Grade 11 and 12 curriculum offer CP (*subject to change)*			
BTEC Business (Equivalent to 2 A Level Subjects)	**English A Literature SL/HL**	**English A Language SL/HL**	**English B HL**
	Mathematics: Analysis and Approaches SL/HL	**Mathematics Application and Interpersonal SL**	**Languages** **Dutch** **Dutch AB** **French** **Spanish** **USS SL only**

Topic: BTEC Business 11	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	The first BTEC year is predominantly focused on entrepreneurship, business skills, and leadership. Students team-build to form their first company which they run throughout the first year. They participate in a national entrepreneurial competition because of which they attend business conferences and present their business pitches. While working on their entrepreneurial project, students promote their product and service using a promotional mix and finally they practice the sales techniques. Along this very active scope and sequence, students learn how to produce business plans, market research, and marketing strategy. They learn how to lead, communicate with companies and customers, and get creative with their promotional campaign.		
Curriculum	Unit 34 Launch and Run an Enterprise (AB)	Unit 18 Creative Promotion Unit 28 Sales Techniques and Processes	Unit 34 Launch and Run an Enterprise (CD) Unit 4 Managing an Event

Concepts	Vocational (vs conceptual) education emphasizes practical, hands-on skills for a specific career or trade.
ASSESSMENT	Submission of projects (internal assessments) in various formats chosen by students. These formats could be written or audio-visual. **Internal Assessments** according to Pearson Assessment Criteria in Units: Unit 34 Launch and Run an Enterprise Unit 18 Creative Promotion Unit 28 Sales Techniques and Processes Unit 4 Managing an Event

Topic: BTEC Business 12	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	After experiencing significant personal growth in the first year, students progress through skills that will further their self-confidence, and career readiness. Having already a good deal of knowledge of marketing and finances, they proceed to work on authorised business scenarios (Pearson Internal Assignments PSAs) created by Pearson, provider of BTEC qualification. The scenarios include marketing campaigns and business challenges that are in need of students to use their business-related decision-making skills in providing solutions. A crucial addition to this year is the inclusion of internships - students will gain work experience in a real world business setting. On the top of this, after experiencing and better understanding what the careers in the fields such as marketing, social media promotion, finance, and event management entail. Students also have a chance to deepen their cultural and language development as they will be offered a chance to be part of our cultural exchange program.		
Curriculum	Unit 1 Exploring Businesses Unit 2 Research and plan a marketing campaign	Unit 3 Business Finance Unit 7 Business Decision Making	Unit 23 Work Experience
Concepts	Vocational (vs conceptual) education emphasizes practical, hands-on skills for a specific career or trade.		
ASSESSMENT	Submission of internal assessment projects in various formats chosen by students. These formats could be written		

	or audio-visual. **Internal Assessments** according to Pearson Assessment Criteria in Units: Unit 1 Exploring Businesses Unit 3 Business Finance Unit 23 Work Experience **Pearson set assignments (PSA)**: in a written format, usually as a business report Unit 2 Research and plan a marketing campaign Unit 7 Business Decision Making

Topic: English A Literature	Term 1	Term 2	Term 3
Curriculum Intent / overview.	Grade 11: “In this course, students will focus exclusively on literary texts, adopting a variety of approaches to textual criticism. Students explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.” (Source: IB Syllabus) Throughout the year, students will study the three main literary text types: poetry, drama and prose (fiction and non-fiction). It is a course for students who thoroughly enjoyed what was done in IGCSE World Literature as well as for those who love reading, providing in-depth analyses, evaluation and interpretations of literary texts.These skills will be the focus in our study of the 10 required texts such as The Handmaid’s Tale by Margaret Atwood, Chronicle of a Death Foretold by Gabriel García Marquéz, Antigone by Sophocles, Hamlet by Shakespeare and a selection of poetry by Sylvia Plath, just to name a few. Our termly assessments will focus on building these skills in the form of short and longer writing exercises, class discussions and a variety of other tasks in order to prepare for next year’s official internal assessments and final exams, including mock orals in January. Grade 12: This year, the students will continue to read the remaining selected texts, to be chosen from a huge range, and build upon the analytical and interpretive literary skills started in Grade 11.In November we will complete the 15 minute (recorded) Individual Oral in which two literary texts are presented, discussed and analysed according to a chosen global issue. The 1200 - 1500 word Higher Level essay will be completed by January. Skills begun in Grade 11 which are used to approach Paper 1 (guided literary analysis) and Paper 2 (a comparative		

	essay of two studied literary texts) will continue to be practiced and assessed.		
Curriculum Grade 11	Imprisoned Yet Free: Perspective and Voice	Societal Change: Why I Write	Writing History: Identity, Culture, Communication
Curriculum Grade 12	Defining the self by what it is not	Individual Oral (final prep)	Paper 1 and 2
Concepts	Change, Communication, Form, Creativity, Perspectives.		
ASSESSMENT	Individual Oral: Spoken analysis of two texts. Paper 1: Unseen analysis of literary texts. Paper 2: Comparison of two literary texts. HL essay: In-depth analysis of one studied text.		

Topic: English A Language and Literature	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	Grade 11: Building on students' writing foundation from IGCSE, this year aims to develop students' critical interpretations, through the study of a range of text types from photojournalism by Mads Nissen to controversial advertising campaigns by Benetton. Analytical skills, specifically linguistic and visual analysis, will be the focus in our study of The Things They Carried by Tim O'Brien, The World's Wife by Carol Ann Duffy (HL only) and Persepolis by Marjane Satrapi. Our termly assessments will focus on building specific skills for next year's internal assessments and final exams, including mock orals and comparative essays. Grade 12: At the end of the students' English Language and Literature journey this school year, students will complete both Paper 1 (unseen analysis) and Paper 2 (a comparison of two studied literary texts). In November we will complete our Individual Orals, analysing a literary and non-literary text for 10 minutes in an oral presentation. The Higher Level essay will be completed by January. We will cover the following texts this year: The Road by Cormac McCarthy, The Cherry Orchard by Anton Chekhov and Waiting for Godot by Samuel Beckett (HL only).		

	Through our study of these texts we will develop and consolidate the analytical skills we have built so far, through weekly writing, discussion and debate.		
Curriculum Grade 11	Painting In Blood- Nissen and O'Brien	Shadows of Revolution- Satrapi and Neshat	Art and Change- Ai Weiwei
Curriculum Grade 12	The Fire Of Humanity - MacCarthy	The End Of Everything-Chekov	Exam Revision
Concepts	Change, Communication, Form, Creativity, Perspectives.		
ASSESSMENT	Individual Oral: Spoken analysis of two texts. Paper 1: Unseen analysis of non-literary texts. Paper 2: Comparison of two literary texts. HL essay: In-depth analysis of one studied text.		

Topic: English B HL	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	In Grade 11: Building on students' writing foundation from IGCSE, this year aims to develop students' conceptual understandings and the 4 language skills of Reading, Writing, Speaking and Listening, through the study of the themes of Identity, Sharing the Planet, Social Organization, Human Ingenuity and Experiences. Topics vary from year to year to make learning authentic and related to events happening in English speaking countries. Some examples of topics would be learning about How does our identity define us? How can we break the cycle of prejudice in the world? We will also read two books, "The Fault in our Stars" and "Dear Martin", which will be used for their IOs in grade 12. In Grade 12: At the end of the students' English B HL journey this school year, students will complete both Paper 1 (writing - text types) and Paper 2 (Reading Comprehension and Listening). In February students will complete their Individual Orals, presenting a 4 minute presentation on an unseen extract from the two books we read in Grade 11 ("The Hunger Games" and "Dear Martin"). Students then complete the rest of the oral with a conversation with the English B teacher regarding the book they chose to present. Through our study of text types students will develop conceptual understanding of different scenarios on what is appropriate language use for a variety of text types.		

Curriculum	Grade 11: Term 1: Identity, Racism and Stereotypes, Social Organization - Minorities and Education. Grade 12: Term 1: Comparative Analysis Poetry; lyrics; short stories and The Wave. Text type review	Grade 11: Term 2: Reading Dear Martin; Human Ingenuity - Future Humans Grade 12 Term 2: Mock exams and Interactive orals	Grade 11: Term 2: Experiences - Leisure; reading The Hunger Games or The Fault in Our Stars; Sharing the Planet - Poverty, ethics Grade 12 - Exams
Concepts	Identity, Experience, Sharing the Planet, Human Ingenuity, Social Organization		
ASSESSMENT	Grade 11 and 12: Formative assessments such as vocabulary quizzes, Summative assessments such as text type writing, Reading comprehension and Listening Comprehension. Oral Presentations;		

Topic: Languages Dutch A SL/HL	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	GRADE 11 & 12 - Building on from IGCSE Dutch First language: in the Language A language and literature course, students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will explore the crucial role language plays in communication, reflecting experience and shaping the world. Students will also learn about their own roles as producers of language and develop their productive skills. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Throughout the course in Grade 11 and 12, students will: ● explore the various ways in which language choices, text types, literary forms and contextual elements all effect meaning. ● consider their own interpretations, as well as the critical perspectives of others, to explore how such positions are shaped by cultural belief systems and to negotiate		

	meanings for texts. ● engage in activities that involve them in the process of production ● produce texts and critical analysis of texts in written and oral form. ● shape their critical awareness of how texts and their associated visual and audio elements work together to influence the audience/reader and how audiences/readers open up to possibilities of texts. **Grade 11 -** Through units as Language and satire, Language and cultural freedom, Language and populism, Language and critical compassion, Language and persuasion, News and the role of editing, Grade 11 SL and HL students study a wide range of literary texts (*Dit zijn de namen* by Tommy Wieringa, *Spijkerschrift* by Kader Abdollah, *De voorlezer* by Bernhard Schlink) and non-literary texts in a variety of media (news articles, political cartoons and speeches, opinion columns, journalistic essays, advertisements etc.) **HL Extension -** With 2 extra lessons a week more, HL students will have the opportunity to explore more literary and non-literary texts through conceptual units as: Language and Escapism, Language and coming of age, Grade 11 HL will focus on 19th century poetry, 20th century literary texts in translation and additional non-fictional texts as documentary photography. **Grade 12 -** Building on from Grade 11, students in Grade 12 study through units as Language and Believe, Truth versus News the literary medieval play *Elckerlyc* and non-literary texts as war photography. By examining these communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. **Grade 12 Extension** - With 2 extra lessons more, HL students will study through conceptual units as: Language and ethics in journalism, Language and art, HL students will focus on additional non-fictional texts such as news and art photography and work on their HL Essay. This IA is like a mini-EE in which students explores closely a studied literary or non-literary text through a research question that is defined by the student.		
Curriculum 11	**Transformatie** - Culture, identity and community: migration (aanpassing en vervreemding. (Literary work and Body of work) **HL Extension - Escapisme.** The concept of escapism and freedom	**Satire -** for the purpose to amuse and/or opinionate (Body of Work) **Cultural Freedom -** freedom of speech in peace and conflict situations (Literary work)	**Populism** - political speeches and campagnes (Body of Work) **Persuasion** - selling it, influenced by advertorials (Body of Work) **Justice** - moral and justice from different perspectives and contexts (Literary work)

	through different perspectives and in a different context of time and place. (Literary work and Body of work)	**HL Extension** - **Rebellious** - Documentary, reportage and art (Body of Work)	Conviction - Body of work **HL Extension -** Coming of age (Literary Work)
Curriculum 12	**Believes** - human moral and believes from different perspectives and contexts (Literary work) **Truth and Beauty** - war & conflict, war photography (Body of Work) **HL Extension -** Taboos**,** art photography (Body of Work)	**Issues** - connecting the texts Lit and Bow **Developments** - deepening the literary works, strengthening writing	
Concepts	Culture, identity, perspective, creativity, representation, communication, transformation		
ASSESSMENT	**Grade 11 -** Assessment for both SL and HL in Grade 11 is: mini-individual orals on literary and non-literary texts, literary essays, and text analysis.Guided textual analysis, Paper 2: Comparative essay and the Individual oral. HL students produce extra assessment; literary essay and mini-orals on their additional texts studied. HL students will also start drafting their HL essay (IA Grade 12). an extra piece of assessment: the HL essay. **Grade 12 -** Assessment for term 1 is for both SL and HL a Paper 1: Guided textual analysis, Paper 2: Comparative essay. Followed by a MOCK Individual oral in December and MOCK Paper 1 and 2 in January. Grade 12 HL students hand in their final draft of their HL essay.		

Topic: Languages Dutch B SL/HL	Term 1	Term 2	Term 3
Curriculum Intent / overview.	**HL grade 11:** In grade 11, students are introduced to the **Dutch B Higher Level course** and become familiar with all components of the **IB curriculum**, including text types, skills, and assessment formats. The year provides a solid foundation for developing fluency, accuracy, and confidence in Dutch. Students explore **two to three** of the **five global themes**: identities, experiences, human ingenuity, social organization and sharing the planet. They begin reading and analysing the **first literary work**, and also start the **second**, which will be further explored in grade 12. Students work with a wide range of **authentic texts** and start producing both **spoken and written** texts for different audiences and purposes. The emphasis in Grade 11 is on: - Becoming familiar with the course structure and expectations - Developing core language skills - Building vocabulary and grammatical control - Understanding cultural perspectives including learning about Dutch society, values, and traditions - Being assessed in all four skills: reading, listening, writing, and speaking (individual oral). **SL grade 11:** In the Dutch B Standard Level course, students further develop their ability to communicate fluently and accurately in Dutch across a variety of contexts and purposes. This course provides the opportunity to develop language skills and learn about language through the conceptual understandings of communication, connections, creativity and culture through the study of the first three themes (identities, experiences, and human ingenuity) and students expand their vocabulary, grammar, and cultural awareness. Students explore and analyse a range of authentic texts, while also producing both spoken and written texts through the conceptual understandings of audience, purpose, meaning and context. Students learn to construct and evaluate arguments, express opinions, and reflect on cultural perspectives. The course fosters international-mindedness, critical thinking, and a deeper understanding of the relationship between language and culture. During the first year of this two-year course, students are encouraged to become confident, curious, and independent users of Dutch, preparing them for further academic study and real-world communication		

	HL grade 12: In grade 12, students build on the knowledge and skills gained in Grade 11. The focus shifts to **refining language use**, **deepening analysis**, and **preparing for the final IB assessments**. They continue working with the remaining global themes and further engage with a variety of **authentic and literary texts**. The **second literary work**, introduced in grade 11, is now analysed in more depth. Students practise various **text types** and develop their ability to construct well-organized, purposeful responses in both spoken and written form. Grade 12 emphasizes: ● Mastering complex vocabulary and grammatical structures ● Producing coherent and persuasive arguments ● Demonstrating intercultural understanding ● Preparing for and completing all components of the IB assessment: ○ **Paper 1** (productive writing) ○ **Paper 2** (receptive reading and listening) ○ **Individual Oral** **SI grade 12:** In the Dutch B Standard Level course, students further develop their ability to communicate fluently and accurately in Dutch across a variety of contexts and purposes. This course provides the opportunity to develop language skills and learn about language through the conceptual understandings of communication, connections, creativity and culture through the study of the final two themes (social organization and sharing the planet) and students expand their vocabulary, grammar, and cultural awareness. Students explore and analyse a range of authentic texts, while also producing both spoken and written texts through the conceptual understandings of audience, purpose, meaning and context. Students learn to construct and evaluate arguments, express opinions, and reflect on cultural perspectives. The course fosters international-mindedness, critical thinking, and a deeper understanding of the relationship between language and culture. During the last year of this two-year course, students further their confidence and curiosity as independent users of Dutch, preparing them for further academic study and real-world communication.		
Curriculum year 11	Identiteit	Ervaringen	Sociale organisatie
Curriculum year 12	Menselijke vindingrijkheid	De planeet delen	N/A
Concepts	audience, context, purpose, meaning and variation		

ASSESSMENT	Writing, reading, listening, oral expression.

Topic: Languages Dutch Ab Initio	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	Grade 11: Students start their two year journey into the Dutch language and culture with an overview of the IB prescribed themes and subjects, and the requirements to successfully complete the IB exams the following year. This first year, the themes *Identiteiten, Ervaringen* and *Menselijke Vindingrijkheid* will be explored through a diversity of written and audio-visual texts. By the end of this year, students will be able to exchange information in various social contexts, and they can understand and interpret information about Nederland and assorted global issues. In a practical sense, students will be able to use their listening, speaking, reading and writing skills to interact with their local communities. Grade 12: The second year of the IB programme will expand their ability to communicate in Dutch by exploring topics within the themes *Sociale organisatie* and *De planeet delen.* December will see preparations for the mock exams, with the individual orals (IOs) and listening exams conducted during class hours, and the writing and reading exams scheduled in the mock exam weeks. Feedback and reflection on the mock exams will inform most of the in-class activities for the remainder of the school year to offer our candidates the best possible preparation for the final exams: speaking (IO), Paper 1 Writing, Paper 2 Listening, and Paper 2 Reading.		
Curriculum	Grade 11: Identity, vrienden en familie Grade 12: Social Organization, Saving the planet	Grade 11: eten en drinken, leisure activities Grade 12: Mock Exams and Revision	Grade 11: media and technology Grade 12: Revision and exams
Concepts	Identity, Sharing the Planet, Human Ingenuity, Experiences, Social Organization		

ASSESSMENT	Writing test, summative, peer assessment, student portfolio, reading comprehension, listening comprehension, oral expression.

Topic: Languages French	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	Grade 11 French B SL: This is the first year of the International Baccalaureate (IB) French B Standard Level course. With an approximate entry level of B1/B2, students explore a wide range of global themes such as Identity, Human Ingenuity, Sharing the Planet, Experiences, and Social Organization. Specific topics include language and identity, free time, art and leisure, migration, education, and human rights. Students develop grammar and vocabulary in meaningful contexts while also making connections with other subjects through TOK and CAS. They are assessed regularly through projects, speaking activities, and written tasks. The year concludes with an internal examination covering all four language skills Grade 11 French B HL: During the first year of the IB French B Higher Level course, students deepen their understanding of key themes with greater sophistication. Entering at roughly a B2/C1 level, they explore a range of topics including language and identity, education, migration, human rights, and the cultural significance of art and leisure. The course consists of five lessons per week, allowing students to strengthen their grammar, expand their vocabulary, and engage with authentic cultural material. Literature plays a central role at HL, and students will study and analyze one of the prescribed texts: *Rien dire* by Bernard Friot or *Le Petit Prince* by Antoine de Saint-Exupéry. Assessment occurs throughout the year across all four language skills, and the year concludes with an internal examination.		

	Grade 12 French B SL: In their final year of the IB French B Standard Level course, students focus on revision and exam preparation while completing the remaining units of study. Topics include the environment, media and communication, and customs and traditions. Students continue to strengthen their language skills through reading, writing, listening, and speaking activities while exploring cultural perspectives and global issues. Mock exams take place in December or January, followed by the oral exam in March, during which students describe a visual stimulus and participate in a conversation based on key course themes. The year concludes with the official IB examinations in May: reading, writing, and listening comprehension. Grade 12 French B HL: In the final year of the IB French B Higher Level course, students deepen their understanding of global issues and refine their language skills in preparation for their final exams. With continued focus on grammar, vocabulary, and cultural understanding, students study topics such as media and communication, customs and traditions, and the environment. Literature remains central: students read and analyze a selection of 8–10 short stories from a variety of authors. In the oral exam (March), they will describe and discuss a literary extract and its connections to the course themes. Final IB assessments in May include reading, writing and listening papers.		
Curriculum	Identity - experiences- human ingeniosity	Experiences - human ingeniosity	Organization social - share the planet
Concepts	Identity, Experience, Sharing the Planet, Human Ingenuity, Social Organization		
ASSESSMENT	Grade 11 and 12: Formative assessments such as vocabulary quizzes, Summative assessments such as text type writing, Reading comprehension and Listening Comprehension. Oral Presentations;		

Topic: Languages Spanish	**Term 1**	**Term 2**	**Term 3**

Curriculum Intent / overview.	G11SL: This is the first year of the International Baccalaureate (IB) Spanish B Standard Level course. With an approximate entry level of B1/B2, students explore a wide range of global themes such as Identity, Human Ingenuity, Sharing the Planet, Experiences and Social Organization. Specific topics include language and identity, free time, art and leisure, migration, education, and human rights. Students work on grammar and vocabulary in context while also making connections with other subjects through TOK and CAS. They are assessed regularly through projects, speaking tasks, and written tests. The year finishes with an internal exam covering all four skills. G11HL: In the first year of the IB Spanish B Higher Level course, students begin to explore themes in greater depth and complexity. With approximately a B2/C1 level, they study a wide range of topics such as language and identity, education, migration, human rights, and the role of art and leisure. Students have five lessons per week and engage with grammar, vocabulary, and cultural content in detail. Literature is an important part of the HL course, and students will read and analyze one novel, either *Crónica de una muerte anunciada* by Gabriel García Márquez or *Nada* by Carmen Laforet. Assessments take place each term across all four language skills, and the year concludes with an internal exam. G12SL: In their final year of the IB Spanish B Standard Level course, students focus on revision and exam preparation while completing the final units of study. Topics include the environment, media and communication, and customs and traditions. Students continue to develop their language skills through reading, writing, listening and speaking activities while exploring cultural perspectives and global issues. Mock exams take place in December or January, followed by the oral exam in March, where students describe a visual stimulus and engage in a conversation on key themes. The course ends with the official IB exams in May: reading, writing, and listening comprehension. G12HL: In the final year of the IB Spanish B Higher Level course, students deepen their understanding of global issues and refine their language skills in preparation for their final exams. With continued focus on grammar, vocabulary, and cultural understanding, students study topics such as media and communication, customs and traditions, and the environment. Literature remains central: students read and analyze a selection of 8–10 short stories from a variety of authors. In the oral exam (March), they will describe and discuss a literary extract and its connections to the course themes. Final IB assessments in May include reading, writing and listening papers.

Curriculum	G11: Language and identity; Human Rights G12: Media and communication; traditions	G11: Arts, leisure and holidays G12:Mocks!	G11: Education, migration G12: Exams!
Concepts	Identity, culture, communication, Perspectives, Representation, Change, Ethics, Globalisation, Innovation, Strategy, Place, Possibility, Significance, Consequence, Patterns, Systems, Generalisation.		
ASSESSMENT	Writing test, summative, peer assessment, student portfolio, reading comprehension, listening comprehension, oral expression.		

Topic: Mathematics Analysis and Approaches	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	Grade 11 In the IB Mathematics: Analysis and Approaches (AASL) course, students are building a solid foundation in mathematical thinking to prepare for further academic study. To support this, we've focused on key areas of the syllabus including Number and Algebra, Functions, Geometry and Trigonometry, and the basics of Differentiation from Calculus (excluding trigonometric functions at this stage). Students have also begun working on their Internal Assessment (IA), learning about the assessment criteria and using a planning document to guide their topic selection and structure. This approach ensures they not only understand the mathematical content but are also equipped to apply it in meaningful, independent ways. Grade 12 In the second year of the IB Mathematics: Analysis and Approaches (AASL) course, students are deepening their understanding and preparing for the final exams. They have completed their Mathematical Exploration (IA), demonstrating their ability to apply mathematics in a personal and meaningful context. This year, the focus has been on the remaining core topics: Probability and Statistics, advanced Calculus including the differentiation of trigonometric functions, and Integration. These areas not only consolidate their analytical skills but also equip them for success in assessments and future academic pathways.		

Curriculum	G11 Number and Algebra Functions G12 Statistics & probability	G11 Number and algebra Functions Geometry and trigonometry G12 Calculus	G11 Calculus G12 IB exams
Concepts	G11 Patterns, generalization, relationships, representations, equivalence, change, quantity, space, G12 Representation, approximation, modelling, quantity, generalization, change, relationships		
ASSESSMENT	G11 Written assessments, formative revision assessments G12 Written assessments, formative revision assessments, Mock exams, IB exams		

Topic: Mathematics Application and Interpersonal SL	**Term 1**	**Term 2**	**Term 3**
Curriculum Intent / overview.	G11 This year aims to develop students' understanding of mathematics in contexts that are often used as application or in mathematical modelling. In these contexts, students will work on their calculator skills in the main areas of focus, being geometry, functions and statistics. Students will complete various projects and other types of assessments, as well as start with their internal assessment. G12 The topics covered this year will include hypothesis testing, probability and calculus. In December, we will complete the internal assessment to ensure maximum focus going towards the exams from then on. At the end of the school year, students will complete paper 1 (shorter questions) and paper 2 (longer, multi-topic questions) using the knowledge obtained in both grade 11 and 12.		
Curriculum	G11 Measurement, sequences and finance 2D Geometry G12 Probability distributions	G11 Functions and modelling 3D geometry Univariate statistics G12 Optimization	G11 Bivariate statistics Exponential and sinusoidal functions Probability

	Hypothesis testing Differentiation Mock exam revision	Integration Final exam revision	G12 Final exam revision Study leave
Concepts	G11 Approximation, patterns, modelling, space, representation, relationships G12 Global interaction, validity, relationships, approximation		
ASSESSMENT	G11 Written tests, projects, internal assessment topic proposal G12 Written test, internal assessment		