
SL	Freshwater – drainage basins Urban environments	Changing population Global climate – vulnerability and resilience Global resource consumption and security	Not studied	2500-word report on a fieldwork project undertaken in Shanghai
	1 hour 30 min exam – 35% of final grade	1 hour 15 min exam – 40% of final grade		25% of final grade
HL	Freshwater Urban environments Geophysical hazards	Urban environments Hazards and disasters Food and health	Power, places and networks Human development and diversity Global risks and resilience	2500-word report on a fieldwork project undertaken in Shanghai
	2 hour 15 min exam – 35% of final grade	1 hour 15 min exam – 25% of final grade	1 hour exam – 20% of final grade	20% of final grade

History (HL & SL)

IB History provides an excellent opportunity for pupils to progress their learning according to the IB learner profile, with particular emphasis on inquiry, knowledge, critical thinking and communication skills in addition to fostering balanced, reflective and open-minded perspectives. Pupils in IB History are able to choose from Standard Level or Higher Level. For SL, pupils must sit two exam papers, while those in HL will sit three exam papers.

COURSE AIMS

The IB History course effectively prepares pupils for university studies and provides them with a broad-based skill set with which they can use toward not only a history degree, but also business and economics, the social sciences and law. Many of the world’s most successful business leaders and foremost financial experts, economists and lawyers have a solid educational background in history.

It should be made clear that history requires pupils to have a strong command of the English language, enjoy reading and discussing ideas and have a passion for culture and civilisation that extends beyond the subject. HL IB History is a challenging course, but one that rewards pupils with a genuine interest in where they come from and why the world is as it is.

COURSE CONTENT

The history department has a policy of focusing on world history, and the curriculum at IB has been designed to reflect this. SL pupils will study conflict in the twentieth century across the globe. At HL, the pupils will work in depth focusing on European issues that have a global resonance.

Currently the course framework is as follows:

Standard Level

- The Civil Rights Movement in the United States 1954-1965
- Apartheid South Africa 1948-1964
- Authoritarian states (20th century)
- The Cold War: Superpower tensions and rivalries
- Internal Assessment

Higher Level

- Standard level courses, plus
- Imperial Russia: revolutions and the Emergence of the Soviet State
- The Soviet Union and Eastern Europe
- Europe and the First World War

COURSE ASSESSMENT

Examiners of IB History assess four main areas, including knowledge and understanding, application and interpretation, synthesis and evaluation, and use of historical skills.

In addition to exams, pupils are responsible for an internal assessment in the form of an extended essay.

IB History requires pupils to produce challenging and varying forms of work, including reading and seminar discussions, written assignments and oral presentations.



Psychology (HL & SL)

Psychology is the study of the human mind and behaviour and is placed as a group 3 subject (Individuals and Societies). At the core of the course is an introduction to three different approaches in understanding behaviour, the biological, cognitive and sociocultural approaches. Pupils study and critically evaluate the knowledge, concepts theories and research that have developed the understanding in these fields.

The contribution and interaction of these approaches will be understood through the study of abnormal psychology, and the integration of these forms the basis of a holistic approach to understanding mental processes and behaviour as a complex and dynamic phenomenon, allowing pupils to appreciate diversity as well as the commonality between their own behaviour and that of others.

COURSE AIMS

Pupils undertaking this course will understand and employ a range of different research methods, both qualitative and quantitative to test their observations and hypotheses. Pupils will also learn to understand the importance of ethical practice in psychological research in general and will observe ethical practice in their own studies.

The course will provide a basis for future study and careers, as many of the skills and knowledge developed provide a good grounding for these. The course develops both essay-writing and statistical skills. Critical thinking and evaluation are developed throughout as well.

COURSE CONTENT

- Topic 1:** Approaches to researching behaviour
- Topic 2:** Biological approach to understanding behaviour
- Topic 3:** Cognitive approach to understanding behaviour
- Topic 4:** Sociocultural approach to understanding behaviour
- Topic 5:** Abnormal Psychology
- Topic 6:** Health Psychology

COURSE ASSESSMENT

External Assessment 80%

- Paper 1:** Three short answer questions and an essay question
- Paper 2:** One question from a choice of three
- Paper 3:** Three short answer questions from a list of six static questions on approaches to research

Internal Assessment 5%

Pupils will undertake an experimental study, replicating a previously conducted study, and will submit this as a report.





Environmental Systems and Societies (HL & SL)

COURSE AIMS

Environmental Systems and Societies (ESS) is an interdisciplinary subject which means that it can be studied as a group 3 (Individuals and Societies) and/or group 4 (Sciences) subject. This unique approach allows students to learn about different environmental topics while also considering factors such as economics, history, culture, politics, and science. The goal is to provide a well-rounded understanding of important environmental issues.

In the ESS course, pupils will gain knowledge about how environmental systems work at different levels and how everything is interconnected. They will learn how to apply their knowledge and skills to analyse these systems and better understand diverse perspectives on environmental values. This comprehensive approach helps prepare pupils to tackle complex environmental challenges in the future.

At a time when the environment is at the forefront of most people's minds, ESS pupils will be able to create innovative solutions to environmental issues and engage with controversies that surround these issues.

COURSE CONTENT

- Topic 1:** Foundations
- Topic 2:** Ecology
- Topic 3:** Biodiversity and conservation
- Topic 4:** Water
- Topic 5:** Land
- Topic 6:** Atmospheric and climate change
- Topic 7:** Natural resources
- Topic 8:** Human population and urban systems

HIGHER LEVEL (HL) CONTENT

- HL a:** Environmental law
- HL b:** Environmental and ecological economics
- HL c:** Environmental ethics

COURSE ASSESSMENT

External Assessment (SL: 75% / HL: 80%)

- Paper 1:** Case Study
- Paper 2:** Section A: short answer questions
Section B: answer two essays from a choice of four

Internal Assessment (SL: 25% / HL: 20%)

Individual investigation on a particular aspect of an ESS issue. The investigation is recorded as a written report which should be not read beyond 3000 words.



Group 4 Subjects: Sciences

Pupils explore the concepts, theories, models and techniques that underpin each subject area and through these develop their understanding of the scientific method.

A compulsory project encourages pupils to appreciate the environmental, social and ethical implications of science. This exercise is collaborative and interdisciplinary and provides an opportunity for pupils to explore scientific solutions to global questions.

Biology (HL & SL)

Biology is the science of life, which traditionally includes animal and plant physiology, micro-biology, ecology and evolution. We are, however, most fortunate to be living in an era where huge leaps are being made in the fields of molecular biology, genetics, epigenetics, biochemistry, bioinformatics and biotechnology, and this is reflected in the course.

The skills IB Biology provides are vital in all walks of life and are essential for pupils who wish to pursue careers in medicine, dentistry and the biological sciences. In order to be successful at IB Biology, good grades in both IGCSE Biology and Chemistry are essential.

COURSE AIMS

The IB Biology course is highly rigorous and develops invaluable skills to take to university, whether or not the pupil chooses to study a science. Through the study of this course, pupils develop critical, evaluative, analytical, communicative, collaborative and creative skills. IB Biology will cover all the new and traditional areas of biology, providing pupils with the knowledge and skills to engage with recent ideas and technologies, which are becoming more and more relevant in contemporary society.

COURSE CONTENT

Over the duration of this course, pupils will study aspects of the following:

- Cell biology
- Molecular biology
- Genetics
- Ecology
- Evolution
- Human physiology
- Plant biology
- Neurobiology (option – subject to change)

Chemistry (HL & SL)

Chemistry is the study of nature and life at the particle level. The discipline analyses the materials that make up our world at a macro scale and seeks to explain them at the micro level using its own unique terminology. The subject is not only exciting for its clichéd flashes, bangs and colour changes but more so because it can be used to explain numerous everyday phenomena. It is also the bridge between the scientific disciplines. It is a subject that complements both physics and biology perfectly. The depth covered by the study of chemistry at the atomic, subatomic and energy levels leads to a high crossover into IB Physics. The study of biochemistry makes the course brilliant for understanding cellular and microscale biology. It is this tangible yet abstract nature that makes chemistry both intriguing and interesting.

IB Chemistry is a challenging course which requires all who study it to have an excellent capacity for abstract thought and visualisation. To fully access and appreciate the course, a candidate should have a high grade at IGCSE Mathematics and a learning background in chemistry is important.

COURSE AIMS

This chemistry course aims to allow pupils to combine academic study with the acquisition of practical and investigational skills through the experimental approach. Pupils will learn the chemical principles that underpin both the physical environment and biological systems through the study of quantitative chemistry, periodicity, kinetics and other subjects. Pupils will gain a deep insight into how to explain macroscale phenomena using microscale concepts. On a wider level, the IB Chemistry course aims to equip pupils with the skills required for the in-depth analysis of complex phenomena and provide them with mathematical, analytical, evaluative, and recall skills which are transferable. These skills lend themselves to not only budding chemists, but also engineers, doctors, veterinarians and molecular biologists.

COURSE CONTENT

Over the duration of the course pupils will study the following topics:

- Stoichiometry
- Atomic structure
- Chemical bonding and structure
- Energetics and thermochemistry
- Chemical kinetics
- Equilibrium
- Acids and bases
- Redox processes
- Organic chemistry
- Measurement and data processing
- Biochemistry (option – subject to change)



“Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.”

– Leon M Lederman
(Nobel Prize for physics, 1988)

Physics (HL & SL)

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. In order to be successful at IB physics, good grades at IGCSE Physics and Mathematics are essential.

COURSE AIMS

Alongside the growth in our understanding of the natural world, perhaps the more obvious and relevant result of physics to most of our pupils is our ability to change the world. This course instils the relevant investigative academic skills in candidates while also raising the issue of the impact of physics on society: the moral and ethical dilemmas and the social, economic and environmental implications of the work of physicists. Physics is, therefore, a human activity, and pupils will become aware of the dynamic context in which physicists work.

COURSE CONTENT

Over the duration of this course pupils will study aspects of the following:

- Measurement and uncertainties
- Mechanics
- Thermal physics
- Oscillations and waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production
- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics
- Astrophysics (option – subject to change)

Design Technology (HL & SL)

Design is a process that links innovation and creativity. Both science and technology have a fundamental relationship with design. Technology preceded science, but now most technological developments are based on scientific understanding.

Design technology enables a high level of design literacy by helping pupils to develop critical thinking and design skills, which they can apply in a practical context. Many of the skills of research, analysis, problem solving and evaluation are directly transferable to a wide range of vocations and are valuable life skills.

COURSE AIMS

The design technology course at Wellington sees pupils engaged in a wide range of different activities, all underpinned by recognition of the fact that good product design requires a thorough understanding of people, processes and materials, together with a responsible attitude to the environment and sound ethics on an international level. The IB recognises that learning takes place most effectively in a practical environment and, as such, much of the course focuses on learning through practical application and project work.

Apart from the general benefits that studying design technology brings, it directly contributes to university applications in fields as diverse as engineering, product design, architecture, manufacturing, biomechanics, industrial design, fashion and urban planning. Many university courses will accept design technology as the sole group 4 subject, whereas some disciplines will expect design and technology alongside physics, for example.

COURSE CONTENT AND ASSESSMENT

Standard Level is accessible for many pupils who have not studied design technology before, although some experience or at least a keen interest in the subject will naturally improve the likelihood of achieving a high grade. SL pupils study classical design alongside developing their own strategies for innovation, modelling and manufacture. All design work focuses on meeting the needs of the user in a way that considers the environment.

Higher Level sees pupils cover all the SL content plus greater depth in user-centred design, sustainability, innovation and commercial production. Likewise, the design project should be executed with greater depth and coverage, and an extra written examination paper assesses the higher level components. Pupils wanting to study at HL are expected to have experience in design technology at IGCSE.

SL topics

- Human factors and ergonomics
- Resource management and sustainable production
- Modelling
- Final production
- Innovation and design
- Classic design

40% Internally assessed design project
60% Exam: Paper 1 and 2

HL topics

- User-centred design (UCD)
- Sustainability
- Innovation and markets
- Commercial production

40% Internally assessed design project
60% Exam: Paper 1, 2 and 3

Computer Science (HL & SL)

Computer science is an experimental science that offers a rigorous and practical problem-solving discipline, which, as a methodology, can be applied to all walks of life. Computer science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate.

COURSE AIMS

Pupils will be able to study computer science at SL successfully with no background in, or previous knowledge of, computer science. Pupils would be expected to have some prior knowledge and understanding of computing. However, applications will be considered from pupils without such a background where their approach to study aligns strongly with the IB learner profile attributes, especially in terms of being inquirers, thinkers and communicators.

The study of computer science at HL demands a higher level of problem-solving skills and the ability to understand and manipulate abstract concepts. Some exposure to programming is desirable.

COURSE CONTENT

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

Topic 1: System fundamentals (20 hours)

Topic 2: Computer organisation (6 hours)

Topic 3: Networks (9 hours)

Topic 4: Computational thinking, problem-solving and programming (45 hours)

HL extension

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

Topic 5: Abstract data structures (23 hours)

Topic 6: Resource management (8 hours)

Topic 7: Control (14 hours)

Case study

Additional subject content is introduced by the annually issued case study.

COURSE ASSESSMENT

There are three examination papers covering 80% of the final mark. Pupils also produce an internal assessment in which they write about a computational solution they have developed. As with other group 4 subjects, there is a project to complete in school. This project, plus the internal assessment make up the other 20% of the final mark.



Sports Exercise and Health Sciences (HL & SL)

Sports, exercise and health science (SEHS) is an experimental science course combining academic study with practical and investigative skills. SEHS explores the science underpinning physical performance and provides the opportunity to apply these principles. The course incorporates the disciplines of anatomy and physiology, biomechanics, and nutrition. Students cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

COURSE AIMS

Apart from being worthy of study in its own right, SEHS is good preparation for courses in higher or further education related to sports fitness and health and is useful for employment in sports and leisure industries.

COURSE CONTENT

SL and HL topics

- Anatomy
- Exercise physiology
- Energy systems
- Movement analysis
- Skill in sports

- Measurement and evaluation of human performance

HL topics

- Further anatomy
- The endocrine system
- Fatigue
- Friction and drag
- Skill acquisition and analysis
- Genetics and athletic performance
- Exercise and immunity

COURSE ASSESSMENT

External Assessment 80%

Paper 1: Multiple choice
Paper 2: Section A: short answer questions
Section B: (SL)answer 1 essay from a choice of three, (HL) answer two essays from a choice of four

Internal Assessment 20%

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 consciousness and to pursue their personal interests. Students will conduct an investigation based on one of the content areas of the course and produce a report outlining their process and results.





Environmental Systems and Societies (HL & SL)

COURSE AIMS

Environmental Systems and Societies (ESS) is an interdisciplinary subject which means that it can be studied as a group 3 (Individuals and Societies) and/or group 4 (Sciences) subject. This unique approach allows students to learn about different environmental topics while also considering factors such as economics, history, culture, politics, and science. The goal is to provide a well-rounded understanding of important environmental issues.

In the ESS course, pupils will gain knowledge about how environmental systems work at different levels and how everything is interconnected. They will learn how to apply their knowledge and skills to analyse these systems and better understand diverse perspectives on environmental values. This comprehensive approach helps prepare pupils to tackle complex environmental challenges in the future.

At a time when the environment is at the forefront of most people's minds, ESS pupils will be able to create innovative solutions to environmental issues and engage with controversies that surround these issues.

COURSE CONTENT

- Topic 1:** Foundations
- Topic 2:** Ecology
- Topic 3:** Biodiversity and conservation
- Topic 4:** Water
- Topic 5:** Land
- Topic 6:** Atmospheric and climate change
- Topic 7:** Natural resources
- Topic 8:** Human population and urban systems

HIGHER LEVEL (HL) CONTENT

- HL a:** Environmental law
- HL b:** Environmental and ecological economics
- HL c:** Environmental ethics

COURSE ASSESSMENT

External Assessment (SL: 75% / HL: 80%)

- Paper 1:** Case Study
- Paper 2:** Section A: short answer questions
Section B: answer two essays from a choice of four

Internal Assessment (SL: 25% / HL: 20%)

Individual investigation on a particular aspect of an ESS issue. The investigation is recorded as a written report which should be not read beyond 3000 words.

Group 5 Subjects: Mathematics

Everyone uses mathematics on a regular basis, as part of their everyday life, during such activities as buying produce, consulting a timetable, and estimating measures. From this vast population, there is a group of people who use mathematics to a greater degree and apply their knowledge to specific tasks. These include bank staff, surveyors, laboratory technicians and secretaries. People such as architects, engineers, economists, pilots, and designers use mathematics at a more specialised level. There is then a smaller group of people who are professional mathematicians involved in research, statistics and branches of science.

The IB offer two mathematics course, which are outlined below. They are called “Applications and Interpretation” and “Analysis and Approaches”. Each student must select one of these options.

For either mathematics course, pupils are required to purchase a graphics display calculator (GDC). It is recommended that pupils purchase a Casio fx-CG50 through the school as we can offer them at a reduced cost.



Mathematics: Applications and Interpretation (HL & SL)

This course is appropriate for pupils who are interested in developing their mathematics for describing our world and solving practical problems. They will also be interested in harnessing the power of technology alongside exploring mathematical models. Pupils who take Applications and Interpretation will be those who enjoy mathematics best when seen in a practical context. This course is aimed more at pupils who might go on to study subjects such as social sciences, natural sciences, statistics, business, some economics, psychology, and design.

COURSE CONTENT

Number and Algebra

(SL) including scientific notation, sequences and their applications in finance, simple logarithms and exponentials, simple proof, approximations and errors.

(HL) including logarithms, complex numbers and their applications, matrices and their applications.

Functions

(SL) including creating, fitting and using models with linear, exponential, natural logarithm, cubic and simple trigonometric functions.

(HL) use of log-log graphs, graph transformations, creating, fitting and using models with further trigonometric, logarithmic, rational, logistic and piecewise functions.

Geometry and Trigonometry

(SL) including volume and surface area of composite 3d solids, trigonometry, establishing optimum positions and paths.

(HL) including vector concepts and their applications in kinematics, applications of adjacency matrices, and tree and cycle algorithms.

Statistics and Probability

(SL) including data and sampling techniques, data presentation methods, measures of central tendency and spread, correlation, regression, calculating probabilities, probability, normal distribution, Chi-squared analysis.

(HL) including binomial and Poisson distributions, designing data collection methods, tests for reliability and validity, hypothesis testing and confidence intervals.

Calculus

(SL) including differentiation and optimisation, using simple integration to calculate areas of irregular shapes.

(HL) including kinematics and practical applications, volumes of revolution, modelling with differential equations using numerical and analytic methods, gradient fields, coupled and second-order differential equations in context.

COURSE ASSESSMENT

External assessment

For SL, pupils will be assessed through two written papers both of which will require a graphical calculator. Paper 1 will consist of short questions and paper 2 will consist of longer questions.

The HL course will have longer papers 1 and 2 compared to the SL, but in addition will have a paper 3.

The HL paper 3 will be a one-hour problem-solving paper. There will be two extended questions, based on content from the syllabus but leading to generalisation or interpretation of the problems.

Internal assessment

The internal assessment task will be the same for both HL and SL. This will be a written exploration task involving the pupil investigating an area of mathematics or a problem that interests them.



Mathematics: Analysis & Approaches (HL & SL)

This course is for pupils who enjoy developing their mathematics to the point where they become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will also be fascinated by exploring real and abstract applications of these ideas, with and without the use of technology. Pupils who take the Analysis and Approaches course will be those who enjoy the thrill of mathematical problem solving and generalisation for their own sake. This course is aimed at pupils who will go on to study university courses with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics.

COURSE CONTENT

Number and Algebra

(SL) includes sequences, logarithms and exponentials, simple proof, and the binomial theorem.

(HL) includes permutations and combinations, partial fractions, complex numbers, further proof methods, and systems of linear equations.

Functions

(SL) including functions and graphs, composite, inverse, rational, exponential, logarithmic and quadratic functions. Solving equations analytically and graphically, and transformation of graphs.

(HL) including factor and remainder theorems, roots of polynomials, odd and even functions, inequalities and the modulus function.

Geometry and Trigonometry

(SL) including volume and surface area of 3d solids, trigonometry, trigonometric identities, composite trigonometric functions, and solving trigonometric equations.

(HL) including reciprocal trigonometric ratios, inverse trigonometric functions, compound angle identities, trigonometric graphs, vector theory, lines and planes, and vector algebra.

Statistics and Probability

(SL) including data and sampling techniques, data presentation methods, measures of central tendency and spread, correlation, regression, probabilities, the normal distribution, and the binomial distribution.

(HL) including Bayes theorem, probability distributions, probability density functions, and expectation algebra.

Calculus

(SL) including limits and convergence, differentiation rules, normals and tangents, optimisation, kinematics, and integration.

(HL) including continuity and differentiability, convergence and limits, implicit differentiation, trigonometric derivatives, integration methods, volumes of revolution, first order differential equations, and Maclaurin series.

COURSE ASSESSMENT

External assessment

For SL, pupils will be assessed through two written papers. Paper 1 will be a non calculator paper and contains both short and long answer questions. Paper 2 will require the use of a graphical display calculator and contains short and long answer questions.

The HL course will have longer papers 1 and 2, but in addition will have a paper 3.

The HL paper 3 will be a one-hour problem-solving paper. There will be two extended questions, based on content from the syllabus but leading to generalisation or interpretation of the problems.

Internal assessment

The internal assessment task will be the same for both HL and SL. This will be a written exploration task involving the pupil investigating an area of mathematics or a problem that interests them.



Group 6 Subjects: The arts

Group 6 allows pupils to choose either an ‘enrichment’ subject or to specialise a little more by opting for a second subject from one of the other subject groups.

Visual Arts (HL & SL)

IB Visual Arts is a thought-provoking course in which pupils challenge their creative expectations and work towards a high technical proficiency in two and three dimensional media.

COURSE AIMS AND CONTENT

Pupils are guided through traditional forms of painting, drawing and sculpture, and are also encouraged to develop ideas into more experimental forms including textiles, installation, performance and film-making. Pupils are taught to think analytically about visual arts from cultures across the world and encouraged to explore artwork from different perspectives.

Gallery and museum visits are a central part of the course and pupils learn how to critique the intentions of curated exhibitions. Pupils are also expected to reflect critically on contemporary practice. To this end, pupils wishing to pursue any element of visual culture at university – graphic design, fashion design, illustration, fine art, film, advertising, architecture – should consider this as an option for IB.

COURSE ASSESSMENT

Alongside completing a visual arts journal, pupils will complete assessed modules:

- **Comparative Study:** 20% externally assessed. This element asks pupils to look at the artwork of others, and complete a visual analysis. For HL pupils, they must also make reflections on how looking at the artwork of others has influenced their own practice.
- **Process Portfolio:** 40% externally assessed. This is a digital documentation of the pupil’s journey through the IB art course. It can contain a variety of information, such as artist research, initial ideas, drawings and illustrations, photographs of works in process, finished pieces, gallery visits or evaluations of media processes.
- **Exhibition:** 40% internally assessed, externally moderated. This will contain high quality images of the final artworks selected for exhibition (4-7 images for SL, or 9-11 for HL). These will be accompanied by a curatorial rationale of why the pieces were selected, how the exhibition was presented and the space was used.

Music (HL & SL)

Prospective pupils will be expected to have studied a suitable music curriculum up to age 16 (ideally GCSE, IGCSE or equivalent) and have an instrumental capacity equivalent to ABRSM grade 6 on an instrument or voice. Pupils must have individual instrumental or vocal tuition throughout the two-year IB course.

COURSE AIMS AND CONTENT

This course enables pupils to develop their musical skills through the role of the performer, creator and researcher. The new syllabus from 2021 is solely based on coursework and enables pupils to explore, experiment with and present music from a wide variety of styles based on their personal, local and global contexts. Musical genres will be explored from different areas of inquiries, including:

- Music for sociocultural and political expression (e.g. protest songs, national anthems)
- Music for listening and performance (e.g. Western Classical absolute music, jazz)
- Music for dramatic impact, movement and entertainment (e.g. film music, musical theatre and ballet)
- Music technology in the electronic and digital age (e.g. Electronic Dance Music, Technology in Popular Music)

COURSE ASSESSMENT

SL and HL

three components, each containing a different proportion of research/analysis, performance and composition.



Exploring music in context – External assessment, 30% in SL and 20% in HL

- a) portfolio of a max 2400 words essay written about diverse musical material
- b) 1 creating exercise of 32 bars or 1 minute, informed by the research and analysis
- c) 1 performed adaptation of a piece for the student’s instrument (or voice), informed by the research and analysis.

Experimenting with music – Internal assessment, 30% in SL and 20% in HL

- a) Written report of a max 1500, providing a rationale and commentary for each experimentation process, based on diverse musical material
- b) 3 related creating extracts (5 mins max)
- c) 3 related performing extracts (5 mins max)

Presenting music – External assessment, 40% in SL, 30% in HL

- a) a portfolio of performances solo or ensemble (12 mins, live)
- b) completed composition(s) (max 12 mins)
- c) programme note addressing the performances and compositions (max 600 words)

HL only

The contemporary music maker – Internal assessment, 30%

real-life, collaborative music project, documented in a 15 minute multimedia presentation. Examples of this could be composing music for a play, preparing an ensemble for a concert, composing music for a film or visual art project, collaborating with dancers.



Theatre (HL & SL)

The IB Diploma Programme Theatre course is a multifaceted theatre-making course of study. It gives pupils the opportunity to research and make theatre as creators, designers, directors and performers, and emphasises the importance of working both individually and collaboratively as part of an ensemble.

COURSE AIMS

Theatre is a dynamic, collaborative and live art form. It is a subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and the ability to work collaboratively.

COURSE CONTENT

Pupils experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualise their work. The theatre course

encourages pupils to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre (as participants and audience members) they gain a richer understanding of themselves, their community and the world. The assessment of this course at both HL and SL is through presentation and portfolio, based on explored topics. Although practical theatre is explored throughout, there is no grade for performance within the course as the work undertaken is used to inform research. Pupils will explore the core syllabus of theatre in context, theatre processes and presenting theatre.

COURSE ASSESSMENT

All pupils will undertake three assessments in the second year of the programme, with HL pupils undertaking one further assessment. This is the only difference between HL and SL.

The theatre course at both SL and HL is best suited to pupils who have achieved A*– B in IGCSE drama.

Assessment	% of Final score (HL)	% of Final score (SL)
Solo theatre piece (HL ONLY) The piece of theatre that you create will be a maximum of 8 minutes long. This will be filmed, and an unedited clip will be submitted. Alongside this, you will submit a 3000-word (maximum) report that considers the aspect of the theory you chose, your performance, the direction of the piece and (if appropriate) the creation of your piece.	35%	–
Production Proposal You will create a notebook that is no longer than 20 pages, which highlights your directorial intentions in staging a play chosen by you. You will never actually create the performance so let your imagination run wild!	20%	35%
Research presentation For this assessment, you will choose one practice from the prescribed list provided by the IB and explore the practice practically and physically. It should be a practice that is unfamiliar to you. Subsequently, you will deliver a 15 minute (maximum) presentation to your peers, which will be filmed.	20%	30%
Collaborative theatre project You will create an original piece of theatre with a group (minimum of 2 persons, maximum of 6 persons per group). The piece will be 13-15 minutes in length. You will submit a process portfolio, to a maximum of 15 pages. This documents your own approaches and skills in detail.	25%	35%



Theory of Knowledge (TOK)

TOK plays a special role in the Diploma Programme by providing an opportunity for pupils to reflect on the nature of knowledge. The task of TOK is to emphasise connections between areas of knowledge and link them to pupils in such a way that they can become aware of their own perspectives and those of the various groups whose knowledge they share. TOK, therefore, explores both the personal and shared aspects of knowledge and investigates the relationships between them.

COURSE AIMS

The raw material of TOK is knowledge itself. Pupils are required to think about how knowledge is arrived at in the various disciplines, what the disciplines have in common and the differences between them. The fundamental question of TOK is: ‘how do we know that?’ The answer might depend on the discipline and the purpose to which the knowledge is put. TOK explores methods of inquiry and tries to establish what it is about these methods that make them effective as knowledge tools. In this sense, TOK is concerned with knowing about knowing.

Individuals must try to make sense of the world and understand their relationship to it. They have at their disposal the resources of the areas of knowledge. For example, the academic disciplines studied in the diploma programme. They also have access to ways of knowing such as memory, intuition, reason and sense perception that help us navigate our way in a complex world.

COURSE CONTENT

The TOK course largely follows two broad themes: ways of knowing and areas of knowledge. The first theme deals with how knowledge is acquired and mediated through the complex interaction of language, sense perception, emotion, faith, imagination and memory. Pupils then investigate key knowledge questions in the subject areas of mathematics, natural and human sciences, history, arts, ethics, and through the examination of religious and indigenous knowledge systems.

COURSE ASSESSMENT

TOK is assessed by:

- An externally assessed essay on a prescribed title (1600 words) with a weighting of 67%.
- An internally assessed oral presentation with a weighting of 33%.

The TOK course requires no specific prior learning. No particular background in terms of specific subjects studied for national or international qualifications is expected or required.

Creativity, Activity, Service (CAS)

This is a requirement for the IB Diploma involving sport, outdoor pursuits (such as walking and climbing), music, the arts, volunteer and community work and extracurricular clubs.

The CAS programme at Wellington will offer pupils the opportunity to take part in a wide range of musical and artistic activities, sports, expeditions, and community service placements to complement their academic studies.

It requires a decisive commitment for each of the three categories (Creativity, Activity and Service), sustained over the two-year IB Diploma Programme, and pupils are required to keep detailed records of activities and write regular reflections. It is a distinctive element of the IB and very useful for university applications.

Pupils should see this as opportunity to extend themselves. It gives them the opportunity to develop a huge range of new skills and interests. Pupils should not view CAS as a chore to be completed, but as something exciting to allow them to do all those things they have always wanted to.


Extended Essay

Diploma pupils are required to undertake a substantial piece of original research and write an extended essay of approximately 4000 words. This project allows pupils to investigate subjects that are of special interest. It also helps them to develop skills that will be needed at university. Although pupils will have to work on their own, they will be guided by a supervisor who will ensure that the topic chosen is feasible, make suggestions for research and help the pupil meet the deadlines. The extended essay is externally marked.





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