



ST GEORGE'S
BRITISH INTERNATIONAL SCHOOL ROME



SIXTH FORM CURRICULUM 2025-26

YEAR 12 ■ YEAR 13



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WELCOME TO THE SIXTH FORM AT ST GEORGE'S



The Sixth Form at St George's offers you a special opportunity not only to develop your academic strengths and passions but also to nurture the essential skills and attributes that will shape your future. Our commitment to providing a world-class education goes beyond the classroom, empowering you to become well-rounded individuals prepared for the challenges and opportunities of the twenty-first century.

Within small teaching groups, you will benefit from personalised attention and expert guidance from our dedicated teaching staff and our rigorous academic curriculum, coupled with a diverse range of extracurricular activities, fosters intellectual curiosity and critical thinking. Beyond the classroom, you will also have the chance to explore your passions, develop leadership skills, and give back to your community through service initiatives.

Our bespoke university and careers advice service will support you every step of the way, helping you identify your strengths, set aspirational goals, and navigate the opportunities of higher education and the world of work.

At St George's, we believe in nurturing your independence, resilience, and intrinsic motivation. By challenging you to think critically, problem-solve creatively, and embrace new experiences, we empower you to become confident, adaptable, and lifelong learners and we look forward to you becoming part of the Sixth Form community.

Mary-Clare Startin

Vice Principal & Head of Senior School

ACADEMIC PATHWAYS



The Sixth Form at St George's is a dynamic and enriching environment designed to prepare pupils for their next steps in education, work, and life. With a choice between two globally recognised qualifications, the International Baccalaureate Diploma Programme (IBDP) and our newly reintroduced A-Level courses, both complemented by the High School Diploma, we offer pathways that cater to a wide range of interests, strengths, and ambitions.

Our curriculum is built to challenge and inspire, encouraging pupils to think critically, engage deeply, and develop the skills needed to thrive in a rapidly changing world. Beyond the classroom, Sixth Form life is about growth and exploration. From leadership opportunities and co-curricular activities to personal mentoring and tailored support, we provide a holistic experience that empowers pupils to succeed academically and personally.

Whether you are drawn to the broad, inquiry-based approach of the IBDP or the focused, specialised learning of A-Levels, the Sixth Form is a place where you can thrive, build confidence, and pursue your goals with purpose. At St George's, we are committed to helping every pupil realise their potential and prepare for a bright future.

Andrew Lennie

Assistant Head - Head of Sixth Form



OVERVIEW: A-LEVELS

A-Levels are globally recognised qualifications, where each subject is its own qualification. Unlike the IB Diploma where all subjects are linked to give total points, each A-Level subject is separately assessed and awarded. With up to 360 hours of guided instruction over two years each subject is covered in great depth and helps pupils become specialists in their chosen subjects.

Pupils select three A-Level subjects to complete over Year 12 and 13, with final examinations taking place at the end of Year 13. A-Levels are graded on a letter grade system, from A*-E.

The St George's A-Level programme is suitable for pupils who wish to have a specialism in social sciences, arts and languages.

Available A-Level Subjects

Art, Craft & Design	Business	Classical Studies	French
Media Studies	Politics	Sociology	Spanish

A-LEVEL REQUIREMENTS FOR ENTRY

When selecting subjects in the A-Level programme, pupils are encouraged to consider their interests, future university and career choices as well as what subjects they enjoy to study and that they perform strongest in. Each pupil will be given guidance throughout the option process so that they can make informed decisions when making final option choices. The expected IGCSE grades should form the basis of subject choices as final IGCSE grades will dictate whether entry on to the course with a particular subject will be allowed. The table below contains the requirements for entry to each subject. In situations where a suitable IGCSE has not been achieved the Sixth Form team will review each case on its own merits.

Subject	Required minimum IGCSE grade for entry
Art, Craft & Design	7 in Art, or an approved portfolio
Business	5 in English and Mathematics
Classical Studies	5 in English or a humanities subject such as History or Geography
French	7 in IGCSE French
Media Studies	5 in either English Language or English Literature
Politics	6 in English and a social science such as History or Geography
Sociology	5 in English or a social science such as History or Geography
Spanish	7 in IGCSE Spanish



OVERVIEW: IB DIPLOMA

The IB Diploma is a broad, in-depth programme where pupils are required to study six subjects (one from each of the six groups), with three subjects being selected to be taken at Higher level (HL) and three at Standard level (SL). In addition, pupils must complete an Extended Essay (EE) and Theory of Knowledge (TOK) course, along with a Creativity, Activity and Service (CAS) programme).

The maximum points that may be obtained in the IB Diploma is 45. Each of the six subjects are graded on a scale from 7-1, with 7 being the highest score. Up to three bonus points may be awarded for the EE and TOK.

The aim of the IB Diploma Programme is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB Learner Profile designates ten attributes, with learners encouraged to strive to be Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open Minded, Caring, Risk Takers, Balanced and Reflective.

Group	Group title	Subjects offered
1	Studies in Language and Literature	English A Language and Literature English A Literature French A Literature Italian A Language and Literature Mandarin A Language and Literature Spanish A Literature
2	Language Acquisition	English B French B German B Italian B Italian Ab Initio (SL only) Latin Mandarin B Spanish B Spanish Ab Initio (SL only)
3	Individuals and Societies	Art History (SL only) Business Management Economics Environmental Systems and Societies (SL only) Geography History Psychology
4	Sciences	Biology Chemistry Computer Science Environmental Systems and Societies (SL only) Physics Sports, Exercise and Health Science
5	Mathematics	Analysis and Approaches Applications and Interpretation (SL only)
6	Arts and Electives	Music Theatre Visual Arts • Biology Chemistry Computer Science Physics • Business Management Economics Geography History Psychology • French B Spanish B

Please note that courses are dependent upon student uptake each year, and therefore may be subject to change.

CONDITIONS FOR THE AWARD OF THE DIPLOMA

To be awarded the **bilingual Diploma** a pupil must complete two Language A courses from Group 1, in place of a language B or language Ab Initio course from Group 2, with the award of a grade 3 or higher in both subjects.

The Diploma will be awarded to candidates whose total score, including core points, reaches 24 points and does not contain any of a number of the failing conditions. These include:

1. CAS requirements have not been completed.
2. Candidate's total points are fewer than 24.
3. An N has been given for Theory of Knowledge, Extended Essay or for a contributing subject.
4. A Grade E has been awarded for either Theory of Knowledge or the Extended Essay.
5. There is a Grade 1 awarded in any subject and level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects.
9. Candidate has gained fewer than 9 points on SL subjects.



IB DIPLOMA REQUIREMENTS FOR ENTRY

In selecting IB subjects, pupils are encouraged to consider their interests, future university and career choices, and their strongest IGCSE (or equivalent in relevant subjects) results. Each pupil will be guided by the Sixth Form Team and option choices and recommendations will be discussed with pupils prior to joining Year 12. The table below contains requirements for entry based upon prior performance. In circumstances where an IGCSE has not been obtained, St George's will review subject choices in light of equivalent qualifications from international institutions during the Sixth Form interview.

Subject	Required minimum IGCSE Grade for Higher Level Entry	Required minimum IGCSE Grade for Standard Level Entry
English A Language and Literature	6 in English Language and English Literature	4 in English Language and English Literature
English A Literature	6 in English Language and English Literature	4 in English Language and English Literature
French A Literature	French A pre-IB course or confident bilingual/native speaker	French A pre-IB course or confident bilingual/native speaker
Italian A Language and Literature	Italian A pre-IB course or confident bilingual/native speaker	Italian A pre-IB course or confident bilingual/native speaker
Mandarin A Language and Literature	Mandarin A pre-IB course or confident bilingual/native speaker	Mandarin A pre-IB course or confident bilingual/native speaker
Spanish A Literature	Spanish A pre-IB course or confident bilingual/native speaker	Spanish A pre-IB course or confident bilingual/native speaker
English B	6 in English as a Second Language	4 in English as a Second Language
French B, German B, Italian B, Latin, Mandarin B, Spanish B	8 in relevant language or high level of proficiency in speaking and writing	6 in relevant language or at least two years of exposure with the language
Italian or Spanish Ab Initio	N/A	N/A
Art History	N/A	4 in English and Maths
Business Management	6 in English and Maths	4 in English and Maths
Economics	6 in English and 7 in Maths	4 in English and Maths
Geography	6 in a humanities subject	4 in a humanities subject
History	6 in a humanities subject	4 in a humanities subject
Psychology	6 in English and Biology	4 in English and Biology
Biology	7 in Biology/Double Award	5 in Biology/Double Award
Chemistry	7 in Chemistry/Double Award	5 in Chemistry/Double Award
Computer Science	7 in Computer Science	5 in Computer Science
Environmental Systems and Societies	N/A	5 in Science or Maths
Physics	7 in Physics/Double Award	5 in Physics/Double Award
Sports, Exercise and Health Science	7 in Biology or PE	5 in Biology or PE
Mathematics - Analysis and Approaches	9 in Maths	7 in Maths
Mathematics - Applications and Interpretation	N/A	5 in Maths
Music	6 in Music or instrumental grade	4 in Music or instrumental grade
Theatre	6 in Drama or performance piece	4 in Drama or performance piece
Visual Arts	6 in Art or a portfolio	4 in Art or a portfolio



HIGH SCHOOL DIPLOMA

The High School Diploma is a popular qualification in many countries, and all pupils in the Sixth Form will receive a High School Diploma in addition to their IB Diploma or A-Levels provided that they meet the requirements. The IB and A-level programmes, each with their own individual challenges and rigour, may not always be fully accessible to all students. If a pupil is unable to meet the necessary entry requirements for either programme then they may be offered a place on the High School Diploma pathway, where they will follow a reduced IB or A-Level timetable. Candidates who are following the IB HSD route receive an individual certificate for each IB subject but will not be awarded an overall IB Diploma. If following the A-Level HSD route pupils have the chance to attain a full A-Level or more.

HIGH SCHOOL DIPLOMA REQUIREMENTS

Academic Criteria

Subject/Activity	Number of Credits Required	Criteria
English (Language or Literature)	4	4 or above at IGCSE and IB or other 'passing' criteria
Maths	3	4 or above at IGCSE / accredited numeracy programme
Language (other than English) <i>This could include 2 different languages across the 4 years</i>	2-4	4 or above at IGCSE and IB or other 'passing' criteria
Natural Science	2-4	4 or above at IGCSE or other 'passing' criteria
Humanities	2	4 or above at IGCSE or other 'passing' criteria
TOK (Year 12 only)	1	Participation in and submission of the Exhibition
Option subjects	8	4 or above at IGCSE and IB or other 'passing' criteria

Pupils must accrue at least **24 credits**. Credits are accrued across Year 10 - Year 13.

Pupils in Years 10 and 11 must be working towards **seven credits each year**.

Pupils in Years 12 and 13 must be working towards at least **five credits each year**.

One year of study which meets the assessment criteria qualifies for one credit.

Additional Criteria

Activity	Criteria
Authorised Attendance**	Minimum 90% each year
Creativity, Arts, Service	50 logged hours across Year 12 and Year 13
Co-Curricular Participation (external or internal)	50 co-curricular credits accrued in Year 10 and Year 11
Completion of a Year 10 - Year 11 Learning Pathway***	Assessed by supervisor
Physical Education**	Participation assessed by Department across Year 10 - Year 13

Consideration would be made for students with conditions or needs which affect their levels of attendance or ability to participate in physical activity. *Required for graduation from June 2028.



ART, CRAFT & DESIGN

Edexcel 9AD0 A-Level

Overview	At St George's the A-Level in Art, Craft and Design is a dynamic and broad-based course that allows students to explore a variety of two-dimensional, three-dimensional, and time-based approaches. Participants engage in multi-disciplinary and cross-disciplinary work, combining ideas and materials in innovative ways. They develop skills in disciplines such as painting, sculpture, textiles, photography, and design, gaining insight into the creative processes of artists, craftspeople, and designers. The course emphasises visual communication, fostering proactivity, persistence, and self-motivation. Pupils create dynamic outcomes that challenge and inspire, preparing them for further study or careers in the diverse fields of art and design.
Assessment	Component 1: Personal Investigation (Coursework) 60% of qualification Component 2: Externally Set Assignment (Exam conditions) 40% of qualification
Future Pathways	Completing this course opens up opportunities to study university courses such as graphic design, fashion design, illustration, art, architecture and product design as well as possible future career pathways in these areas.

During the two year course, pupils will cover the following a selection of the following disciplines whilst working through their investigations. Component 1 will focus on at least two main disciplines.

PROGRAMME OF STUDY: YEAR 12 AND 13

Painting and drawing

Printmaking

Sculpture

Lens-based image making

Advertising

Illustration

Branding

Information design

Textiles for interiors

Fine art textiles

Fashion textiles

Spatial design

Product design

Design crafts

Film-based photography

Digital photography, and film and video



BUSINESS

Edexcel 9BS0 A-Level

Overview	At St George's the A-Level Business course is designed to equip pupils with the knowledge, skills, and understanding essential for progression to higher education or careers in fields such as business management, marketing, or finance. It fosters enthusiasm for studying business, a holistic understanding of organizations, and critical thinking. Pupils explore ethical considerations, develop creative problem-solving abilities, and apply numerical skills in business contexts. The course offers a robust academic foundation, preparing pupils for university study, meeting accountability standards, and providing a benchmark of ability for employers. It emphasises diverse perspectives and real-world business applications.
Assessment	<p>Paper 1: Marketing, people and global businesses. 35% of the total qualification.</p> <p>Paper 2: Business activities, decisions and strategy. 35% of the total qualification.</p> <p>Paper 3: Investigating business in a competitive environment. 30% of the total qualification</p>
Future Pathways	Pupils can progress from this qualification to higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business . They can pursue a wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities.

During the two year course, pupils will cover the following units. The order of delivery will vary and may not necessarily follow the order presented below.

PROGRAMME OF STUDY: YEAR 12 AND 13		
Motivation in theory and practice, cultivating leadership, entrepreneurship	MNCs, ethical impacts and controlling MNCs	SWOT analysis
International trade and business growth	Legislation, internal & external finance with liability	Organic growth, mergers and takeovers
Globalisation and protectionism	Sales forecasting, revenue, costs and planning	Decision trees, Critical Path Analysis
Trading blocs and conditions	Break-even, budgets, profits and liquidity	Corporate influences and culture including shareholders versus stakeholders
Assessment of a country as a market or production location	Capacity utilisation, stock control and quality management	Business ethics
Global mergers, joint ventures and impact on global competitiveness	Quantitative sales forecasting	Financial statements, ratio analysis and human resources
Marketing, niche markets and cultural/social factors	Economic influences and the competitive environment	Causes and effects of change
	Corporate strategy	



CLASSICAL STUDIES

Cambridge 9274 A-Level

Overview	The A-Level in Classical Studies at St George's develops a deep understanding of the Classical world through key concepts that connect aspects of the subject. Pupils explore interpretation, analysing how historians reconstruct the past; judgement, forming opinions based on diverse evidence; and significance, evaluating the importance of historical events and their legacy. Contextual understanding is emphasised, placing literature and artefacts in their social and historical settings. Pupils also investigate similarities and differences between ancient cultures and our own, and the intentions behind Classical works.
Assessment	Paper 1: Greek Civilisation. 25% of the qualification Paper 2: Roman Civilisation. 25% of the qualification Paper 3: Classical History. 25% of the qualification Paper 4: Greek Literature. 25% of the qualification
Future Pathways	Pupils on this course have the opportunity to continue to higher education typically in the fields of Classics, Ancient History, Archaeology, Philosophy and Theology. This qualification can lead to a career as an archaeologist, museum curator, historian, cultural heritage manager and even a diplomat or legal professional.

The course is currently being fully defined, but pupils will have the opportunity to cover some of the following topics. They will cover just one topic from each of the four themes.

PROGRAMME OF STUDY: YEAR 12 AND 13

Alexander the Great: Family, childhood and upbringing. Campaigns, military achievements and the reasons for them. Rule of his empire and Persian influences. Relationships with others and attitudes towards religion and mythology

Aristophanes: Lysistrata.
Women at the Thesmophoria

Themes in Greek Vase

Painting: Mythology – Trojan War
Everyday life – the daily life of women.

Greek Tragedy. Aeschylus – Agamemnon. Sophocles – Antigone Euripides – Medea and Electra

Homeric Epic: Iliad, Odyssey

Augustus: Rise and consolidation of power. Relationships with the Senate, including provincial administration. Attitude towards religion and his use of religious imagery

Virgil's Aeneid: Structure and plot of the epic. Portrayal and role of women and importance of family. Role and importance of gods and goddesses

Architecture of the Roman Cities: Rome, Ostia, Pompeii Herculaneum

Athens and Sparta: The roles of men, women and non-citizens in Athens and Sparta. Political systems, functions and the influence of individuals on events. Impacts and outcomes of the Persian and Peloponnesian Wars. Alliances and relationships between the state and outsiders

Emperors and Subjects - Claudius, Nero, Domitian and Trajan

The power and position of the emperor. The emperors' relationships with the people of Rome. Social structure of Roman society



FRENCH

Cambridge 9274 A-Level

Overview	A-Level French is designed to inspire pupils who appreciate French language, literature, film, and culture. Developed with input from the language community, it fosters advanced language skills, cultural understanding, and transferable study abilities. Pupils explore four themes: societal changes in France, political and artistic culture in Francophone countries, immigration and multiculturalism in France, and the Occupation and Resistance. The course includes the study of literary texts and films. With a clear structure and manageable content, it supports continuous progression and prepares students for higher education and careers.
Assessment	<p>Paper 1: Listening, reading and translation. 40% of qualification.</p> <p>Paper 2: Written responses to works and translation. 30% of qualification.</p> <p>Paper 3: Speaking. 30% of qualification.</p>
Future Pathways	This qualification offers a suitable progression route to further study at university level. In addition, the study of one language at A-Level can facilitate and help promote the learning of other languages. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail and charities.

During the two year course, pupils will cover the following units. The order of delivery will vary and may not necessarily follow the order presented below.

PROGRAMME OF STUDY: YEAR 12 AND 13		
<p>Les changements dans les structures familiales</p> <p>Les changements dans les attitudes envers le mariage, les couples et la famille.</p> <p>L'éducation et le système éducatif et les questions estudiantines.</p> <p>Le monde du travail et a vie active en France et les attitudes envers le travail; le droit à la grève; l'égalité des sexes.</p> <p>La musique et les changements et les développements; l'impact de la musique sur la culture populaire.</p>	<p>Les médias et la liberté d'expression; la presse écrite et en ligne; l'impact sur la société et la politique.</p> <p>Les festivals et les traditions, les festivals, fêtes, coutumes et traditions.</p> <p>L'impact positif de l'immigration sur la société française et les contributions des immigrants à l'économie et à la culture.</p> <p>Répondre aux défis de l'immigration et de l'intégration en France</p>	<p>Les activités des communautés; la marginalisation et l'aliénation du point de vue des immigrants.</p> <p>L'extrême droite et la montée du Front National; les leaders du Front National; l'opinion publique.</p> <p>Le régime de Vichy, Maréchal Pétain et la Révolution nationale.</p> <p>Jean Moulin, Charles de Gaulle et les femmes de la Résistance; l'implication des Français dans la Résistance.</p>



MEDIA STUDIES

Cambridge 9607 A-Level

Overview	The Media Studies A-Level course at St George's aims to develop students' critical understanding of international media through analysis and creative practice. Pupils engage with diverse media products and concepts, explore production processes and technologies, and apply independent research skills. The course encourages appreciation of media's role in daily life and examines its influence across global and local contexts. By studying how media impacts various cultures and social values, pupils gain insight into the power and reach of media. The course fosters enjoyment, critical thinking, and practical skills essential for understanding contemporary media landscapes.
Assessment	<p>Component 1: Foundation Portfolio 25% of the qualification</p> <p>Component 2: Advanced Portfolio 25% of the qualification</p> <p>Component 3: Media texts and contexts examination paper 25% of the qualification</p> <p>Component 4: Critical Perspectives examination paper 25% of the qualification</p>
Future Pathways	Students can progress from this qualification to higher education courses such as journalism, public relations, advertising, digital marketing and media production. A wide range of careers can be pursued, ranging from digital marketing, media planning, journalism, presenting, public relations management, content management, photography and videography.

During the two year course, pupils will cover the following units. The order of delivery will vary and may not necessarily follow the order presented below. A significant amount of time will be spent building personal portfolios.

PROGRAMME OF STUDY: YEAR 12 AND 13

Media forms and media platforms

Creativity practical skills and technical elements of production including project management

Analysis of published media products

Concepts of language, representation industry and audience

Media ecology

Camera shots angle, movement and composition

Media contexts and the post modern media

Power and the media

Case studies in film, music, print, video games and radio.

Media texts and media regulation within the ecology of media

Editing, image transition and sound

Effects of social and cultural context on representations



POLITICS

Edexcel 9PL0 A-Level

Overview	At St Georges the A-Level Politics course provides students with a comprehensive understanding of the modern political landscape in the UK and globally. Students explore a wide range of contemporary issues, institutions, processes, and political ideas, including the option to study either US government and politics or global politics. The course fosters critical thinking and analytical skills through clear and accessible assessments that utilize diverse question types and source materials. With engaging content and free topic-specific resources, the course equips students with the knowledge and skills needed for higher education and careers in politics, law, journalism, and related fields.
Assessment	Paper 1: UK Politics. 33 1/3% of the qualification Paper 2: UK Government. 33 1/3% of the qualification Paper 3: Comparative Politics (US or Global). 33 1/3% of the qualification
Future Pathways	Students that study the A-Level Politics course open up opportunities in university to study courses, such as, international relations, politics, law, sociology and global development. Future potential careers for this pathway include becoming a public relations specialist, politician, civil servant, diplomat or a political correspondent.

During the two year course, pupils will cover the following units. The order of delivery will vary and may not necessarily follow the order presented below but will cover UK institutions and those of the US.

PROGRAMME OF STUDY: YEAR 12 AND 13

Current systems of democracy	The role and powers of devolved bodies in the UK	The US Constitution and its effectiveness
Pressure groups, other influences and people's rights in context	The structure, role and comparative powers of the House of Commons and House of Lords	The structure and functions of Congress
Established, emerging and minor UK political parties.	The Prime Minister and the Cabinet	Formal and informal sources of presidential power as outlined in US Constitution
Electoral systems, referendums and electoral system analysis	The aims, role and impact of the European Union (EU) on the UK government	Limitations on presidential power and why this varies between presidents
The influence of the media	Anarchism, ecologism and feminism	The nature, role and appointment process of the Supreme Court
Liberalism and socialism and how they relate to human nature, the state, society and the economy	UK and US legislative branches and their resulting impact on politics and government	Electoral systems in the USA and campaign finance
The nature and sources of the UK Constitution and changes since 1997		The key ideas and principles of the Democratic and Republican parties



SOCIOLOGY

Cambridge 9699 A-Level

Overview	The A-Level Sociology course encourages pupils to think critically about contemporary social, cultural, and political issues. Through the study of key sociological concepts and debates, pupils develop skills in interpretation, analysis, application, and evaluation. The course fosters confident communicators who explore social issues with insight, responsible individuals who appreciate cultural diversity, and reflective learners who connect specific examples to wider topics. Pupils are encouraged to be innovative, forming informed views on real-world problems, and engaged through independent study, collaboration, and debate. This course prepares students for higher education and careers requiring analytical and research skills.
Assessment	Paper 1: Socialisation, Identity and Methods of Research. 25% of the qualification. Paper 2: The Family. 25% of the qualification. Paper 3: Education. 20% of the qualification. Paper 4: Globalisation, Media and Religion. 30% of the qualification.
Future Pathways	Pupils on this course can have the opportunity to go on to study university courses such as sociology, criminology, international relations, human geography and social work. Sociology can lead to career pathways in criminology, social work, community development, market research and many others.

During the two year course, pupils will cover the following units. The order of delivery will vary and may not necessarily follow the order presented below.

PROGRAMME OF STUDY: YEAR 12 AND 13

The process of learning and socialisation	Theories about the role of education and social mobility	Perspectives on globalisation and identity
Social control, conformity, resistance, social identity and change	Influences on the curriculum, intelligence, social class and educational attainment	Globalisation, power, politics, poverty, inequalities, migration and crime
Types of data, methods, research design and approaches to sociological research	Influences of ethnicity and gender on educational attainment	Traditional media and the new media with theories of the media and influences on media content
Perspectives on the role of the family with insight into diversity and social change	Religion, society and social order and impacts on social change	The impact of the new media and media representations of class, gender, ethnicity, and age groups
Gender equality, age and experiences of family life	The secularisation debate and relationships between gender, feminism and religion	Different models of media effects and the impact of the media on behaviour



SPANISH

Edexcel 9SP0 A-Level

Overview	At St George's the A-Level Spanish course is designed to inspire and engage pupils with an appreciation for Spanish language, literature, film, and culture. It fosters advanced language skills, cultural understanding, and transferable study abilities. Pupils explore four themes: Spanish societal evolution, political and artistic culture in Spanish-speaking countries, immigration and multicultural society, and Spain's transition to democracy. The course includes the study of literary texts and films. With a clear structure and manageable content, it supports continuous progression and prepares students for higher education and careers.
Assessment	<p>Paper 1: Listening, reading and translation 40% of qualification</p> <p>Paper 2: Written responses to works and translation 30% of qualification</p> <p>Paper 3: Speaking 30% of qualification</p>
Future Pathways	This qualification offers a suitable progression route to further study at university level. In addition, the study of one language at A-Level can facilitate and help promote the learning of other languages. Pupils can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail and charities.

During the two year course, pupils will cover the following units. The order of delivery will vary and may not necessarily follow the order presented below.

PROGRAMME OF STUDY: YEAR 12 AND 13

El cambio en la estructura familiar	Enfrentando los desafíos de la inmigración y la integración en España
El mundo laboral	La reacción social y pública hacia la inmigración en España
El impacto turístico en España	La Guerra Civil y el ascenso de Franco (1936-1939)
La música a los medios de comunicación	La dictadura franquista
Los festivales y las tradiciones	La transición de la dictadura a la democracia
El impacto positivo de la inmigración en la sociedad Española	



LANGUAGE A: LANGUAGE & LITERATURE

ENGLISH, ITALIAN, CHINESE

Group 1

Overview	The Language and Literature A courses offered at St George's are English, Italian and Chinese. Language and Literature is a varied, interesting and challenging course for pupils that are curious about the way meaning is both generated and interpreted. They will explore a wide range of texts, both visual and written. The course examines the fact that whilst texts are autonomous entities, they are also related to cultural contexts, time and place. The development of analytical skills, the ability to write structured academic essays and to explore ideas in formal oral assessments are all crucial to pupils' success.
Assessment	<p>Although marking criteria and exam papers differ slightly, the method of assessment for both Higher and Standard levels is broadly the same:</p> <p>External assessment</p> <p>Paper 1: Guided textual analysis of one (Standard level) and two (Higher level) non-literary passages (35%)</p> <p>Paper 2: Comparative essay based on two works studied (Standard level 35% and Higher level 25%)</p> <p>Internal assessment</p> <p>Individual oral (15 minutes) of an extract from one non-literary text and one from a literary work (Standard level 30% and Higher level 20%)</p> <p>Higher level essay on one non-literary or literary text or work studied during the course (20%)</p> <p>For Higher level candidates, external assessment through written examinations and coursework accounts for 80% of the final grade; moderated internal assessment for 20%. For Standard level, external assessment accounts for 70% of the final grade, moderated internal assessment for 30%.</p>
Future Pathways	Studying Language and Literature at Higher level leads naturally to studying the relevant language at university. It is also a very good Higher level subject to offer for those who want to study any subject requiring textual analysis and excellent communication skills, including business related subjects, law and medicine. Whether at Higher or Standard level, this course will develop the ability to analyse information, identify how language influences understanding and how to present ideas clearly and persuasively. These are essential skills for a whole host of degree and career options.

To note: The Chinese A Language and Literature course is subject to sufficient demand. Programme of Study available upon request to Head of Department.



ENGLISH A LANGUAGE AND LITERATURE PROGRAMME OF STUDY: YEAR 12 AND 13

Note: Texts are selected annually by individual class teachers. Those listed below are for illustrative purposes and may vary.

Literary Text 1: A Doll's House (Ibsen)

Literary Text 2: The Great Gatsby (Fitzgerald)

Body of work 1: Art of Harmonia Rosales

Literary Text 5: Poetry of Anna Akhmatova (HL only)

Body of work 5: Dave Granlund cartoons (HL only)

Literary Text 3: Men We Reaped

Body of work 2: Out of Eden Walk articles

Body of work 3: Tweets of Donald Trump

Literary Text 6: MAUS (HL only)

Literary Text 4: Home Fire

Body of work 4: Banksy's street art

Body of work 6: Four Lions (HL only)

Non-literary text types - broadly persuasive or opinionated: website, appeal, speech, opinion article, open letter, advertisement, brochure

Non-literary text types - broadly informative: obituary, informative article, textbook, diary/memoir, guide

Non-literary text types - Broadly visual texts: cartoon, magazine cover, infographic, instructions, diagram/map

Individual oral

Harder/mixed text types: interview, blog, social media posts, manifesto, satire

ITALIAN A LANGUAGE AND LITERATURE PROGRAMME OF STUDY: YEAR 12 AND 13

Testi Letterari

Testi scelti di Leopardi, I canti, Lo Zibaldone e Operette morali
Poesie scelte di Baudelaire (HL only)

Testi non Letterari

Discorsi identità - comunità - natura (Greta Thunberg - 3 discorsi, Katowice, UN e P.za Popolo)
L.D'Alessandro, Gli esclusi (HL only)
TECH4FUTURE
Friedrich, Opere scelte

Lingua e genere
Linguaggio Politico e retorica

Testi Letterari

A.Pennacchi, Il fasciocomunista
F. De André, Canzoni scelte (HL only)

Testi non Letterari

Discorsi politici di diversi politici (Berlusconi, Grillo,

Renzi)
Esempi di retorica classica
Pubblicità elettorali

Il '68 e I suoi linguaggi

Testi Letterari

A.Pennacchi, Il fasciocomunista
M.Satrapa, Persepolis
L.Pirandello, Enrico IV (HL only)
A.Moravia, Gli indifferenti

Testi non Letterari

Articoli di diversi giornali, di differenti orientamenti politici
Programmi televisivi di diffusione di informazione e intrattenimento
La maschera nella pubblicità
Saggio sul teatro pirandelliano
Film basato su Pirandello
Post-modernità
Picasso e l'arte



LANGUAGE A: LITERATURE

ENGLISH, FRENCH, SPANISH

Group 1

Overview	<p>At St George's, the Language A courses offered are English, French and Spanish. Literature is a wide-ranging, stimulating and enjoyable course. Pupils will read a wide variety of texts and write essays and critical commentaries showing their analytical skills. Exploring ideas in class discussion and debate, as well as formal assessment activities, are key components of the course.</p> <p>This is a course for pupils who love to read, to explore the 'big issues' and to broaden their understanding of the world.</p>
Assessment	<p>Although marking criteria and exam papers differ slightly, the method of assessment for both Higher and Standard levels is broadly the same:</p> <p>External assessment</p> <p>Paper 1: Guided literary analysis of one (Standard level) and two (Higher level) literary passages (35%)</p> <p>Paper 2: Comparative essay based on two works studied (Standard level 35% and Higher level 25%)</p> <p>Internal assessment</p> <p>Individual oral (15 minutes) of an extract of a work in the language studied and one from a work studied in translation (Standard level 30% and Higher level 20%)</p> <p>Higher level essay on one literary text or work studied during the course (20%)</p> <p>For Higher level, external assessment through written examinations and coursework accounts for 80% of the final grade; moderated internal assessment for 20%. For Standard level, external assessment accounts for 70% of the final grade and moderated internal assessment for 30%.</p>
Future Pathways	<p>This is one of the most versatile IB courses and will serve to develop skills of analysis and communication. Whilst this course might lead naturally to studying Literature at university, IB Literature is also highly regarded by tutors considering admissions to courses as diverse as Medicine and Accounting. Former Literature students have gone on to work in the fields of investment banking, law, international politics and journalism.</p>

To note: French A Literature and Spanish A Literature courses are subject to sufficient demand and do not run every year. Spanish A Literature Programme of Study available upon request to Head of Department. Texts are selected annually by individual class teachers. Those listed in the Programme of Study may vary.



ENGLISH A LITERATURE PROGRAMME OF STUDY: YEAR 12 AND 13

Literary Text 1: A Doll's House (Ibsen)

Literary Text 2: The Great Gatsby (Fitzgerald)

Literary Text 3: If This Is A Man (Levi)

Literary Text 4: Convenience Store Woman (Murata)

Literary Text 10: Selected poems (Langston Hughes) (HL only)

Literary Text 11: On Earth We're Briefly Gorgeous (Vuong) (HL only)

Literary Text 5: Hamlet (Shakespeare)

Literary Text 6: Home Fire (Shamsie)

Literary Text 12: Death and the Maiden (Dorfman) (HL only)

Literary Text 7: Selected poems (Akhmatova)

Literary Text 8: The Handmaid's Tale (Atwood)

Literary Text 13: My Brilliant Friend (Ferrante) (HL only)

Literary Text 9: Drive your Plow Over the Bones of the Dead (Tokarczuk)

Literary Genres: Drama (characterisation, stagecraft)

Literary Genres: Poetry (imagery, narrative voice, structure)

Literary Genres: Non-fiction (emotions, structure)

Literary Genres: Fiction: structure, narrative voice and perspective

FRENCH A LITERATURE PROGRAMME OF STUDY: YEAR 12 AND 13

La littérature comme voyage, l'exploration du Moi et de l'Autre

Baudelaire: Le poète voyageur

Senghor: Le poète africain voit l'Europe, l'Afrique et l'Amérique

Etudes de plusieurs poèmes issues d'Œuvre poétiques de Léopold Sédar Senghor

James Baldwin: un Afro-américain en France

Etude de plusieurs essais de Chroniques d'un enfant du pays de James Baldwin

Pablo Neruda: L'Autre Amérique

Etude de plusieurs poèmes de Chant général de Pablo Neruda

Mia Couto: Visions du Mozambique

Le rôle de l'écrivain

Le Moi chez Baudelaire, Senghor et Neruda: poèmes choisis

Bel Ami de Maupassant

La modernité en littérature: la poésie de Baudelaire et le roman de Maupassant

La structure des Fleurs du mal L'espace/Paris dans Les Fleurs du mal et Bel Ami

Littérature et genres – La femme rompue, Beauvoir

Visions de la femme chez Neruda, Senghor,

Baudelaire et Couto

L'engagement de Beauvoir, Neruda et Senghor

L'histoire, le temps et la mort

La vision de la bourgeoisie et l'ascension sociale dans Bel Ami et La Femme Rompue



LANGUAGE B

ENGLISH, FRENCH, GERMAN, ITALIAN, MANDARIN, SPANISH

Groups 2 and 6

Overview	<p>All pupils must study a second language at either Higher or Standard level. Language B is a foreign language programme for pupils who have previous experience of learning the language, at least to IGCSE level or equivalent. The Language B courses available at St George's are English, Italian, French, Spanish, German and Mandarin. The skills of listening, speaking, reading and writing are developed through the study of a wide range of oral and written material alongside the further study of grammatical structures. At the end of the course, pupils should be able to communicate accurately and effectively in speech and in writing and be able to understand and respond to the language in a range of contexts. The curriculum model develops the ability to communicate in the target language through the study of language, themes and texts. The courses, through a list of five prescribed themes, study the life and culture of the countries where the language is spoken. Higher level candidates will also study two works of literature in the language.</p>		
Assessment	<p>Assessment 1 Writing (25%) 1 hour 15 (SL), 1 hour 30 (HL)</p>	<p>Assessment 2 Listening (25%) and Reading (25%) 1 hour 30 (SL), 1 hour 45 (HL)</p>	<p>Internal Assessment Individual oral (25%)</p>
Future Pathways	<p>Studying languages enables access not only to language degrees but develops the conceptual analysis needed for many courses such as linguistic courses, social sciences, and joint honour degrees. This enables pupils to access lots of cultural studies in degree programmes such as Anthropology, Psychology and International Relations. Applications to these university courses are supported by the academic discipline required in the IB Languages courses and skill development illustrated.</p>		

PROGRAMME OF STUDY: YEAR 12 AND 13

<p>Identities Health and well-being Beliefs and values Subcultures</p> <p>Experiences Journeys that shape our lives Leisure activities Holidays and travel Customs and traditions Migration</p>	<p>Human ingenuity Entertainment Artistic expressions Communication and media Technology Scientific innovation</p> <p>Social organisation Social relationships Community Education</p>	<p>The working world Law and order</p> <p>Sharing the planet The environment Human rights Peace and conflict Globalisation</p>
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CLASSICAL LANGUAGES (LATIN)

Group 2

Overview	Latin is offered as a Classical Language option in Group 2, and serves as a continuation from the IGCSE Latin course. IB Latin provides an opportunity for pupils to explore the language, literature and cultures of ancient Rome. This ancient civilisation has played a vital part in shaping many modern societies and cultures. The language itself is versatile and finely structured, and has had a major influence on the development of most modern European languages.	
Assessment	<p>Standard level</p> <p>Paper 1 (1 hour 30 minutes) 35%</p> <p>Paper 2 (1 hour 30 minutes) 35%</p> <p>Research dossier (internally assessed) 30%</p>	<p>Higher level</p> <p>Paper 1 (1 hour 30 minutes) 30%</p> <p>Paper 2 (1 hour 30 minutes) 30%</p> <p>Research dossier (internally assessed) 20%</p> <p>HL Composition piece in prose Latin 20%</p>
Future Pathways	Studying Latin as a classical language enables access not only to language and literature degrees but develops the conceptual analysis needed for many courses such as linguistic courses, social sciences, and joint honour degrees. This enables pupils to access lots of cultural studies in degree programmes such as Classical Studies, Anthropology, Literature. Applications to these university courses are supported by the academic discipline required in the IB Languages courses and skill development illustrated.	

PROGRAMME OF STUDY: YEAR 12 AND 13

Introduction to the use of a Latin dictionary	Focus on the Augustan age and its key figures
The five declensions (nouns)	The display of Roman core values in Virgil's Aeneid
The four conjugations (verbs)	Identifying a suitable topic for the Research dossier, planning and first draft
Relevant syntactic constructions (different types of clauses)	Implementing the use of a Latin dictionary
Introduction to the key events in Roman history that led to the fall of the Republic	Investigating the influences of Greek literature and culture on Roman culture
Virgil and his work	Virgil's influence on other authors
The Aeneid in general	Introduction to first companion text
Study and analysis of prescribed core text (The Aeneid 2.195-227)	Ongoing revision of key-grammar topics as found in Latin texts used for practising translation skills in preparation for final exam
Translation of extracts in Latin	
Ongoing revision of key-grammar and implementing the use of a Latin dictionary.	Final revision of prescribed core text (The Aeneid all parts)



LANGUAGE AB INITIO

ITALIAN, SPANISH

Group 2

Overview	Language Ab Initio, offered in Italian and Spanish at St George's, is a language acquisition course designed for pupils with little or no prior understanding of the language. It is only available at Standard level but pupils must be aware that this course covers grammar and vocabulary at a very fast pace. The courses cover five themes: identities, experiences, human ingenuity, social organisation and sharing the planet, enabling pupils to communicate in the target language.
Assessment (SL only)	Paper 1 (productive skills): writing (25%) Paper 2 (receptive skills): reading (25%) and listening (25%) Individual oral assessment: speaking (25%)
Future Pathways	The Ab Initio course encourages the learning of new skills in an unfamiliar context, which is highly desirable to universities looking for candidates with a breadth of skills. An Ab Initio course specifically develops the conceptual analysis needed for many courses such as linguistics, social sciences, and joint honour degrees. This enables pupils to access a variety of cultural studies in degree programmes.

LANGUAGE AB INITIO PROGRAMME OF STUDY: YEAR 12 AND 13

Identities Personal attributes Personal relationships Eating and drinking Physical well-being	Human ingenuity Transport Entertainment Media Technology	Sharing the planet Climate Physical geography The environment Global issues
Experiences Daily routine Leisure Holidays Festivals and celebrations	Social organisation Neighbourhood Education The workplace Social issues	



ART HISTORY

Group 3

Overview	Pupils in Rome are ideally located for the study of Art History. Lessons are centred on discussion of images, and during the course, participants will be expected to make presentations and lead discussion on areas that they have researched. First-hand experience of art works is fundamental to the course, and pupils visit sites and museums in and around Rome and further afield. They are guided in their reading around the subject in order to develop informed critical responses. Emphasis is placed on an analytical approach in both written and oral work. It is not necessary for pupils to have practical artistic skills.
Assessment (SL only)	<p>Standard level</p> <p>Paper 1: Questions on two keywords 30%</p> <p>Paper 2: Essay Paper (two essays from choice of twelve) 40%</p> <p>Internal Assessment 30%</p> <p>Pupils have the opportunity to research any aspect of global Art History of their choice for the Coursework component, completing a 2000-word comparative essay.</p>
Future Pathways	IB Art History allows pupils to develop a life-long interest in all aspects of Art and Architecture, as well as to build up a range of transferable skills. Some pupils go on to study Art History at university, and the course would be a useful step towards careers in exhibition and museum curating, restoration, tourism, and the art market.

PROGRAMME OF STUDY: YEAR 12 AND 13

Origins and development of figurative art	Trajan's Forum / Baths / Temples	Masaccio - developments in linear perspective.
Cave paintings / Neolithic statues	Sarcophagi: Iconography and religious beliefs	Bronze casting techniques
Greek art and architecture	Decline and division of Empire / Rise of Christianity	Ghiberti - Baptistery doors, Orsanmichele, Siena font
Hellenistic Bronze casting / Vase painting	Background to Renaissance Art	Works of Donatello, Leonardo, Michelangelo and Raphael.
Magna Grecia	Roman Catholic Church and Holy Roman Empire	Architectural terminology: Classical / Romanesque/ Gothic
Etruscan Art	Developments in Christian art	Painting in Northern Europe - development of oil painting; Jan van Eyck / Robert Campin
Republican Rome, Patrician versus Plebeian art	Christian iconography	Rome as centre of the High Renaissance
Founding of the Empire	Panel painting: Duccio - Maesta	Iconographical scheme of Sistine Chapel
Wall painting and Mosaics	Florence - politics and guild system. Duomo, Baptistery, Campanile, Palazzo Vecchio	Venetian art and architecture
Architectural and Monumental schemes	15th Century: Quattrocento	
Imperial palaces and villas, Public spaces: Colosseum/		



BUSINESS MANAGEMENT

Groups 3 and 6

Overview	<p>Business Management in the IB programme studies business functions, management processes and decision-making in contemporary contexts of strategic uncertainty. It examines how business decisions are influenced by factors internal and external to an organisation, and how these decisions impact upon its stakeholders, both internally and externally. Business Management also explores how individuals and groups interact within an organisation, how they may be successfully managed and how they can ethically optimise the use of resources in a world with increasing scarcity and concern for sustainability. The relationship between concepts, the contexts and content of the discipline of business management can be illustrated with a triangular diagram. The concepts of creativity, change, ethics and sustainability are anchored in the tools, techniques and theories of the subject and come alive through case studies and examples. Together, these help pupils to acquire a holistic and integrated understanding of business management.</p>
Assessment	<p>Higher level - Three external written examinations, 4 hours 30 minutes total (80%) and ONE internal assessment.</p> <p>The internal assessment is a research project of 1800 words - investigating and reporting on a real business issue or problem facing a particular organisation using a conceptual lens. (20%).</p> <p>Paper 1: Pre-seen case study, 2 sections - structured questions and extended responses (essays) 1 hour 30 mins 30%</p> <p>Paper 2: Unseen case studies, 2 sections - structured questions and extended responses (essays) 1 hour 45 mins 25%</p> <p>Paper 3: Unseen case study, one compulsory extended response (essay) on social enterprise 1 hour 15 minutes 25%</p> <p>Standard level - Two external written examinations, 3 hours total (70%) and one internal assessment</p> <p>The internal assessment is a research project 1800 words (30%) - investigating and reporting on a real business issue or problem facing a particular organisation using a conceptual lens.</p> <p>Paper 1: Pre-seen case study, structured questions and extended response (essays) 1 hour 30 mins 35%</p> <p>Paper 2: Data response unseen - structured questions and extended response (essays) 1 hour 30 mins 35%</p>
Future Pathways	<p>Whether as a potential subject to study at university or as a new humanities subject, choosing IB Business Management enables pupils to understand how organisations operate in all fields. While not a prerequisite for studying Business Management at university, this course will equip students with a comprehensive introduction to the key concepts and provides a basis for many interdisciplinary degrees.</p>

PROGRAMME OF STUDY: YEAR 12 AND 13

Business organisation and the environment	<p>Final accounts and cash flow</p> <p>Financial investment</p> <p>Ratios (HL only)</p>	<p>The 7Ps (HL only)</p>
<p>Ownership, objectives and stakeholders</p> <p>Growth and evolution</p> <p>Organisational tools (HL only)</p>	Marketing	Human Resources
<p>Accounts and Finance</p> <p>Costs, revenue, profit, break even</p>	<p>Role of marketing and planning</p> <p>Sales forecasting</p> <p>Market research, ecommerce and the 4Ps</p>	<p>Functions, evolution and organisational structure</p> <p>Leadership, management and motivation</p> <p>Industrial/employee relations (HL only)</p>
		Operations Management



ECONOMICS

Groups 3 and 6

Overview	Economics is the study of how societies can use the earth's limited resources. Emphasis in the IB course is placed on the theories of microeconomics and macroeconomics, and how these can then 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 pupils are required to consider and reflect on human end-goals and values. Confidence in both written and numerical accuracy are important skills for a student of economics to have. The Economics course encourages pupils to develop their numerical skills, as well as fostering international perspectives, promoting a concern for global issues. It raises student awareness of their own responsibilities at a local, national and international level.										
Assessment	<p>Higher level - three external written examinations, four hours 30 minutes total (80%) and three internal assessments, 800 words each (20% HL).</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Paper 1: Extended response (essays) 1 hour 15 mins</td> <td style="text-align: right; padding: 2px;">20%</td> </tr> <tr> <td style="padding: 2px;">Paper 2: Data response and extended response paper 1 hour 45 mins</td> <td style="text-align: right; padding: 2px;">30%</td> </tr> <tr> <td style="padding: 2px;">Paper 3: Policy paper (numerical paper and essays) 1 hour 30 mins</td> <td style="text-align: right; padding: 2px;">30%</td> </tr> </table> <p>Standard level - two external written examinations, three hours total (70%) and three internal assessments, 800 words each (30%)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Paper 1: Extended response (essays) 1 hour 15 mins</td> <td style="text-align: right; padding: 2px;">30%</td> </tr> <tr> <td style="padding: 2px;">Paper 2: Data response 1 hour 45 mins</td> <td style="text-align: right; padding: 2px;">40%</td> </tr> </table>	Paper 1: Extended response (essays) 1 hour 15 mins	20%	Paper 2: Data response and extended response paper 1 hour 45 mins	30%	Paper 3: Policy paper (numerical paper and essays) 1 hour 30 mins	30%	Paper 1: Extended response (essays) 1 hour 15 mins	30%	Paper 2: Data response 1 hour 45 mins	40%
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Paper 1: Extended response (essays) 1 hour 15 mins	30%										
Paper 2: Data response 1 hour 45 mins	40%										
Future Pathways	Whether as a potential subject to study at university or as a new humanities subject, studying IB Economics enables us to understand better the world in which we live. The interactions between people, governments and organisations form the basis of everyday life, and economics develops the ability to analyse these critically. It is worth noting that for degree level study in economics that the Higher Level maths is usually required, but economics can be enjoyed as a stand alone IB subject in its own right.										

PROGRAMME OF STUDY: YEAR 12 AND 13

<p>Introduction to Economics</p> <p>Microeconomics: Markets - how they work - supply, demand and elasticity</p> <p>Microeconomics: Markets - government intervention</p> <p>Behavioural choice theory</p> <p>Microeconomics: Markets - why they fail and government solutions</p> <p>Behavioural choice theory</p> <p>Microeconomics: Markets - why they fail and government solutions</p> <p>Macroeconomics: Measures of economic growth</p>	<p>Macroeconomics: Macro objectives and AS/AD</p> <p>Macroeconomics: AS/AD and macro objectives - economic growth and unemployment</p> <p>Macroeconomics: AS/AD and macro objectives inflation and inequality and policies</p> <p>Microeconomics final</p> <p>Macroeconomics draft</p> <p>Theory of the firm</p> <p>Global Economics: Trade and protectionism, Development</p> <p>Global extension work</p>
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GEOGRAPHY

Groups 3 and 6

Overview	<p>Geography at IB level is an all-encompassing subject. It combines many skills including ICT, Geographic Information Systems, essay writing, data interpretation, use of infographics and debating skills. The syllabus explores topics including climate change resilience, energy security, hazard response, the spread of disease, resource management, international relations and terrorism. A field trip takes place in Year 12 and has previously seen pupils travel to Bath, Valencia and Venice.</p>	
Assessment	<p>Standard level: Two exam papers and an Internal Assessment</p> <p>Higher level: Three exam papers and an Internal Assessment</p>	<p>25%</p> <p>20%</p>
Future Pathways	<p>Geography is an increasingly popular choice at university as it allows progression into diverse careers, from hazard mitigation to governmental advisor. Geographers are seen as amongst the most skilled graduates and can apply for a range of degree programmes.</p> <p>Each year a large proportion of the Geography class continues their geographical studies at university and destinations have included St Andrews, UCL, Exeter and Bristol, all of which are in the top 10 rated universities for the study of Geography.</p>	

PROGRAMME OF STUDY: YEAR 12 AND 13

Leisure Sport & Tourism	Food, Health & Disease (HL only)
Power, Place & Networks (HL only)	Global Climate
Leisure Sport & Tourism	Food Health & Disease (HL only)
Power, Place & Networks (HL only)	Geophysical Hazards
Internal Assessment	Human development & diversity
Fieldwork (IA) trip to Venice	Global Resource, Consumption and Security
Changing Population	Global Risks & Resilience



HISTORY

Groups 3 and 6

Overview	<p>History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.</p> <p>The IB History course provides pupils with the opportunity to study a wide range of historical events and themes, focused different parts of the world and including both 20th century and pre-20th century topics.</p>
Assessment	<p>Higher level</p> <p>Paper 1: Document Based Questions 20%</p> <p>Paper 2: 2 Essays from core topics 20%</p> <p>Paper 3: 3 Essays from HL Topics 35% IA: 2,200 word historical investigation 25%</p> <p>Standard level</p> <p>Paper 1: Document Based Questions 30%</p> <p>Paper 2: 2 Essays from core topics 45% IA: 2,200 word historical investigation 25%</p>
Future Pathways	<p>Many pupils who take IB History choose to study a number of related subjects at university such as Politics, International Relations, PPE and Law. Any career that rewards clear thinking, good writing, articulate speaking and the ability to ask and answer complicated questions about how the world works will be open to a student of history.</p>

PROGRAMME OF STUDY: YEAR 12 AND 13

European diplomacy and the changing balance of power after 1871	Peace settlements
Foreign policy of Kaiser Wilhelm II	The League of Nations and Europe
Japanese expansion in East Asia (1931 – 1941)	Hitler, Mussolini and the emergence of authoritarian states
German and Italian expansion (1933 – 1940)	Weimar Germany
Spain (1918 – 1939) and the causes of the Spanish Civil War	Hitler's Germany (1933 – 1939)
Chinese Civil War	World War 2
World War 1	Practices of war and their impact on the outcome
Factors leading to the defeat of Germany	Effects of war



PSYCHOLOGY

Groups 3 and 6

Overview	Psychology is the rigorous and systematic study of mental processes and behaviour. It is a complex subject which draws on concepts, methods and understandings from a number of different disciplines. There is no single approach that would describe or explain mental processes and behaviour on its own as human beings are complex animals, with highly developed frontal lobes, cognitive abilities, involved social structures and cultures. The study of behaviour and mental processes requires a multidisciplinary approach and the use of a variety of research techniques whilst recognising that behaviour is not a static phenomenon, it is adaptive, and as the world, societies and challenges facing societies change, so does behaviour.	
Assessment	Higher Level Paper 1 (2 hours) Paper 2 (2 hours) Paper 3 (1 hour) Internal assessment: Experimental study	Standard Level Paper 1 (2 hours) Paper 2 (1 hour) Internal assessment: Experimental study
Future Pathways	Criminology, Environmental Studies, Forensic Science, Nursing, Nutrition, Neuroscience, Psychology, Psychiatry, subjects allied to medicine, Sport Therapy	

PROGRAMME OF STUDY: YEAR 12 AND 13

Introduction to Psychology	Models of Memory
The experimental Method	Biological Approach
Introduction to the approaches	Neurotransmission and memory
Qualitative research (HL only)	IA data collection
Observation project (IA preparation)	Cognitive and biological extensions (HL only)
Sociocultural Approach	Biological and Cognitive Approach
Stereotyping	Hormones
Conformity	Pheromones
Globalisation (HL only)	Conflict
Cognitive Approach	End of relationships
Memory	Group dynamics



BIOLOGY

Groups 4 and 6

Overview	IB Biology offers a deep understanding of scale of life ranging from molecules and cell organisms to ecosystems and the biosphere. The subject emphasises the interconnectivity of all life forms. Practical skills are integral to the course. Pupils have the opportunity to carry out investigations both with guided methods and of their own design and to develop their analytical and evaluative skills. They write laboratory reports digitally and these are a mix of recorded findings, background research, data presentation and discussion of the results.
Assessment	<p>Standard level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions 1.5h</p> <p>44% Paper 2: Short answer and extended response questions 1.5h</p> <p>20% Internal Assessment 10h</p> <p>Higher level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions 2h</p> <p>44% Paper 2: Short answer and extended response questions 2.5h</p> <p>20% Internal Assessment 10h</p>
Future Pathways	Biology is a popular Group 4 option choice for many pupils. Often combined with the study of Chemistry, it provides a thorough grounding for graduates to go on to study a wide range of courses at university. These range from medicine and dentistry to forensic science, genetics, biomedical science and environmental management, to name but a few.

PROGRAMME OF STUDY: YEAR 12 AND 13

Cell Structure	Protein synthesis	Homeostasis
Membranes and membrane transport	Gene expression (HL only)	Chemical signalling (HL only)
Organelles and compartmentalisation	Cell and nuclear division	Reproduction
Cell specialisation	Inheritance	Viruses (HL only)
Carbohydrates and lipids	Mutations and gene editing	Defence against disease
Photosynthesis	Diversity of organisms	Adaptation to environment
Proteins	Classification and cladistics (HL only)	Ecological niches
Enzymes in metabolism	Populations and communities	Climate change
Cell respiration	Transfers of energy and matter	Natural selection
Nucleic Acids	Gas exchange	Origin of cells (HL only)
DNA replication	Muscle and motility (HL only)	Evolution and speciation
		Conservation of biodiversity



CHEMISTRY

Groups 4 and 6

Overview	<p>Chemistry is at the forefront of progress in many facets of human life and the study of chemistry allows pupils to become part of this evolutionary whirlwind as they discover the principles behind progress in medicine, industry and technology, all of which employ molecules or materials chosen for their special properties.</p> <p>Activities in class include both theory and practical, group and individual work. The course is both stimulating and demanding, and pupils balance their classroom learning with a significant amount of preparation, practice and research outside the classroom. The coursework element is an exciting opportunity to design and carry out an investigation independently, combining the knowledge and skills acquired during the course.</p>												
Assessment	<p>Standard level</p> <table><tr><td>36% Paper 1: Multiple Choice questions, experimental and data analysis questions</td><td>1.5h</td></tr><tr><td>44% Paper 2: Short answer and extended response questions</td><td>1.5h</td></tr><tr><td>20% Internal Assessment</td><td>10h</td></tr></table> <p>Higher level</p> <table><tr><td>36% Paper 1: Multiple Choice questions, experimental and data analysis questions</td><td>2h</td></tr><tr><td>44% Paper 2: Short answer and extended response questions</td><td>2.5h</td></tr><tr><td>20% Internal Assessment</td><td>10h</td></tr></table>	36% Paper 1: Multiple Choice questions, experimental and data analysis questions	1.5h	44% Paper 2: Short answer and extended response questions	1.5h	20% Internal Assessment	10h	36% Paper 1: Multiple Choice questions, experimental and data analysis questions	2h	44% Paper 2: Short answer and extended response questions	2.5h	20% Internal Assessment	10h
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20% Internal Assessment	10h												
Future Pathways	<p>Chemistry is an increasingly popular choice of Group 4 subject and is often successfully combined with either Physics or Biology. Pupils who choose Chemistry are ideally placed to apply to many university courses: those among the most popular being chemical engineering, medicine, pharmacy and forensic science.</p>												

PROGRAMME OF STUDY: YEAR 12 AND 13

Structure

Particulate nature of matter
The nuclear atom
Electron configurations
Counting particles by mass
Ideal gases
The periodic table
The ionic model
The covalent model
The metallic model
From model to materials
Electron configurations (HL only)

Reactivity

Amount of chemical change
Rate of chemical change
Energy cycles in reactions
Measuring enthalpy changes
Energy from fuels

Atom energy
Extent of chemical change
Entropy and Spontaneity (HL only)

Tools (HL only)

Basic Mathematical skills
Processing uncertainty
Variables

Structure

Functional groups
From models to materials
Chemical change (HL only)
Spectroscopy (HL only)

Reactivity

Proton transfer reactions
Electron transfer reactions
Electron sharing reactions



COMPUTER SCIENCE

Groups 4 and 6

<p>Overview</p>	<p>The IB Computer Science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world. The course also requires pupils to develop skills in algorithmic thinking and computer programming. DP computer science is engaging, accessible, inspiring and rigorous, and draws on a wide spectrum of knowledge of computer systems, developing skills in algorithmic thinking and computer programming, and is underpinned by the computational thinking process which enables and empowers innovation, exploration and the acquisition of further knowledge. It includes the study of cutting-edge technology including machine learning and the study of the ethical issues raised. A key aspect of the course is Computational thinking which involves the ability to specify problems in terms of their computational context and determine success criteria, decompose complex real-world problems into more manageable problems, abstract problems and generalize them to enable algorithmic thinking and to develop, test and evaluate solutions for improvements.</p> <p>The course enables pupils to develop conceptual understanding that allows connections to be made between different areas of the subject, and to other subjects. They will learn to approach unfamiliar situations with creativity and resilience, use computational thinking to design and implement solutions to local and global problems and develop an appreciation of the possibilities and limitations of computer science. This will be a new syllabus for first teaching in 2025. As such all below details are from the draft and must be taken as provisional.</p>
<p>Assessment</p>	<p>Paper 1: Questions focused on the four topics in theme A, “Concepts of computer science”. The paper also consists of three questions related to the case study. 1 hour 15 minutes (35%). 2 hours (40%).</p> <p>Paper 2: Questions for SL and HL focused on the three topics in theme B, “Computational thinking and problem-solving”. Pupils can answer questions in either Java or Python. 1 hour 15 minutes (35%). 2 hours (40%).</p> <p>Internal Assessment</p> <p>The solution: Pupils develop a computational solution to a real-world problem of their choosing. The solution should use the concepts, skills and tools acquired in the course and the computational thinking process. 35 hours (30%) 35 hours (20%).</p>
<p>Future Pathways</p>	<p>The digital age needs computer scientists, and IB Computer Science candidates often go on to university to study subjects such as software engineering, computer science, data science and AI and networking. Computer scientists can be found in every industry from farming and manufacturing to law and finance.</p>

PROGRAMME OF STUDY: YEAR 12 AND 13

<p>Concepts of computer science, Computer fundamentals</p> <p>Computational thinking, Programming, Object oriented programming</p> <p>Abstract data types (HL only)</p> <p>Internal assessment</p> <p>Collaborative sciences project</p>	<p>Finish Internal assessment</p> <p>Networks</p> <p>Databases</p> <p>Machine learning</p> <p>Case study</p>
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ENVIRONMENTAL SYSTEMS AND SOCIETIES

Groups 3 and 4

Overview	<p>Environmental Systems and Societies is a trans-disciplinary subject, as it is located in more than one option group and can satisfy the requirements of both Group 3 (Humanities) and Group 4 (Experimental Sciences). Environmental Systems and Societies will help pupils to understand and engage with complex environmental issues of global importance and develop the skills required by careers in the quickly growing environmental sector.</p> <p>ESS enables pupils to become truly global citizens, aware of the diversity of environmental perspectives. It enables them to create innovative solutions to environmental issues by engaging actively in local and global contexts, developing expertise in the use of scientific research to identify issues and inform responses.</p>
Assessment (SL only)	<p>Paper 1: Case Study - Resource book and structured questions (1 hour) (25%)</p> <p>Paper 2: Knowledge and Understanding Paper on Topics 1-8 (2 hours) (50%)</p> <p>Section A: Short answer and data-based questions (20 marks each)</p> <p>Section B: Longer answer responses including one structured essay question</p> <p>Internal Assessment: individual investigation into an ESS issue and conflicts arising around the issue (10 hours, 3000 words)</p>
Future Pathways	<p>As a transdisciplinary subject, Environmental Systems and Societies works well with other subjects. It can complement Biology HL or Geography HL for those who wish to study Environmental Sciences, Geography or Natural Sciences at University. In addition, it can be useful for a career in design or engineering, as students of ESS develop the ability to identify an issue and find innovative solutions.</p>

PROGRAMME OF STUDY: YEAR 12 AND 13

Foundations of environmental systems and societies	Biodiversity and conservation Atmospheric systems and societies	Human populations and urban systems
Perspectives and world views	Water and aquatic food production systems	Soil systems and terrestrial food production
The environmental movement	Land	Climate change and energy production
Sustainability	Natural resources and usages	Research and practical skills
Ecology and ecosystems		



PHYSICS

Groups 4 and 6

Overview	<p>Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles (such as quarks), to the vast distances between galaxies. The course includes a look at the quantum world as well as consideration of theories of the large scale universe.</p> <p>There is an emphasis on practical experimentation throughout the course. Pupils utilise their ICT skills both in data collection and in data analysis. All pupils research and conduct a practical project worth 20% of the final grade. Within this project, there is much scope for individual initiative.</p>	
Assessment	<p>Standard level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions 1.5h</p> <p>44% Paper 2: Short answer and extended response questions 1.5h</p> <p>20% Internal Assessment 10h</p> <p>Higher level</p> <p>36% Paper 1: Multiple Choice questions, experimental and data analysis questions 2h</p> <p>44% Paper 2: Short answer and extended response questions 2.5h</p> <p>20% Internal Assessment 10h</p>	
Future Pathways	<p>IB Physics is a very well-regarded preparation for any STEM subject at degree level. It is often a prerequisite for the plethora of university courses in engineering, whether it be bio-engineering or design engineering, marine or aeronautical, micro-electronic or material engineering. Pupils who have recently completed IB Physics at St George's have gone on to study STEM courses across several continents and at some of the world's most prestigious universities.</p>	

PROGRAMME OF STUDY: YEAR 12 AND 13

Kinematics	SHM SL/HL	Gravitational fields Electrical and magnetic fields
Forces and momentum	Wave model	Motion in electrical fields
Work/energy power	Structure of atom	Induction (HL only)
Rigid Body and mechanics (HL only)	Quantum Physics (HL only)	Radioactive Decay
Thermal energy transfers	Wave phenomena	Fission
Thermodynamics (HL only)	Standing waves and resonance	Greenhouse Effect
Fusion and Stars	Current and circuits	Doppler
Gas laws	Relativity (HL only)	
SHM	Investigation	



SPORTS, EXERCISE AND HEALTH SCIENCE

Group 4

Overview	<p>The IB course in Sports, Exercise and Health Science involves the study of the science that underpins physical performance. The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition. Pupils cover a range of topics and carry out practical (experimental) investigations in both laboratory and field settings. This provides an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance.</p> <p>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. There is no practical component to the course.</p>	
Assessment	<p>Paper 1: 45 mins SL / 1hr HL</p> <p>Paper 2: 1hr 15mins SL / 2hr 15mins HL</p> <p>Paper 3: 1hr SL / 1hr 15mins HL</p> <p>Individual investigation</p>	<p>20%</p> <p>35%</p> <p>25%</p> <p>20%</p>
Future Pathways	<p>Whether as a potential area/subject to take at university or as a new science subject, choosing IB SEHS allows pupils to gain a deep understanding of the human body and performance in the world of sport. Many pupils who take IB SEHS choose to study a number of related subjects at university such as Sports Science, Physiotherapy, Sports Psychology, Sports Coaching and Sports Technology.</p>	

PROGRAMME OF STUDY: YEAR 12 AND 13

Anatomy	Genetic and Athletic Performance (HL only)	Movement Analysis
Exercise Physiology	Skill Acquisition and Analysis (HL only)	Friction and Drag (HL only)
Skills in Sport	IA Preparation and completion	Optimising Physiological Performance
Nutrition/ Energy Systems	Group 4 project	Psychology of Sports
Further Anatomy (HL only)	Fatigue (HL only)	Endocrine System
Measurement and Evaluation of Human Performance		Exercise and Immunity (HL only)



MATHEMATICS ANALYSIS AND APPROACHES

Group 5

Overview	<p>Analysis and Approaches (AA) is offered at both Higher level and Standard level. At Higher level, it is essentially a Pure Mathematics course intended for the most able mathematicians. It is appropriate for keen mathematicians with an interest in analytical methods. In order to be successful, pupils will not only need to have gained the highest grade at IGCSE Mathematics (grade 9/A*) or equivalent, but they should also have studied, understood and, most importantly, thoroughly enjoyed the Pure Mathematics 1 extension course, or other further maths as components of A-level courses or GCSE Further Mathematics in Key Stage 4.</p> <p>At Standard level, AI is a Pure Mathematics course suitable for pupils who wish to pursue degrees with a mathematical component, and therefore need a strong knowledge of calculus, functions, trigonometry, or probability and statistical modelling. In order to be successful, pupils will need to have gained one of the highest grades at IGCSE Mathematics (grade 7/A or above) and be very competent in algebraic manipulation, functions, coordinate geometry, and in answering multi-step problems. Maths AA requires the use of a TI-84 plus CE-T graphing calculator.</p>														
Assessment	<p>Higher level</p> <table border="0"> <tr><td>Paper 1: Non-calculator paper</td><td style="text-align: right;">30%</td></tr> <tr><td>Paper 2: Calculator paper</td><td style="text-align: right;">30%</td></tr> <tr><td>Paper 3: Problem solving paper</td><td style="text-align: right;">20%</td></tr> <tr><td>Internal Assessment: Mathematics exploration</td><td style="text-align: right;">20%</td></tr> </table> <p>Standard level</p> <table border="0"> <tr><td>Paper 1: Non-calculator paper</td><td style="text-align: right;">40%</td></tr> <tr><td>Paper 2: Calculator paper</td><td style="text-align: right;">40%</td></tr> <tr><td>Internal Assessment: Mathematics exploration</td><td style="text-align: right;">20%</td></tr> </table>	Paper 1: Non-calculator paper	30%	Paper 2: Calculator paper	30%	Paper 3: Problem solving paper	20%	Internal Assessment: Mathematics exploration	20%	Paper 1: Non-calculator paper	40%	Paper 2: Calculator paper	40%	Internal Assessment: Mathematics exploration	20%
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Future Pathways	<p>Pupils who take the Maths AA Higher level course typically pursue Mathematics at university, or a Mathematics related degree such as Engineering, Physical Sciences or Mathematics-based Economics. Successful completion of the Maths AA Standard level course may facilitate entry into degree courses with some mathematical component.</p>														

ANALYSIS AND APPROACHES HL PROGRAMME OF STUDY: YEAR 12 AND 13

Prior knowledge, Number, Algebra: Arithmetic Progressions, Geometric Progressions, financial maths, proofs, counting methods, binomial theorem

Graphs of functions: functions notation, features of graphs, linear / quadratic, function transformations 1 (dilation, translation) /

absolute value / rational functions (relations, functions) / rational functions (inverse functions, selfinverse) / reciprocal, partial fractions, function transformations ($1/f(x)$), quadratic equations and inequalities

Further algebra 1: factor and remainder theorems, Viete's, polynomial functions

Further algebra 2: complex numbers 1 (Cartesian form), system of linear equations

Differentiation: limits and convergence, continuity, differentiability, basic differentiation, further differentiation rules, implicit differentiation, related rates of change

**Exponentials and**

logarithms: exponential equations and functions, and their derivatives, logarithmic functions and their derivatives

Trigonometry and

functions 1: triangle trigonometry, 3D shapes, radians, arc lengths and sectors, trigonometric ratios, trig functions, trig equations and identities, inverse trig functions

Trigonometry and

functions 2: derivatives of trigonometric functions

Integration 1:

basic integration, area, volume, further integration rules, integration by inspection, substitution

Integration 2: integration by parts, area and volume around y-axis, using partial fractions, kinematics

Further calculus 1:

separable and linear ODEs

Further calculus 2:

homogeneous DEs, Euler method, l'Hopital, Maclaurin series, extension of the binomial theorem

Vectors 1: scalar product, line vector equation, vector product

Vectors 2: planes and lines
3. Complex numbers 2: polar form), de Moivre's theorem, complex roots, link to proof by induction

Simple statistics, correlation**Probability****Probability distributions****ANALYSIS AND APPROACHES SL PROGRAMME OF STUDY: YEAR 12 AND 13**

Prior knowledge, number, algebra: APs, GPs, financial maths, binomial theorem, simple proofs

Graphs of functions:

functions notation, features of graphs, function transformations, linear and quadratic functions, quadratic equations and inequalities, reciprocal and rational functions

Differentiation: limits and convergence, basic differentiation and differentiation rules, exponential functions and equations

Logarithmic functions: derivatives of exponential and logarithmic functions, trigonometric functions, function transformations, modelling questions

Integration: basic integration, area, further integration rules, integration by inspection, by substitution, kinematics

Introduction to IAs**Probability**

Trigonometry: triangle trigonometry, 3D shapes, radians, arc lengths and sectors, trigonometric ratios

Trigonometric functions 1: trig equations and identities

Trigonometric functions 2: their derivatives

Trigonometric functions 3: their integration, kinematics revisited

Simple statistics, correlation**Discrete and binomial random variables****Normal probability distribution**



MATHEMATICS APPLICATIONS AND INTERPRETATION

Group 5

Overview	Applications and Interpretation (AI), available at Standard level at St George's, is a more Practical Mathematics course which allows pupils to understand the wide range of mathematics that can be used in the world. Pupils will learn statistical models, functions, trigonometry, calculus and probability models in a range of practical and abstract contexts. This course requires the use of a TI-84 Plus CE-T graphing calculator.
Assessment	Paper 1: Calculator paper 40% Paper 2: Calculator paper 40% Internal Assessment: Mathematics exploration 20%
Future Pathways	Maths AI provides a broad skill set for pupils wishing to explore a wide range of non-mathematical disciplines at university level, including Social Sciences, Business, Psychology and Design.

PROGRAMME OF STUDY: YEAR 12 AND 13

Number review - basic GDC

skills: prior knowledge (powers, roots, fractions, mixed numbers, standard form, units conversions, rounding), percentage error, bounds, logarithms introduction

Arithmetic Progressions

Geometric Progressions

Descriptive one-variable

statistics: collecting data, sampling, data presentation, data analysis (central tendencies, dispersions)

Bivariate data, linear

modelling: Pearson (link to Arithmetic Progressions)

Bivariate data Spearman's correlation coefficient

Modelling/regression

analysis: basic ideas (domain, range, regression, error analyses), exponential models (link to Geometric Progressions), polynomial models, logarithmic models, trigonometric models

Probability: simple and combined probabilities, independent and exclusive events, Venn/sample space/ tree diagrams

Probability distributions: discrete, binomial

Normal probability distribution

Statistical tests:

Chi-squared independence and GOF test, t-test

IAs and Revision

2D and 3D geometry, trigonometry

Coordinate geometry, Voronoi diagrams

Financial maths

Further algebra:

proportionality, forming equations (for sim equations and optimisation), inverse function, quadratic equations

Differentiation

Integration



MUSIC

Group 6

Overview	<p>The IB music course fosters pupils' musicianship and shapes their musical identities as researchers, creators and performers. These three skills are strengthened through work on four different areas of inquiry: music for sociocultural and political expression, music for listening and performance, music for impact, movement and entertainment, as well as music technology in the electronic and digital age. The course will deepen their knowledge of a variety of music as well as improve their technical proficiency on their chosen instrument and creative skills.</p>	
Assessment	<p>Unit 1 - Exploring music in context (External) Pupils select samples of their work for a portfolio submission (maximum 2,400 words). Pupils submit: a. written work demonstrating engagement with, and understanding of, diverse musical material. b. practical exercises:</p> <ul style="list-style-type: none"> ▪ creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style). ▪ performing: one performed adaptation of music from a local or global context for the student's own instrument. c. supporting audio material (not assessed). <p>Unit 2 - Experimenting with music (Internal) Pupils submit: An experimentation report that provides a rationale and commentary for each process (maximum 1,500 words). b. practical musical evidence of the experimentation process.</p> <ul style="list-style-type: none"> ▪ three related excerpts of creating (total 	<p>maximum 5 minutes). ▪ three related excerpts of performing (total maximum 5 minutes).</p> <p>Unit 3 - Presenting music (External) Pupils submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a. Presenting as a researcher ▪ programme notes (maximum 600 words). b. Presenting as a creator ▪ composition and/or improvisation (maximum 6 minutes). c. Presenting as a performer ▪ solo and/or ensemble (maximum 12 minutes) ▪ excerpts, where applicable (maximum 2 minutes).</p> <p>Unit 4 - The Contemporary Music Maker (Internal) Pupils submit multimedia presentation (maximum 15 minutes).</p>
Future Pathways	<p>Studying music gives pupils the power to engage more deeply as a performer, listener and composer. There are many Music and Music Technology courses available at universities and conservatoires, from which music graduates enter a broad range of professions both in and out of the world of music and the creative arts. Possible careers in music include performing, composing and arranging, education and music therapy, music administration and management, music production and the wider creative industries.</p>	

PROGRAMME OF STUDY: YEAR 12 AND 13

Contemporary Music Maker

- Rational
- Timeline
- Project launch
- Rehearsals, Composing and/or recording
- Presentation revisit
- Presentation work
- Collaboration
- Project planning

Experimenting with Music

- Research
- Composition Planning
- Performance Practice
- Composition writing
- Performance recordings

Exploring Music

- Research

Presenting Music

- Performance practice

Exploring Music

- Research
- Composition writing

- Performance recordings

Contemporary Music Maker

- Presentation refinement

Presenting Music

- Performance practice

Exploring Music

- Composition Planning

- Performance Practice

Contemporary Music Maker

- DUE



THEATRE

Group 6

Overview	IB Theatre is an extremely challenging, but rewarding, multifaceted theatre-making course of study. It gives pupils the opportunity to make theatre as creators, designers, directors and performers, encouraging discovery through experimentation, the taking of risks and the presentation of ideas to others. Theatre pushes pupils to gain a richer understanding of themselves and the world around them through the processes of researching, creating, preparing, presenting and critically reflecting on theatre. Whilst pupils with theatrical experience are most likely to thrive in IB Theatre, candidates can take this subject without previous study of drama or theatre.
Assessment	<p>Written task: Production Proposal (SL and HL) Internal Assessment SL 30% HL 20% Pupils choose a play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience.</p> <p>Research task: Research Presentation (SL and HL) External Assessment SL 30% HL 20% Pupils plan, deliver and video record an individual research presentation in which they provide evidence of their exploration of a world theatre tradition.</p> <p>Performance task: Collaborative Project (SL and HL) External Assessment SL 40% HL 25% Pupils collaboratively create and perform an original piece of theatre lasting 7–10 minutes, from a starting point of their choice. Each pupil submits a reflective project report.</p> <p>Theory and performance task: Solo Theatre Piece (HL only) External Assessment 35% Pupils research a theatre theorist, identify an aspect of theory and create and present a solo theatre piece that demonstrates the practical application of this theory to an audience.</p>
Future Pathways	IB Theatre pupils are well prepared for further studies and careers in a wide range of areas including Broadcast Journalism, Theatre and Performance Arts, Film and Game design, and any field which requires intellectual and creative risk taking. Like any of the fine arts, theatre exercises intangible thinking and communication skills which will serve any life, or lifestyle.

PROGRAMME OF STUDY: YEAR 12 AND 13

<p>Taster Micro-Projects: Victorian Melodrama research packet. Collab: Micro-project with choral dialogue, verbatim, image theatre</p> <p>ISTA Theatre Arts Programme Symposium (TaPS): Live expert workshop instructors. TaPS Journal & Material</p> <p>Practice Production Proposal: Combine class, CCA, and CORE CAS Workshops to use ideas through artistic</p> <p>Production Proposal: Play text. Teacher created scaffolding and support materials. Example works. Close reading of rubric</p>	<p>Collaborative Project: Explore devising techniques, companies, productions. Select starting point, techniques, artistic intentions. Exemplar CP portfolios and videos.</p> <p>Collaborative Project Creation: Group devising and rehearsal</p> <p>Collaborative Project Unpack written task: Exemplar papers. Scaffolding and support by teacher</p> <p>Write first complete draft of Collaborative Project portfolio: IB Guide, exemplar works. Teacher-created scaffolding & guides</p>	<p>Summer work check-ins: 1-1 conferences to discuss Production Proposal revision, Collaborative</p> <p>Project portfolio. Work on Collab. Project Portfolio, complete draft for teacher feedback</p> <p>Research Presentation: Create taster presentations. Teacher-Created guides and materials. Starter research sources</p> <p>Solo Theatre Piece Creation: Aspect exploration. Structuring the performance. Rehearsal/creation. Tuning protocol. Peer feedback</p>
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VISUAL ARTS

Group 6

Overview

The new 2025 IB Visual Arts course was partly written by the St George's Head of Art, Mr Morgan, who is also Overall Principal Visual Arts Examiner for the IBO.

The IB Visual Arts programme at St George's both requires and enables pupils to develop advanced practical and critical capacities. With such skills they are able to pursue individual projects in a huge array of advanced media and techniques. These typically range from performance and digital video/photography to large-scale paintings in oil on canvas.

The annual Art Expedition is a central feature of the course. In recent years, classes have visited Barcelona, Madrid, Paris, Florence and Venice. The written and visual investigation work produced in the galleries, museums and urban environments of these cities provides the foundation for their work in all three coursework components.

Previous experience of Art and Design to examination level is highly desirable. Pupils with no formal qualification in Art must present an equivalent portfolio of visual work in 2D & 3D media, including a range of observational drawing.

Assessment

There is no final written or practical final exam. Assessment is through three interlinked coursework components. This course suits students who work consistently and meet deadlines.

Future Pathways

IB Visual Arts at either Higher or Standard level is an essential option for any student considering an Art or Design based career pathway. Our graduates have gone on to study and work in fields including animation, film, TV, architecture, fashion, interior design, product design, vehicle design, stage and theatre design, illustration, graphic design and fine art.





PROGRAMME OF STUDY: YEAR 12 AND 13

The art-making inquiry portfolio (HL & SL)

This component introduces the requirement for students to present evidence of how, guided by artistic intentions, they worked through one or more personal lines of inquiry to develop a visual language while engaging with a variety of art-making forms and creative strategies.

This component runs across both years and underpins work in the other two components at both HL and SL.

Resolved Artworks (HL & SL)

The internal assessment (IA) task is focused on curating a coherent body of five major resolved artworks both at HL and SL. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

The number of RESOLVED artworks is the same at HL and SL, but the task is differentiated. Extra requirements for HL

students include evidencing the selection process of the five resolved artworks from their wider production (images of three non-selected artworks must also be included in the rationale), and demonstrating critical analysis and the ability to situate each of their pieces through a short accompanying text.

This component runs across both years and links with the work produced in the other two components at both HL and SL. In Year 13 students also undertake a third component, informed by their work in Year 12:

HL: Artist project

This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice.

The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by

connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context.

SL: Connections study

This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA.

The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists.

For full information please refer to the SGBIS Visual Arts site: <https://sites.google.com/stgeorge.school.it/sgbisibvisualarts/home>



THEORY OF KNOWLEDGE

Theory of Knowledge (TOK) is one of three core requirements of the IB Diploma for all diploma candidates. It is a course about critical thinking and inquiring into the process and nature of knowing. The TOK course examines how we know and what we claim to know. It does this by encouraging students to explore knowledge questions through analytical arguments supported by examples. A distinction between shared knowledge and personal knowledge is made. Pupils will study a variety of different themes encompassing knowledge and the knower, and various areas of knowledge such as the Arts, Mathematics and the Natural Sciences. While philosophical in flavour and rigour, TOK is not a course in the history of philosophy. It develops critical thinking skills central to life within and beyond the curriculum.

In both years of the programme pupils must complete various class assessments, like mini-exhibition tasks or essays, developing their skills for the formal IB assessment of TOK. At the end of Year 12 pupils will complete their Internal Assessment, an exhibition based on three objects chosen by the pupil and connected to a knowledge question (IA prompt). This is internally assessed and externally moderated.

The second formal IB assessment task is the externally assessed essay; pupils choose one of six prescribed titles to respond to, drawing upon their TOK lessons and IB subjects as resources. The IB publishes these titles in September of Year 13. The exhibition counts for one-third of the final grade, while the essay counts for two-thirds.

EXTENDED ESSAY

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects: normally one of the pupils six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It is compulsory for all Diploma Programme pupils, externally assessed, and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score awarded for the Diploma.

Presented as a formal piece of scholarship containing no more than 4,000 words, the Extended Essay is completed independently and with the support and guidance of a supervisor. It provides pupils with an opportunity to engage in personal research in a topic of their own choice. This leads to a major

piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen.

The completion of the written essay is followed by a short, concluding interview with the supervisor. The essay is assessed against common criteria, interpreted in ways appropriate to each subject.

In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to grow intellectually and develop higher-level critical thinking skills and to show knowledge, understanding and enthusiasm about a topic of his or her choice. It is a crucial process in training students in self-management and research skills, which will be invaluable at university.



CAS

Creativity, Activity, Service (CAS) is an integral part of the Diploma Programme, enabling valuable educational experiences to take place outside of the classroom. In order to fulfil this mandatory component of the Diploma Programme, pupils must maintain a balance of creativity, activity and service experiences that total about 2-3 hours per week, and plan and implement at least one 8-week CAS project (an ongoing experience with defined purpose and collaborative engagement).

They must also demonstrate, through reflections on ManageBac and periodic interviews, that they have achieved the Seven Learner Objectives, based on personal growth, challenge, and engagement.



With the support of the CAS Coordinator, each pupil develops a personal programme based on their interests and skills. Some of their CAS work will come as a natural part of their St George's experience, such as the Umbria retreat in Year 12, house charity week, and CORE creativity days. Pupils round out their CAS profiles through existing interests and co-curricular activities. Pupils may be engaged in suitable activities outside of school, so long as they are undertaken regularly, and can be validated by an instructor or other responsible adult.

UNIVERSITY GUIDANCE

Pupils in the Sixth Form are supported closely by the Director of University Guidance and Careers, and team, as well as by the Head of Sixth Form, Head of Year and Form Tutors as they research, prepare for and apply to universities.

When choosing the subjects to study in the Sixth Form, pupils should be aware of the entry requirements for the university courses that they may consider applying to. As well as requiring pupils to take specific subject combinations in order to be eligible for admission to certain degree programmes, some countries have national restrictions on courses that they will accept to be eligible to apply to any university in that country, including Italy.

Pupils are encouraged to explore the information on Unifrog, as well as higher education websites to familiarise themselves with the entry requirements. Most universities offer virtual tours and virtual open days, and virtual university events are advertised on a weekly basis through the following communication channels: Google Classroom, School TV screens, The Week @ St George's newsletter and Sixth Form notice board. There are also a number of dedicated sessions led by university representatives specifically for the St George's community.



RECOGNITION OF IB DIPLOMA FOR ADMISSION TO ITALIAN UNIVERSITIES AND COLLEGES

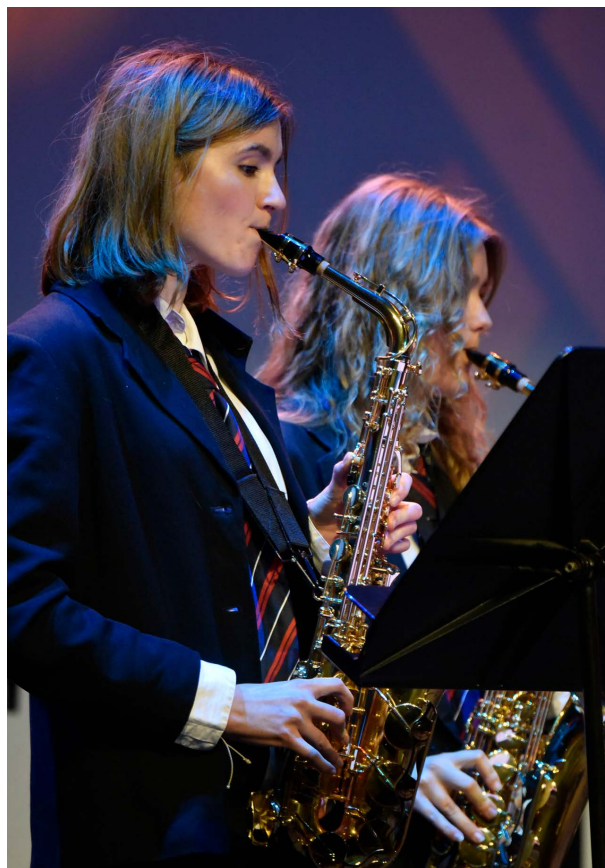
The IB Diploma is recognised for the purposes of Italian state universities in Italy according to Decreto del Presidente della Repubblica 30 ottobre 1986, n. 738. This recognition has been further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164 requiring pupils to choose one of the following options with IB Diploma subjects at either Higher level or Standard unless highlighted below as indicated by the Italian Ministry of Education.

Option: Languages	Option: Sciences	Option: Classics	Option: Human Sciences
First Language HL	First Language	First Language	First Language
Second Language	Second Language	Latin (HL)	Second Language
History or Economics or Geography or Philosophy or Psychology or Anthropology	History or Economics or Geography or Psychology	History or Economics or Geography or Psychology	History HL or Psychology HL
Chemistry or Physics or Biology or Computer Science or Environmental Science	Chemistry or Physics or Biology	Chemistry or Physics or Biology or Computer Science or Environmental Science	Chemistry or Physics or Biology or Computer Science or Environmental Science
Mathematics	Mathematics HL	Mathematics	Mathematics
Third Language	Chemistry or Biology or Environmental Science or Computer Science or Latin or Arts	Greek	Economics, Geography, History, Psychology or Arts

In the context of the four options of study, the studied branches listed above should include three subjects at Higher level and three subjects at Standard level. One obligatory subject characteristic for the option should be studied at Higher level as listed below:

- Option languages: First language
- Option human sciences: History
- Option sciences: Mathematics
- Option classics: Latin

The Languages option does not have to include Italian as one of the three languages. IB Diplomas must be legalised at the Italian Consulate in Geneva, after which pupils can register directly at the university if the equipollenza combination of subjects is respected. Please speak with the IB Coordinator for further information, and where in doubt, check with the admissions office at the university that you are considering applying to.





AVAILABLE SUBJECTS

A-LEVELS:

Subjects offered			
Art, Craft and Design	Classical Studies	Media Studies	Sociology
Business	French	Politics	Spanish

IB DIPLOMA PROGRAMME:

Group	Group title	Subjects offered
1	Studies in Language and Literature	English A Language and Literature English A Literature French A Literature Italian A Language and Literature Mandarin A Language and Literature Spanish A Literature
2	Language Acquisition	English B French B German B Italian B Italian Ab Initio (SL only) Latin Mandarin B Spanish B Spanish Ab Initio (SL only)
3	Individuals and Societies	Art History (SL only) Business Management Economics Environmental Systems and Societies (SL only) Geography History Psychology
4	Sciences	Biology Chemistry Computer Science Environmental Systems and Societies (SL only) Physics Sports, Exercise and Health Science
5	Mathematics	Analysis and Approaches Applications and Interpretation (SL only)
6	Arts and Electives	Music Theatre Visual Arts • Biology Chemistry Computer Science Physics • Business Management Economics Geography History Psychology • French B Spanish B

Please note that courses are dependent upon student uptake each year, and therefore may be subject to change. Subject group confirmation will be provided in the summer of Year 11 when all pupils have received their IGCSE results.



ST GEORGE'S
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