



# A Level/IB Diploma Options Booklet 2026-2028



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## **INTRODUCTION**

### **A LEVEL AND IB DIPLOMA ADMISSIONS CRITERIA**

Sixth Form study is designed to allow students to pursue subjects in which they have a particular interest to a much greater depth and breadth. As such, students are encouraged to opt for subjects they enjoy with a passion and to which they are willing and able to dedicate at least two more years of study. Naturally, a certain level of academic achievement in these subjects is also required for the student to be successful and to enable them to progress to university.

#### **INTERNAL APPLICANTS**

The Personalised Option Plan (POP) is the standard entry requirement used for all courses and is used to determine a current student's suitability for Sixth Form College. It is issued to existing students in March of Year 11, and it indicates the department's judgement about whether a student has both the attitude and aptitude to achieve at least an E at A Level, a 3 at Standard Level IBDP, or a 4 at Higher Level IBDP at the end of Year 13, assuming good progress is made. The Pastoral component of the POP indicates whether the student will make a positive impact on the cohort.

The POP takes into account the student's track record in terms of:

- Work Ethic
- Attitude and conduct
- Academic Integrity
- Contribution to School Life
- Positive Impact on the Cohort
- Academic Attainment to Date
- Mock Examination Results

#### **EXTERNAL APPLICANTS**

When considering a student's suitability for entry to the Sixth Form College, the same criteria apply. Successful applicants should have an average B grade profile, based on performance in the Mock (I)GCSE examinations, with at least an (I)GCSE Grade B (or 5-6 in the new I/GCSE grading scale) in the subjects to be pursued at A Level or HL IBDP, unless otherwise specified. As a guide, an MYP grade of 5 or above is generally regarded as equivalent.

External applicants applying to attend Sixth Form College are asked to provide the following information to support their applications.

- Completed [Application Form](#)
- School Reports (last two years)
- Confidential Education Report Form (completed by the current school and returned directly to the Admissions Team)
- Pathway Choice (A Level or IBDP)
- Subject Choices

- University and Career Aspirations
- Mock Examination Results (if applicable)

We also take into account the student's track record in terms of:

- Work Ethic
- Attitude and conduct
- Academic Integrity
- Contribution to School Life
- Positive Impact on the Cohort

The Head of Sixth Form and the Admissions Director will review the applications and interview the applicants either face to face, via Skype or by telephone. Applicants will usually be asked to complete some form of assessment to ascertain their suitability to join the Sixth Form, and to ensure that the pathway and subject choices provide an appropriate challenge and are in line with the pathway regulations.

The assessment can take the following form for both A Level and IBDP.

- ALIS Online Assessment (45-minute progressive CEM assessment, no preparation required)
- A Level – diagnostic assessments for individual subjects (if the student cannot demonstrate that they meet the required entry requirement)
- IBDP – diagnostic assessments for the Higher Level subjects (if the student cannot demonstrate that they meet the required entry requirement)
- IBDP – Mother Tongue diagnostic assessment to ensure that the level selected will be an appropriate challenge in line with the IBDP regulations.
- A Level and IBDP – students may be required to provide additional material to support their application, such as an art portfolio or attend an audition.

## **THE TANGLIN LEARNER PROFILE**

Tanglin students, teachers, parents and leaders strive to be:

### **Risk takers**

They approach unfamiliar situations with courage and have the *independence of spirit* to explore new *leadership roles*, ideas and strategies.

### **Resilient Inquirers**

They develop curiosity and independence in learning through personal research and *active questioning*. They voice concerns, challenge assumptions and recognize that *we learn best* from the *mistakes we make* and the *questions we ask*.

### **Knowledgeable**

They develop understanding across a broad and balanced range of disciplines and actively seek knowledge independently.

### **Thinkers**

They recognise *developing critical and creative thinking skills* to solve problems and establish *reliable knowledge claims* is essential.

### **Communicators**

They develop *confidence in different modes of communication* and *value second language acquisition*. They work sensitively and effectively in *collaboration with others*.

### **Open minded**

They understand and appreciate their own cultures and personal histories, and *are open to the perspectives, values and traditions of other individuals and communities*. They are accustomed to seeking and evaluating a range of points of view.

### **Balanced**

They understand the importance of intellectual, physical, social and emotional balance to achieve personal well-being.

### **Reflective**

They give thoughtful consideration to their own learning and experiences to develop perseverance as a key attribute of learning.

### **Principled**

They act with integrity and honesty, with a strong sense of social justice and respect for the dignity of all groups and communities. They take responsibility for their own actions and the consequences that accompany them. They develop leadership skills based on these principles.

**Caring**

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

## **THE POP IN MORE DETAIL**

### **WHAT IS THE POP@16?**

It stands for Personalised Options Plan. The POP@16 is issued in March of Year 11. It indicates each subject's judgement about whether a student has both the attitude and the aptitude to achieve at least an E at A level, a 3 at Standard Level IB, or a 4 at Higher Level IB, assuming good progress is made.

Although the majority of our students go on to achieve much higher grades, we believe that Es at A level, 3s at SL and 4s at HL are viable currencies for universities, setting our students up for their futures.

The POP@16 document works in conjunction with all of the other support and guidance we offer to students as they make their decisions about post-16 studies. Our main aim is for as many students as possible to commence appropriate courses from the start of Year 12.

### **HOW DO TEACHERS DECIDE?**

Teachers consider all the evidence from the two year I/GCSE course to decide whether they think the students have the attitude and aptitude to attain Es, 3s or 4s. A range of quantitative and qualitative evidence is considered, including classwork, homework, results, general interest in the subject, and attitude to studies.

### **WHAT IF I WANT TO DO THE IB BUT I DON'T HAVE A POP IN MATHS OR A SCIENCE OR LANGUAGES SUBJECT?**

You can still follow the IB pathway if you have all the other POPs necessary for IB study. For Maths, you can follow the Maths SL Applications & Interpretations course. While this course does extend beyond the IGCSE syllabus, the focus on using technology and studying the applications rather than theory means that this is an approachable course for most students. Similarly, for your Group 4 Experimental Sciences option, you can choose Environmental Systems and Societies (ESS), as a Standard Level course, without a POP. For languages, you can choose one of the ab initio (beginner stage) languages courses at Standard Level.

### **WHAT ABOUT ALL THE NEW SUBJECTS IN THE SIXTH FORM?**

We use the "POPs" of subjects the students are doing at I/GCSE to make "POP" choices about new subjects that have similar content or skills. The following tables explain how this works:

| <b>To do these subjects for the first time within the Sixth Form...</b>                          | <b>...you need a POP from ONE of these subjects</b>                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Politics AL/SL/HL, History AL/SL/HL, Economics* AL/SL/HL, Business* AL/SL/HL, Geography AL/SL/HL | History, Economics*, Geography, Psychology                                                                                                                                                            |
| PE AL                                                                                            | English, History, Economics, Geography, Business, Physics, Chemistry, Biology, Psychology PLUS students must regularly participate and compete in one sport during the school year (in/out of school) |
| Psychology AL/SL/HL                                                                              | Any other POP                                                                                                                                                                                         |
| Computer Science AL/HL                                                                           | Maths, Physics, Economics                                                                                                                                                                             |
| Computer Science SL                                                                              | Maths, Physics, Economics, Biology, Chemistry                                                                                                                                                         |
| Film Studies AL/SL/HL                                                                            | Any other POP                                                                                                                                                                                         |
| Design & Technology (AL)                                                                         | Computer Science, Art and Design, Physics or Graphic Communications plus a portfolio of work to be arranged with the Head of Design and Technology.                                                   |
| Visual Arts AL/SL/HL, Music SL/HL, Drama/Theatre AL/SL/HL                                        | English, History, Economics, Geography, Business, PLUS audition or portfolio of work to be arranged with head of subject                                                                              |
| Philosophy AL/SL/HL                                                                              | English, History, Geography, Economics                                                                                                                                                                |

*\* If your son/daughter is currently doing Business or Economics at I/GCSE, their teacher will decide on POPs for both Business AL/SL/HL and Economics AL/SL/HL/.*

## **POSITIVE IMPACT**

The Head of Year and Head of Upper School will also consider whether they think each student will have a positive impact on the Sixth Form.

## **WHAT ELSE DOES THE SCHOOL DO TO ADVISE US ABOUT OPTIONS @ 16?**

The Pop@16 is part of a comprehensive package of advice including:

- Talks for students delivered by subject specialists about the differences between IB and A level courses.
- Pathways sessions for parents.
- PTSCs can be used to discuss Sixth Form options.
- The University Counselling Team are available to answer any questions.
- The Sixth Form interview process.
- The options evening.

## **THE A-LEVEL CURRICULUM**

### **THE STRUCTURE OF THE A LEVEL CURRICULUM**

Complementing their A Level subject choices, students also follow a 'Tanglin core'. This consists of the Extended Project Qualification and a Creativity, Activity and Service (CAS) Programme which allows students to explore and develop new skills beyond the academic curriculum. Students will also have a structured Lifeskills Programme, which includes a range of talks by guest speakers on subjects such as study skills, applying for university, university life, wellbeing, finance and relationships.

During private study, Sixth Formers are expected to work in the library to develop research skills and extend their knowledge by reading around their chosen subjects.

|                     | <b>4 Option Blocks</b>                                                     | <b>Tanglin Core</b>                                                                      |
|---------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>Year 12 / 13</b> | <b><i>3 or 4 subjects to A Level<br/>plus 1 block of private study</i></b> | <b><i>Extended Project Qualification (EPQ)<br/>Creativity, Action, Service (CAS)</i></b> |

### **ASSESSMENT AND GRADE AWARD**

A Levels are graded A\* to E for pass grades, with U (unclassified) for a fail.

### **SUBJECT CHOICES**

We expect most Tanglin students to opt to study 3 subjects at A Level and study them for the duration of the two-year course. Students considering 4 A Levels should discuss this in their Sixth Form interview in March and this request will be considered. This is usually restricted to students with a grade A / 8 profile at (I)GCSE, plus an excellent effort record across all subjects. In Year 11, students are asked to make choices from options blocks (published March). Students can choose one subject from each block. Please note that, as always, some subjects may not be available if the numbers opting, or staffing/timetable constraints do not make them viable. Please also be aware that whilst it is likely that we can accommodate most first choices, we cannot guarantee this. It is therefore crucial to select a viable reserve choice. Our aim is for students to be well placed at the start of Sixth Form to ensure a smooth transition and the best possible start to Sixth Form. As part of the comprehensive Post-16 Pathways guidance, students will be advised as to whether they are recommended for a 3 or 4 A Level pathway.

### **LANGUAGE OPTIONS:**

It is our professional opinion that the four levels of language learning offered at IB offer the best differentiated structure for our students. Consequently, the Faculty encourages students who wish to start a new language or to continue with First Language learning in their mother tongue in Year 12 to give serious consideration to the IB pathway.

A-level courses are only offered in Spanish and French and will only run if there is sufficient student enrolment.

## CREATIVITY, ACTIVITY AND SERVICE LEARNING (CAS)

### AIMS

| <u>CAS aims to develop students by:</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>CAS students need to:</u>                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• challenging them to develop a value system which enhances personal growth</li><li>• engendering a spirit of open-mindedness, lifelong learning, discovery and self-reliance</li><li>• stressing the importance of a balanced outlook on life</li><li>• creating awareness of themselves as members of communities with responsibilities towards each other and the environment</li><li>• implementing reflective thinking that enhances personal growth</li><li>• encouraging attitudes and traits that will be respected by others, such as determination, commitment, initiative and compassion</li></ul> | <ul style="list-style-type: none"><li>• increase their awareness of their own strengths and areas for growth</li><li>• undertake new challenges and develop new skills</li><li>• plan and initiate activities</li><li>• work collaboratively with others</li><li>• show perseverance and commitment in their activities</li><li>• engage with issues of global importance</li><li>• consider the ethical implications of their actions</li></ul> |

### COURSE DESCRIPTION

CAS stands for Creativity, Activity and Service learning.

- **Creativity:** experiences that involve creative thinking, experimentation and expression.
- **Activity:** physical exertion that contributes to a healthier lifestyle and involves personal challenge.
- **Service-learning:** an unpaid voluntary exchange that has learning benefits, while maintaining the rights, dignity and autonomy of all involved.

CAS is doing all of the beneficial things that we do which are not a direct part of the academic curriculum. The CAS experience is central to developing better people. CAS students are expected to follow the maxim: 'think globally, act locally' and recognise that 'common humanity and shared guardianship of the planet help to create a better and more peaceful world'. By doing real tasks that have real consequences, the CAS framework provides everyone with the time and opportunities to benefit from experiential learning, which develops social responsibility, enhances existing passions and interests, and raises awareness of new skills. It is only after reflecting upon these experiences for a period of time that personal development occurs. The most meaningful CAS experience comes from spending time with others to build relationships and develop self-worth.

CAS is about educating the whole person, and the three elements are closely interwoven. Together, they enable students to recognise that there are many opportunities in life that complement academic study. It is the interaction of creativity, activity and service that facilitates the richness of the CAS experience; the whole of CAS is greater than the sum of its parts.

Creative and physical activities are particularly important for adolescents as they shape their desires and values. There are also many opportunities for fun and enjoyment through service-learning which can act as a release from stress.

### **REQUIREMENTS**

CAS is a core part of the curriculum across both Year 12 and 13 and to be successful in CAS, there needs to be evidence of weekly engagement across 18 months. This evidence is in the form of critical reflection through different mediums such as blogs, journals, photographs and video diaries. This recorded information forms the crucial evidence that is used in the CAS experiential learning final reflection that is written at the conclusion of the 18 months of activities. All of the above documents form a student's CAS Portfolio.

### **CAS AND THE DUKE OF EDINBURGH AWARD**

Many students at Tanglin also seek to complete their Gold Duke of Edinburgh Award. It is important to note that with mindful consideration, many CAS activities can also qualify for a section of the Gold Duke of Edinburgh Award at the same time.

### **POTENTIAL CAREERS**

In today's world individuals need to show autonomy and maturity, be able to think creatively, and communicate and reflect with insight. Integrity, principles and honesty, allied with the ability to take positive action, will always be valued. The CAS Programme enables the development of all these qualities. As such, CAS experiences are at the core of every successful career path.

## FIVE TERM OVERVIEW

A student's personal choice and interests dictate chosen CAS activities – every student's experience of CAS will be different!

| <b><u>Term</u></b> | <b><u>Timetabled CAS opportunities</u></b>                                                                                                                                                                                                                                                              | <b><u>Self - led CAS ideas (required for CAS Portfolio)</u></b>                                                                                                            | <b><u>Minimum requirements</u></b>                                                                                 |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| 1 - weeks 1 to 5   | <ul style="list-style-type: none"> <li>• Introduction to CAS</li> <li>• Understand requirements and expectations.</li> <li>• Make activity choices to meet CAS learning objectives.</li> <li>• Meet CAS supervisor.</li> <li>• Articulate desired outcomes</li> </ul>                                   | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements</p>  | Set up administrative documents such as online personal records and reflections.                                   |
| 1 - week 6 onwards | <p><b><u>Service Learning:</u></b><br/><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Project 20:20</li> <li>• Riding for the Disabled</li> <li>• The Gurkha Reading Project</li> <li>• The Institute Entrepreneurship Programme</li> <li>• The Genesis School</li> </ul> | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | <p>Commence CAS activities.</p> <p>Start critical reflection blogs.</p> <p>Introductory interview</p>              |
| 2                  | <p><b><u>Service Learning</u></b><br/><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Project 20:20</li> <li>• Riding for the Disabled</li> <li>• The Gurkha Reading Project</li> <li>• The Institute Entrepreneurship Programme</li> <li>• The Genesis School</li> </ul>  | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | At least one example of Creativity, Activity and Service learning has been completed and critically reflected upon |

|   |                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                            |                                                                                                                                           |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| 3 | <b><u>Service Learning</u></b><br><b><u>Examples include:</u></b> <ul style="list-style-type: none"> <li>• Project 20:20</li> <li>• Riding for the Disabled</li> <li>• The Gurkha Reading Project</li> <li>• The Institute Entrepreneurship Programme</li> <li>• The Genesis School</li> </ul>                                                                      | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | <p>Plan for Year 12 CAS Service and Expedition week in Term 3</p> <p>Mid-stage CAS Interview</p> <p>CAS final reflection title chosen</p> |
| 4 | <b><u>Creative Opportunities</u></b><br><b><u>Examples include:</u></b> <ul style="list-style-type: none"> <li>• Documentary Film Making</li> <li>• Photography</li> <li>• Survival Cooking</li> </ul><br><b><u>Activity Opportunities:</u></b><br><b><u>Examples include:</u></b> <ul style="list-style-type: none"> <li>• Gym training</li> <li>• Yoga</li> </ul> | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements</p>  | <p>At least one example of Creativity, Activity and Service learning has been completed and critically reflected upon</p>                 |
| 5 | <p>Completion of existing CAS activities.</p> <p>Finalise critical reflections /write final reflection</p>                                                                                                                                                                                                                                                          |                                                                                                                                                                            | <p>Submit CAS Portfolio</p> <p>Final CAS interview</p>                                                                                    |

#### CONTACT FOR FURTHER INFORMATION

**CAS Coordinator:** Mr David Roberts, [David.Roberts@tts.edu.sg](mailto:David.Roberts@tts.edu.sg)

**DOE Coordinator:** Ms Ali Lott, [Ali.Lott@tts.edu.sg](mailto:Ali.Lott@tts.edu.sg)

## **GCE ADVANCED LEVEL SUBJECT: EXTENDED PROJECT QUALIFICATION [AQA]**

### **OVERVIEW**

**All students following the A-Level pathway with three A-Level subjects will complete an Extended Project. Students taking four A-Level subjects will have the option to complete an Extended Project.** This is an in-depth piece of research which involves either producing an essay (5000 words) or a product and written report. Also, they will complete a production log and do a 20–30 minute presentation.

The aims of the Extended Project are to develop students' skills in essential areas such as research, planning, analysis and evaluation. The development of these skills will help students with both their A-Level studies and their future studies at university.

Students shall begin working on their Extended Project during term 1 of Year 12 and it will be completed by the end of term 1 of Year 13. Students can produce a project on any topic but are strongly advised to do one which links to either their A-Level studies or their future university course.

The Extended Project is the equivalent of half an A-Level, i.e., an AS Level, with an A\* grade possible.

**GCE ADVANCED LEVEL SUBJECT:**  
**ENGLISH LANGUAGE AND LITERATURE [EDEXCEL]**

**OVERVIEW**

The English Language and Literature course combines the best of the English Literature and English Language A Levels in a course that will appeal to students who have enjoyed both subjects at GCSE but who are not confident about the volume of literature covered in the English Literature A Level. The course provides students with the tools to technically analyse a wide range of literary and non-literary texts, considering how they reflect the contexts they were produced in and how they affect their audiences. They will use both linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other. In addition, they will develop their own skills as writers as they create two pieces of original writing coursework.

In the examination components, students analyse both literary and non-literary texts, exploring how literary and linguistic features are used to communicate writers' messages and intentions. They also place texts in their social and historical contexts, exploring how these have affected their creation, and critically compare texts across a range of contexts.

The non-examination element of the course gives students the opportunity to demonstrate their own skills as writers, crafting two original texts for different audiences and purposes. In this component, students pursue their own interests, applying the skills they have developed through the study of texts to produce texts on a topic and in a form they are interested in. Finally, they write a commentary explaining and analysing the choices they have made.

This course is a good choice for students who enjoy reading a wide range of texts and considering how they relate to the social, political and historical contexts they were produced in. It is an excellent choice for students who need an essay-based subject for their future pathways.

**COURSE DESCRIPTION**  
**Specification Code: 9EL0**

| <b><u>Component</u></b>           | <b><u>Content</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b><u>Assessment</u></b>                          |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| <b>Paper 1</b>                    | <p><b><u>Voices in Speech and writing:</u></b></p> <ul style="list-style-type: none"> <li>Section A – Voices in 20th- and 21st century Texts: one comparative essay question on one unseen extract selected from 20th- or 21st-century sources and one text from the anthology.</li> <li>Section B – Drama Texts: one extract-based essay question on a chosen drama text</li> </ul>                                                                                                                       | <p>2.5-hour exam</p> <p>Weighting: 40%</p>        |
| <b>Paper 2</b>                    | <p><b><u>Varieties in Language and Literature:</u></b></p> <ul style="list-style-type: none"> <li>Section A – Unseen Prose Non-fiction Texts: one essay question on an unseen prose non-fiction extract. The unseen extract is linked to the studied theme.</li> <li>Section B – Prose Fiction and Other Genres: one comparative essay question on one prose fiction anchor text and one other text from a theme.</li> </ul>                                                                               | <p>2.5-hour exam</p> <p>Weighting: 40%</p>        |
| <b>Non-examination assessment</b> | <p><b><u>Investigating and creating texts:</u></b></p> <ul style="list-style-type: none"> <li>Assignment 1 – two pieces of original writing: one piece of fiction writing and one piece of creative non-fiction writing</li> <li>Assignment 2 – one analytical commentary reflecting on their studied texts and the pieces of writing they have produced</li> <li>The advisory total word count is 2500–3250: 1500–2000 words for the original writing pieces and 1000–1250 for the commentary.</li> </ul> | <p>Coursework portfolio</p> <p>Weighting: 20%</p> |

**OPPORTUNITIES**

English Language and Literature is a highly regarded A-Level which builds a breadth of knowledge and a high level of competence in the analysis and expression of complex ideas in written English. It is therefore very useful for many career paths, including television and radio, film, journalism, advertising, publishing and law as well as other employment that requires intelligence, excellent powers of analysis, ability to debate and good communication skills.

## **GCE ADVANCED LEVEL SUBJECT: ENGLISH LITERATURE [EDEXCEL]**

### **OVERVIEW**

The English Literature course aims to encourage students to develop their interest and enjoyment in literary studies through reading widely, independently and critically. Across the two-year course, we study at least two prose, two plays (including one by Shakespeare) and a wealth of different poetry, including modern poetry written since 2000. The course also develops students' unseen analytical skills as well as comparative and discursive essays.

The examination assessments test a range of skills and require students to show a detailed knowledge and understanding of the texts, their contexts and the ways they could be interpreted by different readers. The internally assessed component (coursework) is based on the study of two texts from the same or different genres, chosen by the students in conjunction with their teachers. In all parts of the course, students will learn to apply different critical approaches to texts and develop their ability to construct a coherent argument.

Reading widely (both literary and critical texts) is important for success in this course.

This is an ideal course for students who are interested in discovering more about literature. It is a wise choice of course for those who like reading books and also for students who enjoy crafting and developing essay-style, analytical writing.

### **COURSE DESCRIPTION**

**Specification Code: 9ET0**

| <b><u>Unit</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                    | <b><u>Assessment</u></b>                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <b>Component 1</b> | <b><u>Drama</u></b> <ul style="list-style-type: none"><li>• The study of either Shakespearean Tragedy or Comedy with showing enhanced understanding through critical essays</li><li>• The study of one other drama.</li></ul> | 2.15-hour exam (Open Book)<br>Weighting: 30% |
| <b>Component 2</b> | <b><u>Prose</u></b> <ul style="list-style-type: none"><li>• The study of two prose texts (one from pre-1900) within a theme, assessed through comparative essay writing.</li></ul>                                            | 1-hour exam (Open Book)<br>Weighting: 20%    |
| <b>Component 3</b> | <b><u>Poetry:</u></b> <ul style="list-style-type: none"><li>• Comparison of unseen poetry with prepared modern anthology poetry.</li><li>• Writing on prepared specified poetry collection work.</li></ul>                    | 2.15-hour exam (Open Book)<br>Weighting: 30% |

|                        |                                                                                                                                                                                                        |                                                  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>Component<br/>4</b> | <b><u>Comparative:</u></b> <ul style="list-style-type: none"> <li>Students choose and write an extended comparative essay on two texts of their choice (in discussion with their teachers).</li> </ul> | Coursework:<br>2500-3000 words<br>Weighting: 20% |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|

## OPPORTUNITIES

English Literature is a highly regarded A-Level and a facilitating subject for university courses which builds a breadth of knowledge and a high level of competence in the analysis and expression of complex ideas in written English. It is therefore very useful for many career paths, including television and radio, film, journalism, advertising, publishing and law as well as other employment that requires intelligence, excellent powers of analysis, ability to debate and good communication skills.

## **GCE AS/A2 SUBJECT: MEDIA STUDIES [CIE]**

### **OVERVIEW**

A-Level Media Studies is designed to deepen students' understanding of media language, representation, industry and audience. The course introduces learners to film and media terminology before moving on to study a range of film and media texts deriving from a challenging variety of production contexts, including television, printed based and electronic media. Throughout the course learners develop skills of observation, critical analysis and personal reflection, and enhance their creativity and practical skills through the construction of audio-visual, print-based and computer-based products. A variety of assessment methods are used, with the intention of producing imaginative, active learners and skilled media producers.

### **COURSE DESCRIPTION**

#### **Advanced Subsidiary Specification Code: 9706-1**

| <b><u>Unit Code</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                       | <b><u>Assessment</u></b>                                             |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| <b>1</b>                | <b><u>Foundation Portfolio Coursework</u></b><br>Students produce either a short film or a magazine, an accompanying online blog of the process of their work and a creative critical reflection. They can work either individually or as part of a group. The film will include a motion graphics opening title sequence, while the magazine project will combine photography and text using the Adobe Creative Suite.                          | Internal assessment<br>Weighting:<br>AS 50%<br>A-Level 25%           |
| <b>2</b>                | <b><u>Media Texts and Contexts Examination (two hours)</u></b><br><b>Section A: Media texts (25 marks)</b><br>One representation and analysis question based on an unseen moving image extract from a TV drama (past extracts have included <i>Game of Thrones</i> and <i>Breaking Bad</i> ).<br><br><b>Section B: Media contexts (25 marks)</b><br>One question from a choice of two questions on media production, distribution and marketing. | External Assessment (2 hours)<br>Weighting:<br>AS 50%<br>A-Level 25% |

#### **Advanced Specification Code: 9706-2**

| <b><u>Unit Code</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                                  | <b><u>Assessment</u></b>                         |
|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <b>3</b>                | <b><u>Advanced Portfolio Coursework</u></b><br>Students produce a campaign of media products that includes video, print and an official social media page, an online blog of the process and an evaluative essay of around 1000 words. They | Internal assessment<br>Weighting:<br>A-Level 25% |

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                            |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
|          | work either individually or as part of a group. Students choose from: Option 1: music video, Option 2: film trailer, Option 3: documentary, Option 4: short film.                                                                                                                                                                                                                                                                                                                            |                                                            |
| <b>4</b> | <p><b><u>Critical Perspectives Examination (two hours)</u></b></p> <p><b>Section A: Media debates (30 marks)</b><br/>           Answer <b>two</b> from a choice of three questions.<br/>           Media censorship and regulation.<br/>           Postmodern media.<br/>           Power and the media.</p> <p><b>Section B: Media ecology (30 marks)</b><br/>           Answer one question.<br/>           This is a synoptic question that requires knowledge of key media concepts.</p> | External assessment (2 hours)<br>Weighting:<br>A-Level 25% |

### THE WIDER CURRICULUM

GCE Media Studies is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. With an emphasis on narrative storytelling and visual aesthetics, it extends areas of experience covered in English literature and has close affinities with courses in the Arts, such as drama, graphics and photography.

### OPPORTUNITIES

GCE Media Studies provides a suitable foundation for the study of Film Studies, Communications, Media and Advertising, or a range of combined higher education degree courses, such as Media and Business, Film and Media, or Media and English Literature. In addition, the specification provides a coherent, satisfying and valuable course of study for all candidates who are seeking a creative and practical educational experience at A-Level.

### CONTACT FOR FURTHER INFORMATION

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## **GCE AS/A2 SUBJECT: INTERNATIONAL A LEVEL IN MATHEMATICS [EDEXCEL]**

### **OVERVIEW**

The course is designed to develop students' understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. It encourages students to develop their ability to reason logically and to acquire the skills needed to use technology effectively. An A Level in Mathematics is widely recognised in many different fields of study and has been shown to enhance students' career prospects.

### **COURSE DESCRIPTION**

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to follow a university course where Mathematics is used to support the subject area, for example, courses such as medicine, biology, chemistry, business, psychology, or ICT. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems and would like to take it further than IGCSE.

The course covers seven broad areas of Mathematics. You will have learnt the basics of algebra, trigonometry, statistics and probability and you may have been introduced to vectors and calculus, though in less detail. All are fundamental mathematical tools used for solving many important problems.

### **ADVANCED SPECIFICATION CODE: YMA01**

The course is modular and will be assessed in six written module papers. Students will sit modules P1, P2 and M1 in Term 3 of Year 12, and modules P3, P4 and S1 in Term 3 of Year 13.

|                      |                                                               |                                                                                                                                                   |
|----------------------|---------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| P1: Pure Mathematics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Algebra and functions; coordinate geometry; trigonometry; differentiation; integration                                                            |
| P2: Pure Mathematics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Proof; algebra and functions; coordinate geometry; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration. |
| P3: Pure Mathematics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.                                |
| P4: Pure Mathematics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Proof; algebra and functions; coordinate geometry; binomial expansion; differentiation; integration; vectors.                                     |

|                |                                                               |                                                                                                                                                                                                            |
|----------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M1: Mechanics  | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments      |
| S1: Statistics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution |

The exams contain 50% of questions which assess the application of standard techniques. The rest of the questions will assess problem solving, communication, proof, and modelling. Lesson activities will reflect the dual focus on standard techniques and applying learning to unfamiliar situations.

Students are required to have a suitable calculator throughout the course and during their exams. At Tanglin we use the Casio FX 991EX calculator or the TI-Nspire CX2 Graphical Display Calculator and all students are expected to buy one of these particular models. They are available for sale in the school shop. The calculator will be necessary in all exam papers: in particular it is needed to compute summary statistics, access probabilities from statistical distributions and calculate using an iterative rule, and the Graphical Display Calculator will be beneficial for graphing and interpreting functions.

### **COURSE REQUIREMENTS**

The student must be given the appropriate POP endorsement and will be expecting to achieve at least a grade 7 at IGCSE. For students who also wish to study A Level Further Mathematics, please read the next section.

### **OPPORTUNITIES**

An A Level in Mathematics is suitable for a wide range of university courses and future careers, for example the areas of business, finance, engineering, science, electronics, and computing. Students who study Mathematics A Level will find it compatible with Physics A Level.

## **GCE AS/A2 SUBJECT: INTERNATIONAL A LEVEL IN FURTHER MATHEMATICS**

### **[EDEXCEL]**

#### **OVERVIEW**

The course is designed for exceptional Mathematics students who wish to take Maths as far as possible at Secondary School level. A Level Further Mathematics must be taken concurrently with A Level Mathematics.

#### **COURSE DESCRIPTION**

This course caters for students with a very good background in Mathematics who are confident in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as economics, physics, engineering and technology. Others may take this subject because they have a very strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

The course covers both pure and applied areas of Mathematics. You will have learnt the basics of algebra, trigonometry, statistics and probability and you may have been introduced to vectors and calculus, which will become important topics. All are fundamental mathematical tools used for solving many important problems.

A-level Further Mathematics is taught alongside A-level Mathematics, across years 12 and 13, each A-level comprising 6 modules. At the end of Year 12, students will sit P1, P2, P3, P4 and M1 from the single A-level, and FP1 from the Further Mathematics A-level. At the end of Year 13, students will sit S1 from the single A-level, and S2, S3, M2, M3 and FP2 from the Further Mathematics A level.

All students will study towards the A Level in Further Mathematics. The AS Level may be an option if students find the demands of the course to be too great. Any decisions will be taken at the start of Year 13.

#### **Advanced Subsidiary Specification Code: XFM01**

|                                                          |                                                 |                                                                                                                                                                    |
|----------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FP1: Further Pure Mathematics                            | 33 $\frac{1}{3}$ %; 1 hour 30 minutes, 75 marks | Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof. |
| Two additional units from those listed on the next page. |                                                 |                                                                                                                                                                    |

**Advanced Specification Code: YFM01**

|                               |                                                               |                                                                                                                                                                         |
|-------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FP1: Further Pure Mathematics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors                                                                      |
| FP2: Further Pure Mathematics | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates. |
| M2: Mechanics                 | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.                                     |
| M3: Mechanics                 | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies                                                          |
| S2: Statistics                | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.                                               |
| S3: Statistics                | 16 <sup>2</sup> / <sub>3</sub> %; 1 hour 30 minutes, 75 marks | Combinations of random variables; sampling; estimation, confidence intervals and tests; goodness of fit and contingency tables; regression and correlation.             |

The exams contain 50% of questions which assess the application of standard techniques. The rest of the questions will assess problem solving, communication, proof, and modelling. Lesson activities will reflect the dual focus on standard techniques and applying learning to unfamiliar situations. Students are required to have a Graphic Display Calculator throughout the course and during their exams. At Tanglin we use the TI-Nspire CX2 and all students are expected to buy this particular model. It is available for sale in the school shop. The calculator will be necessary in all exam papers. This calculator will be needed to compute summary statistics, access probabilities from statistical distributions and calculate using an iterative rule and will be beneficial for graphing and interpreting functions.

**COURSE REQUIREMENTS**

The student must be given the appropriate POP endorsement with a teacher recommendation and will be expecting to achieve grade 8 or 9 at IGCSE and a grade 7 in the AQA Further Maths qualification.

A Level Further Mathematics can only be taken as a fourth A Level, alongside Mathematics.

**OPPORTUNITIES**

An A Level in Further Mathematics is suitable for a wide range of university courses and future careers, for example the areas of business, finance, economics, engineering, science, electronics and computing. Further Mathematics A Level will give students an excellent foundation for Maths and engineering degrees. Students who study A Level Further Mathematics will find it compatible with A Level Physics.

## **ADVANCED LEVEL SUBJECT: BIOLOGY [CAMBRIDGE INTERNATIONAL] (IAL)**

### **OVERVIEW**

An understanding of the principles of Biology has become increasingly important in the modern world, to enable us to make informed choices about our personal health and to interact with the natural environment in a sustainable manner. This practical importance, combined with our natural curiosity about ourselves and other organisms with which we share our planet, are just some of the reasons why Biology is a popular choice at A-Level. It is also a subject in which transferable skills are developed that can be applied in other areas of study.

The course is a natural progression from IGCSE and is taught by highly experienced and specialist staff. Biology students will develop their practical and investigatory skills, together with an ability to critically analyse data. As part of the course students will undertake a compulsory residential biology fieldwork expedition to get first-hand experience of the range of ecosystems that exist within the region. We aim to encourage students to become informed about and to appreciate the biodiversity within Southeast Asia. The course not only develops an understanding of the subject but also skills. Learners are encouraged to be confident, responsible, reflective, innovative and engaged.

### **COURSE DESCRIPTION**

#### **Specification Code: 9700**

| <b>AS Biology (Year 12)</b>            | <b>A2 Biology (Year 13)</b>                       |
|----------------------------------------|---------------------------------------------------|
| 1. Cell Structure                      | 12. Energy and respiration                        |
| 2. Biological molecules                | 13. Photosynthesis                                |
| 3. Enzymes                             | 14. Homeostasis                                   |
| 4. Cell membranes and transport        | 15. Control and coordination                      |
| 5. The mitotic cell cycle              | 16. Inheritance                                   |
| 6. Nucleic acids and protein synthesis | 17. Selection and evolution                       |
| 7. Transport in plants                 | 18. Classification, biodiversity and conservation |
| 8. Transport in mammals                | 19. Genetic technology                            |
| 9. Gas exchange                        |                                                   |
| 10. Infectious diseases                |                                                   |
| 11. Immunity                           |                                                   |

## ASSESSMENT STRUCTURE

| <u>Paper</u> | <u>Type of paper</u>              | <u>Duration</u> | <u>Marks</u> | <u>Weighting<br/>(A-Level)<br/>%</u> | <u>Assessed</u> |
|--------------|-----------------------------------|-----------------|--------------|--------------------------------------|-----------------|
| 1            | Multiple Choice                   | 1 hr 15 mins    | 40           | 15.5                                 | Year 12         |
| 2            | AS Structured Questions           | 1 hr 15 mins    | 60           | 23                                   | Year 12         |
| 3            | Practical Exam                    | 2 hrs           | 40           | 11.5                                 | Year 12         |
| 4            | A2 Structured Questions           | 2 hrs           | 100          | 38.5                                 | Year 13         |
| 5            | Planning, Analysis and Evaluation | 1 hr 15 mins    | 30           | 11.5                                 | Year 13         |

*\*Papers 1,2 and 3 will be taken at the end of year 12 and papers 4 and 5 will be taken at the end of Year 13\**

## COURSE REQUIREMENTS

In addition to the POP in Biology, a good track record in IGCSE Mathematics is recommended and an understanding that many aspects of the subject involve chemical concepts and principles. To study a Science subject in the Sixth Form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing Tanglin students, the POP is a requirement. Students applying from outside Tanglin are likely to be asked to sit an entrance examination.

## OPPORTUNITIES

Biology is a subject that complements many other A-Level subjects. It is recognised as a contributing entry qualification for a wide range of higher education courses, for example, Biology, Environmental Science, Medicine, Nursing, Dentistry, Psychology, Pharmacology, Ecology, Genetics, Microbiology, Zoology, Botany, Marine Biology, Biomedicine, Biotechnology and Bioinformatics.

## INTERNATIONAL ADVANCED LEVEL IN CHEMISTRY [PEARSON EDEXCEL]

### OVERVIEW

We live in an age dominated by science and technology. Continuing your study of science will help you appreciate the value of science to society, and how it may be used responsibly.

Chemistry is one of the key disciplines in science – often called the ‘central science’ as it overlaps with both Biology and Physics. It aims to explain the observable properties of matter using atomic and molecular theories.

Studying Chemistry will develop your practical skills, as well as your ability to think logically and critically about the underlying theory. The course is a combination of theory and discovery through practical investigations.

### COURSE DESCRIPTION

The International A Level qualification is examined in six written unit papers. Units 1, 2 and 3 are sat in Term 3 of Year 12 and Units 4, 5 and 6 are sat in Term 3 of Year 13. Details of these and the general order of teaching are listed below. Practical skills are taught and developed throughout the course and are examined in Unit 3 in Year 12 and Unit 6 in Year 13. These are written papers and there is no practical examination or assessed practical coursework.

#### International Advanced Level Specification Code: YCH11

| <u>Unit Code</u>  | <u>Unit Content</u>                                                                                                                                                                                                                                                                                                            | <u>Assessment</u>                                                                                                                                                                                                    |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> WCH11/01 | <b>Unit 1: Structure, Bonding and Introduction to Organic Chemistry</b> <ul style="list-style-type: none"><li>• Formulae, Equations and Amount of Substance</li><li>• Atomic Structure and the Periodic Table</li><li>• Bonding and Structure</li><li>• Introductory Organic Chemistry and Alkanes</li><li>• Alkenes</li></ul> | Written examination: (1 hr 30 mins)<br><br>This paper consists of a multiple-choice section and a mixture of short-open, open-response and calculation questions.<br><br>Weighting: 20% of the International A-Level |
| <b>2</b> WCH12/01 | <b>Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols</b> <ul style="list-style-type: none"><li>• Energetics</li><li>• Intermolecular Forces</li><li>• Redox Chemistry and Groups 1, 2 and 7</li><li>• Introduction to Kinetics and Equilibria</li></ul>                                                        | Written examination: (1 hr 30 mins)<br><br>This paper consists of a multiple-choice section, a mixture of short-open, open-response and calculation questions and a contemporary context question.                   |

|                      |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                         |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | <ul style="list-style-type: none"> <li>Organic Chemistry: Alcohols, Halogenoalkanes and Spectra</li> </ul>                                                                                                                                                                                                                           | Weighting: 20% of the International A-Level                                                                                                                                                                                                                             |
| <b>3</b><br>WCH13/01 | <b>Unit 3: Practical Skills in Chemistry I</b><br><br>This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.                                                                                                                                    | Written examination (1 hr 20 min)<br><br>This paper may include short-open, open-response and calculation questions.<br><br>Weighting: 10% of the International A-Level                                                                                                 |
| <b>4</b><br>WCH14/01 | <b>Unit 4: Rates, Equilibria and Further Organic Chemistry</b><br><br><ul style="list-style-type: none"> <li>Kinetics</li> <li>Entropy and Energetics</li> <li>Chemical Equilibria</li> <li>Acid-base Equilibria</li> <li>Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality</li> </ul>                                    | Written examination: (1 hr 45 mins)<br><br>This paper consists of a multiple-choice section, a mixture of short-open, open-response calculations and extended-writing questions and a data or calculation question.<br><br>Weighting: 20% of the International A-Level  |
| <b>5</b><br>WCH15/01 | <b>Unit 5: Transition Metals and Organic Nitrogen Chemistry</b><br><br><ul style="list-style-type: none"> <li>Redox Equilibria</li> <li>Transition Metals and their Chemistry</li> <li>Organic Chemistry: Arenes</li> <li>Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins</li> <li>Organic Synthesis</li> </ul> | Written examination: (1 hr 45 mins)<br><br>This paper consists of a multiple-choice section, a mixture of short-open, open-response calculations and extended-writing questions and a contemporary context question.<br><br>Weighting: 20% of the International A-Level |
| <b>6</b><br>WCH16/01 | <b>Unit 6: Practical Skills in Chemistry II</b><br><br>This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.                                                                                                                               | Written examination (1 hr 20 min)<br><br>This paper may include short-open, open-response and calculation questions.<br><br>Weighting: 10% of the International A-Level                                                                                                 |

### **COURSE REQUIREMENTS**

To study a Science subject in the Sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing Tanglin students, the POP is a requirement. Students applying from outside Tanglin are usually asked to sit an entrance examination.

### **OPPORTUNITIES**

Chemistry can work well in combination with many subjects, but it is considered essential for Medicine, Veterinary Medicine and Dentistry, and for this it should be studied with Biology. Mathematical ability is also essential but studying A-Level Maths is not a requirement. For Engineering pathways, Chemistry can be combined with Physics and Maths.

### **CAREER OPTIONS**

Chemistry is recognised as an entry qualification for a wide range of higher education courses, including Chemistry, Environmental Science, Medicine and Pharmacy. Chemistry could also lead directly into employment in the chemical industries or areas such as Pharmacology or Biotechnology.

## **INTERNATIONAL ADVANCED LEVEL IN PHYSICS [PEARSON EDEXCEL]**

### **OVERVIEW**

Physics is one of the key disciplines in science and aims to provide explanations for natural phenomena from the very big (motion of planets) to the very small (interactions of sub-atomic particles).

The A-Level course encourages students to develop their knowledge and understanding in Physics and, where appropriate, the applications of Physics. They will also build the skills needed to apply this knowledge in new and changing situations.

Study of Physics will develop your ability to think logically and apply mathematical techniques.

### **COURSE DESCRIPTION**

The International A-Level qualification is examined in six written unit papers. Units 1, 2 and 3 are sat in Term 3 of Year 12 and Units 4, 5 and 6 are sat in Term 3 of Year 13. Details of these and the general order of teaching are listed below. Practical skills are taught and developed throughout the course and are examined in Unit 3 in Year 12 and Unit 6 in Year 13. These are written papers and there is no practical examination or assessed practical coursework.

### **International Advanced Level Specification Code: YPH11**

| <b><u>Unit Code</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                                                                                                  | <b><u>Assessment</u></b>                                                                                                                                                                                             |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> WPH11/01       | <b>Unit 1: Mechanics and Materials</b> <ul style="list-style-type: none"><li>• Vectors and Scalars, dynamics and uniform motion</li><li>• Forces, momentum and impulse</li><li>• Moments, work and power.</li><li>• Solid materials and fluid dynamics</li></ul>                                            | Written examination: (1 hr 30 mins)<br><br>This paper consists of a multiple-choice section and a mixture of short-open, open-response and calculation questions.<br><br>Weighting: 20% of the International A-Level |
| <b>2</b> WPH12/01       | <b>Unit 2: Waves and Electricity</b> <ul style="list-style-type: none"><li>• Wave motion and standing waves</li><li>• Superposition and interference effects</li><li>• Optics, spectra and quantum physics</li><li>• EMF, potential difference and current.</li><li>• Resistance, and resistivity</li></ul> | Written examination: (1 hr 30 mins)<br><br>This paper consists of a multiple-choice section, a mixture of short-open, open-response and calculation questions.<br><br>Weighting: 20% of the International A-Level    |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                        |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b><br>WPH13/01 | <b>Unit 3: Practical Skills in Physics I</b><br><br>This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.                                                                                                                                                                                                                                                             | Written examination (1 hr 20 min)<br><br>This paper may include short-open, open-response and calculation questions.<br><br>Weighting: 10% of the International A-Level                                                                                                |
| <b>4</b><br>WPH14/01 | <b>Unit 4: Further Mechanics, Fields and Particles</b><br><br><ul style="list-style-type: none"> <li>• Momentum in 2S and Circular motion</li> <li>• Electric fields and capacitance</li> <li>• Gravitational fields and potential</li> <li>• Electromagnetism and E-M induction</li> <li>• The standard model, particle accelerators and particle interactions.</li> </ul>                                                                                 | Written examination: (1 hr 45 mins)<br><br>This paper consists of a multiple-choice section, a mixture of short-open, open-response calculations and extended-writing questions and a data or calculation question.<br><br>Weighting: 20% of the International A-Level |
| <b>5</b><br>WPH15/01 | <b>Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology</b><br><br><ul style="list-style-type: none"> <li>• Thermodynamics and ideal gases.</li> <li>• Nuclear decay, Activity and exponential decay</li> <li>• Simple harmonic motion, resonance and damping</li> <li>• Binding energy, fission and fusion and stellar life cycle</li> <li>• Red shift, cosmological expansion, big bang theory and the ultimate fate of the universe.</li> </ul> | Written examination: (1 hr 45 mins)<br><br>This paper consists of a multiple-choice section, a mixture of short-open, open-response calculations and extended-writing questions.<br><br>Weighting: 20% of the International A-Level                                    |
| <b>6</b><br>WPH16/01 | <b>Unit 6: Practical Skills in Physics II</b><br><br>This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.                                                                                                                                                                                                                                                        | Written examination (1 hr 20 min)<br><br>This paper may include short-open, open-response and calculation questions.<br><br>Weighting: 10% of the International A-Level                                                                                                |

## **COURSE REQUIREMENTS**

To study a Science subject in the sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing Tanglin students, the POP is a requirement, while a good track record in Maths is recommended. Students applying from outside Tanglin are likely to be asked to sit an entrance examination.

## **OPPORTUNITIES**

Course combinations: **Students who study Physics A-Level must also study Mathematics at A Level.** Other complimentary subjects include Chemistry, Biology, Geography, Art and Further Maths.

## **CAREER PATH**

Physics is recognised as an entry qualification for a wide range of Higher Education courses, ranging from Physics, the Sciences, Medicine to Engineering. Physics could also lead directly into employment - in the areas of radiography, and biotechnology for example.

## **INTERNATIONAL ADVANCED LEVEL: FRENCH [PEARSON EDEXCEL]**

### **OVERVIEW**

The Pearson Edexcel International A Level French course provides a clear and engaging pathway for students who want to advance their language skills. It builds naturally on the Edexcel IGCSE, strengthening reading, listening, speaking and writing through clear and accessible assessments.

Students develop solid critical thinking, intercultural understanding and the ability to communicate accurately and confidently in a wide range of situations. The course focuses on real, authentic language use, cultural knowledge and an introduction to literature, preparing learners for top university programmes as well as careers where French is a valuable asset.

Designed to build independence, creativity and confidence, International A Level French helps students become skilled, spontaneous and culturally aware speakers of one of the world's most important languages.

### **COURSE DESCRIPTION**

**Full Specifications:** [International Advanced Level – French \(Edexcel\)](#)

#### **IAS (Year 12)**

|                                 |                                                                                                                                                                         |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IAS / Unit                      | <b>Unit 1: Spoken expression and response</b>                                                                                                                           |
| Exam format                     | Externally assessed spoken examination: 8–10 minutes                                                                                                                    |
| Marks / weighting               | 40 marks • 30% of the total IAS • 15% of the total IAL                                                                                                                  |
| Content overview                | • Youth matters • Lifestyle, health and fitness • Environment and travel • Education and employment                                                                     |
| Assessment overview – Section A | Spoken response – Students respond to four Pearson-set questions on a stimulus. Stimulus relates to one of the student's two chosen General Topic Areas (GTAs).         |
| Assessment overview – Section B | Discussion – Teacher/examiner engages the student in a discussion that stays within the same GTA and linked topics, but moves away from the main focus of the stimulus. |

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| IAS / Unit        | <b>Unit 2: Understanding and written response</b>               |
| Exam format       | Externally assessed written examination: 2 hours and 30 minutes |
| Marks / weighting | 90 marks • 70% of the total IAS • 35% of the total IAL          |

|                                 |                                                                                                                                                                  |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content overview                | • Youth matters • Lifestyle, health and fitness • Environment and travel • Education and employment                                                              |
| Assessment overview – Section A | Listening – Students listen to a range of authentic material recorded in French and retrieve/convey information by responding to a range of questions in French. |
| Assessment overview – Section B | Reading and Grammar – Students read authentic printed materials in French and retrieve/convey information by responding to a range of questions in French.       |
| Assessment overview – Section C | Writing – Students write an email or article (recommended 240–280 words) based on a short printed stimulus written in French, plus four related bullet points.   |

### IA2 (Year 13)

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| IA2 / Unit                      | <b>Unit 3: Understanding and spoken response</b>                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Exam format                     | Externally assessed spoken examination: 11–13 minutes                                                                                                                                                                                                                                                                                                                                                                                                               |
| Marks / weighting               | 40 marks • 30% of the total IA2 • 15% of the total IAL                                                                                                                                                                                                                                                                                                                                                                                                              |
| Content overview                | Debate on any issue chosen by the student, followed by a discussion of at least two further issues chosen by the teacher/examiner from any of the IAL General Topic Areas (GTAs).                                                                                                                                                                                                                                                                                   |
| Assessment overview – Section A | Presentation and debate – Students demonstrate their French-language skills by presenting and taking a clear stance on an issue of their choice for about one minute. They then interact with the teacher/examiner as they defend and justify their views for up to four minutes.                                                                                                                                                                                   |
| Assessment overview – Section B | Discussion – The teacher/examiner initiates a spontaneous discussion on at least two further issues, moving beyond the student's chosen issue. If these issues relate to IAS GTAs, they do not need to be rooted in French-language culture. If they relate to IA2-specific GTAs, they must be rooted in French-language culture. Students are assessed on debating skills, argumentation, reading and research skills, communication, and spoken language quality. |

|                   |                                                                 |
|-------------------|-----------------------------------------------------------------|
| IA2 / Unit        | <b>Unit 4: Research, understanding and written response</b>     |
| Exam format       | Externally assessed written examination: 2 hours and 30 minutes |
| Marks / weighting | 90 marks • 70% of the total IA2 • 35% of the total IAL          |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content overview                | <ul style="list-style-type: none"> <li>• Youth matters</li> <li>• Lifestyle, health and fitness</li> <li>• Environment and travel</li> <li>• Education and employment</li> <li>• Technology in the French-speaking world</li> <li>• Society in the French-speaking world</li> <li>• Ethics in the French-speaking world</li> <li>• Set topics, literary texts and films</li> </ul> |
| Assessment overview – Section A | Listening – Students listen to authentic material recorded in French and retrieve/convey information in response to a range of questions in French.                                                                                                                                                                                                                                |
| Assessment overview – Section B | Reading and Grammar – Students read authentic printed materials in French and retrieve/convey information by answering questions in French.                                                                                                                                                                                                                                        |
| Assessment overview – Section C | Writing – Students answer one question in French (from a choice of two) relating to a topic, literary text, or film from the prescribed list. Students write 300–400 words. Assessment rewards: clarity, relevance of information, and quality of French language.                                                                                                                 |

## OPPORTUNITIES

If studied at a UK university, all of the below would involve six months to a year working or studying in a French-speaking country.

Single honours – the study of language, literature, history, politics, sociology, film, all in the target language

Joint honours – French and a second language

Course combinations – French and law/ business/ computer science/ economics & management/ international relations/ music/ English/ history/ geography/ philosophy/ politics/ classical studies/ film/ linguistics etc.

In today's interconnected world, the art of communication is a distinct asset, whatever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as diplomacy, sales, interpreting, teaching and translating, there are many fields where speaking a foreign language is a highly desirable skill. These include publishing, the media, government services, banking, intelligence, travel and tourism, fashion, law, international marketing and real estate. The study of a language not only provides tangible communicative skills but also teaches general linguistic precision and an awareness of cultural differences.

**At the time of writing, this new course remains pending final approval by the Tanglin's governing body. We expect it to be approved but should that not be the case, we will contact all students who have selected French International A-Level with a suitable alternative to continue their studies of the language.**

## CONTACT FOR FURTHER INFORMATION

Mr Cyril Rakoto, [Cyril.Rakoto@tts.edu.sg](mailto:Cyril.Rakoto@tts.edu.sg)

## **GCE ADVANCED LEVEL SUBJECT: SPANISH [EDEXCEL]**

### **OVERVIEW**

This course encourages students to develop understanding of the spoken and written forms of Spanish from a variety of registers, to communicate confidently, clearly and imaginatively in Spanish through both the spoken and written word, using increasingly accurate, complex and varied language. Exposure to authentic materials from a variety of media including magazines, literary works, films, television and the internet forms an integral element of the course.

Students will gain critical insights into contemporary Spain and into the cultural background and heritage of countries or communities where Spanish is spoken and will develop positive attitudes to foreign language learning.

Topic areas for A-Level Spanish include aspects of Spanish society such as the changing nature of family, the world of work, media, music, traditions, tourism, immigration, multiculturalism, history and politics.

The course also provides a suitable foundation for further study and/or practical use of Spanish as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

### **COURSE DESCRIPTION**

#### **Advanced Level Specification**

| <b><u>Paper</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>Assessment</u></b>                                       |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>1</b>            | <b><u>Listening, Reading and Translation</u></b><br>Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate from Spanish into English.                                                                                                                                                                                  | Listening & Reading examination (2h)<br>Weighting: 40% A-Level |
| <b>2</b>            | <b><u>Written response to works and translation</u></b><br>Students will be assessed on how they can develop a detailed understanding and appreciation of the literary text and film studied, by writing a critical response related to features such as the form and the technique of presentation, key concepts and issues and the social context. They will also translate from English into Spanish on one of the themes covered during the course. | Written examination (2h 40 m)<br>Weighting: 30% A-Level        |
| <b>3</b>            | <b><u>Speaking</u></b><br>Students will be asked to show knowledge and understanding of the cultural context by giving ideas and information as well                                                                                                                                                                                                                                                                                                    | Speaking examination (16 m)                                    |

|  |                                                                                                                              |                           |
|--|------------------------------------------------------------------------------------------------------------------------------|---------------------------|
|  | as discussing one of the course Themes and a researched subject of interest linked to a Spanish social and cultural context. | Weighting: 30%<br>A-Level |
|--|------------------------------------------------------------------------------------------------------------------------------|---------------------------|

## OPPORTUNITIES

If studied at a UK university, all of the below would involve six months to a year working or studying in a Spanish-speaking country.

**Single honours** – the study of language, literature, history, politics, sociology, film, all in the target language.

**Joint honours** – Spanish and a second language.

**Course combinations** - Spanish and law/ computer science/ economics & management/ business/ music/ English/ history/ philosophy/ classical studies/ film/ linguistics etc.

In today's interconnected world, the art of communication is a distinct asset, whatever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as diplomacy, sales, interpreting, teaching and translating, there are many fields where speaking a foreign language is a highly desirable skill. These include publishing, the media, government services, banking, intelligence, travel and tourism, fashion, law, international marketing and real estate. The study of a language not only provides tangible communicative skills but also teaches general linguistic precision and an awareness of cultural differences.

## CONTACT FOR FURTHER INFORMATION

Mr Neil Bradley, [Neil.Bradley@tts.edu.sg](mailto:Neil.Bradley@tts.edu.sg)

## GCE ADVANCED LEVEL SUBJECT: GEOGRAPHY [CIE 9696]

### OVERVIEW

Are you curious about the forces shaping our planet and the challenges facing humanity today? A-Level Geography is the perfect choice for students who want to explore current affairs, global issues, and the dynamic relationship between people and the environment. This exciting course offers a balanced mix of physical, human, and environmental geography, giving you a deep understanding of topics that matter. From the processes that sculpt our diverse landscapes to the complexities of population change, migration, and the economic forces driving global development, you will gain insights into the world's most pressing questions.

Geography is not just about theory it is about real-world experience. In Year 12, you will have the opportunity to participate on a residential fieldwork trip to northern Thailand, where you will apply practical skills, collect primary data, and see geography in action.

### COURSE DESCRIPTION: CAMBRIDGE A-LEVEL GEOGRAPHY 9696

| Unit Code                                                                       | Unit Content                                                                                                                                                                                                                                       | Assessment                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper 1</b>                                                                  | <b>Core Physical Geography:</b> <ul style="list-style-type: none"> <li>Hydrology, river processes and hazards</li> <li>Atmospheric processes and global climate change</li> <li>Earth processes and mass movements</li> </ul>                      | <b>Physical Geography: 1 hour 30 minutes</b><br><b>Section A: 45 marks</b><br>Structured questions based on the three core physical units.<br><b>Section B: 15 marks</b><br>One essay question from a choice of three, one on each topic.<br>50% of the AS Level, 25% of the A Level |
| <b>Paper 2</b>                                                                  | <b>Core Human Geography:</b> <ul style="list-style-type: none"> <li>Population and migration</li> <li>Water resources and management</li> <li>Urban areas and management</li> </ul>                                                                | <b>Human Geography: 1 hour 30 minutes</b><br><b>Section A: 45 marks</b><br>Structured questions based on the three core human units.<br><b>Section B: 15 marks</b><br>One essay question from a choice of three, one on each topic.<br>50% of the AS Level, 25% of the A Level       |
| <b>AS Examinations: Paper 1 and Paper 2 are completed at the end of Year 12</b> |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      |
| <b>Paper 3</b>                                                                  | <b>Global Environments: Candidates will study TWO* options</b> <ul style="list-style-type: none"> <li>Tropical environments</li> <li><b>Coastal environments *</b></li> <li><b>Hazardous environments *</b></li> <li>Arid environments.</li> </ul> | <b>Global Environments 1 hour 30 minutes</b><br><b>60 marks</b><br>One compulsory structured question per option – 10 marks each.<br>Choice of one of two essay questions per option – 20 marks each.<br>25% of the A Level                                                          |

|                |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper 4</b> | <b>Advanced Human Geography: Candidates will study TWO* options</b> <ul style="list-style-type: none"> <li>• Climate change impacts and governance</li> <li>• Environmental issues and management</li> <li>• <b>Trade, aid and tourism *</b></li> <li>• <b>Disease and geography *</b></li> </ul> | <b>Global Themes 1 hour 30 minutes</b><br><b>60 marks</b><br>One compulsory structured question per option – 10 marks each.<br>Choice of one of two essay questions per option – 20 marks each.<br>25% of the A Level |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **COURSE REQUIREMENTS**

The usual requirement for A-Level Geography is a POP in Geography or related Humanities option. However, students with a lively and enquiring mind, a willingness to explore new ideas and an interest in current affairs may be considered without IGCSE Geography. The nature of the subject, and its methods of assessment, is such that students need to have a sound level of both numeracy and literacy.

### **COURSE COMBINATIONS**

Good course combinations with Geography include Biology, Economics, English, Mathematics and History.

### **OPPORTUNITIES**

Geography has never been so important to industry, commerce, economics the environment and sustainability. A-Level Geography enables students to develop a wide variety of transferable skills throughout the course that are in great demand from employers, universities and colleges. These include the collection, processing, interpretation and analysis of data and the effective communication of the findings through a variety of mediums. Literacy, numeracy, statistical and ICT skills, data handling, analysis and evaluation skills will all be enhanced through studying Geography.

## GCE A2 SUBJECT: POLITICS [EDEXCEL]

### OVERVIEW

The course aims to help students develop a critical awareness of the nature of politics, to acquire knowledge and understanding of the structures of authority and power within the UK and the USA and to understand the rights and responsibilities of individuals within their society. Furthermore, the course aims to help students to extend their knowledge and understanding beyond the context of the political system, with specific regard to political ideologies and thought.

### COURSE DESCRIPTION

| <u>Component</u> | <u>Unit Content</u>                                                                                                                                                                                                                                                                                                                                                             | <u>Assessment</u>                                                                                                                                                                                                                                                                             |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>         | <p><b><u>UK Politics</u></b></p> <ul style="list-style-type: none"> <li>• Democracy and participation</li> <li>• Political parties</li> <li>• Electoral systems</li> <li>• Voting behaviour and the media</li> </ul> <p><b><u>Core Political Ideologies</u></b></p> <ul style="list-style-type: none"> <li>• Conservatism</li> <li>• Liberalism</li> <li>• Socialism</li> </ul> | <p><b><u>Two sections</u></b></p> <p><b><u>Section A - UK Politics</u></b></p> <ul style="list-style-type: none"> <li>• Two 30-mark questions</li> </ul> <p><b><u>Section B- Core Political Ideologies</u></b></p> <ul style="list-style-type: none"> <li>• One 24-mark question</li> </ul>   |
| <b>2</b>         | <p><b><u>UK Government</u></b></p> <ul style="list-style-type: none"> <li>• The Constitution</li> <li>• Parliament</li> <li>• The Prime Minister and the Executive</li> <li>• Relationships between the branches</li> </ul> <p><b><u>Non-core political ideas</u></b></p> <ul style="list-style-type: none"> <li>• Ecologism</li> </ul>                                         | <p><b><u>Two sections</u></b></p> <p><b><u>Section A - UK Government</u></b></p> <ul style="list-style-type: none"> <li>• Two 30-mark questions</li> </ul> <p><b><u>Section B - Non-core political ideas</u></b></p> <ul style="list-style-type: none"> <li>• One 24-mark question</li> </ul> |
| <b>3</b>         | <p><b><u>The USA</u></b></p> <ul style="list-style-type: none"> <li>• The US Constitution and federalism</li> <li>• US Congress</li> <li>• US presidency</li> <li>• US Supreme Court and civil rights</li> </ul>                                                                                                                                                                | <p><b><u>Three sections</u></b></p> <p><b><u>Section A</u></b></p> <ul style="list-style-type: none"> <li>• One 12-mark question</li> </ul> <p><b><u>Section B</u></b></p> <ul style="list-style-type: none"> <li>• One 12-mark question based on comparative theories</li> </ul>             |

|  |                                                                                                                 |                                                                                            |
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|  | <ul style="list-style-type: none"> <li>• Democracy and participation</li> <li>• Comparative theories</li> </ul> | <u>Section C</u> <ul style="list-style-type: none"> <li>• Two 30-mark questions</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|

### **COURSE REQUIREMENTS**

Independent reading and note-taking are essential for success, as is a commitment to keeping abreast of current affairs in the UK, the USA, Europe and the wider world.

### **COURSE COMBINATIONS**

Government and Politics works in combination with almost any subjects. There is an emphasis on how politics enters all spheres of life and therefore subject areas from PE, Geography, Science to Languages will align well. There are clear links between History, Economics, Psychology, Philosophy, Business Studies and English, which will aid the study of each other.

### **CAREER PATH**

Government and Politics offers a knowledge of the working of the modern world and as such lends itself to several career paths. Most notably these include politics, government, administration, research, journalism, media, law, philosophy and business.

### **LINK TO FULL SYLLABUS**

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/politics-2017.html>

## GCE ADVANCED LEVEL SUBJECT: HISTORY [CIE]

### OVERVIEW

The A-Level course will enable students to explore the significance of events, individuals, issues and societies in History. It will also develop their ability to understand the different interpretations and representations of History and the nature of historical judgements.

The courses cover an exciting range of themes, concepts and topics, some more obviously related than others and aims to provide both depth and breadth. The course ranges from the early modern era to the twentieth century and covers the developments and or impacts of key ideological and historical changes that shaped these periods.

### COURSE DESCRIPTION

**A-Level Specification Code: CIE 9489**

| <u>Unit Code</u>             | <u>Unit Content</u>                                                                                                                            | <u>Assessment</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                            |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper 1 &amp; Paper 2</b> | <b>International Option: International History 1870-1945</b><br><br>The 3 topics remain the same, but the topic for Paper 1 rotates each year. | <b>Paper 1 – Document Study</b> <ul style="list-style-type: none"><li>• 1 hour 15 minutes - 40 marks</li><li>• 1 Question</li><li>• Candidates answer one two-part document question on one of the options given. Candidates must answer both parts of the question they choose.</li><li>• Externally assessed - 40% of the AS Level 20% of the A Level</li></ul><br><b>Paper 2 - Outline Study</b> <ul style="list-style-type: none"><li>• 1 hour 45 minutes - 60 marks</li><li>• 2 questions</li><li>• Candidates answer two two-part questions from three on one of the options given.</li><li>• Candidates must answer both parts of the questions they choose.</li><li>• Externally assessed - 60% of the AS Level 30% of the A Level</li></ul> |                                                                                                                                            |
|                              | <b>Topics assessed in 2024</b>                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |
|                              | <b>Paper 1</b>                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Paper 2</b>                                                                                                                             |
|                              | Imperialism and the emergence of world powers, 1870–1918                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | International relations 1920-29: conflict and cooperation<br><br>International history, 1929-39: the rise of extremism and the road to war |
| <b>Paper 3</b>               | <b>The Holocaust - Topic 2</b>                                                                                                                 | <b>Paper 3 - Interpretations question</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                            |

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                         |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <p>Candidates will study the following content and the differing interpretations that historians have produced, with a particular focus on the over-arching key question, 'Why did the Holocaust occur?'</p> <ul style="list-style-type: none"> <li>• The background of European and German anti-Semitism and racist theories</li> <li>• Nazi anti-Semitism and persecution of the Jews, 1933–41</li> <li>• The impact of war on Nazi policy towards the Jews</li> <li>• Ghettoisation and Jewish responses to the Holocaust</li> <li>• The development of Nazi extermination policies towards Jews and other minorities</li> <li>• Contemporary reactions to the Holocaust</li> </ul> | <ul style="list-style-type: none"> <li>• 1 hour 15 minutes - 40 marks</li> <li>• 1 Question</li> <li>• Candidates answer one interpretations question on one of the options given in the syllabus.</li> <li>• Externally assessed - 20% of the A Level</li> </ul>       |
| <b>Paper 4</b> | <p><b>European option, Depth study 1: European history in the interwar years, 1919–41</b></p> <p>Candidates should consider foreign policy in the domestic context including understanding its impact on domestic policy and public opinion.</p> <ul style="list-style-type: none"> <li>• Mussolini's Italy, 1919-41, and/or Stalin's USSR, 1924-44, and/or Hitler's Germany, 1929-41</li> <li>• or TBC... Malaysian &amp; Indonesian independence</li> </ul>                                                                                                                                                                                                                          | <p><b>Paper 4 - Depth study</b></p> <ul style="list-style-type: none"> <li>• 1 hour 45 minutes - 60 marks</li> <li>• 2 questions</li> <li>• Candidates answer two questions on their chosen depth study.</li> <li>• Externally assessed - 30% of the A Level</li> </ul> |

### COURSE COMBINATIONS

History works particularly well with the Government and Politics and Philosophy courses and will combine effectively with Economics, Business Studies, Geography, Modern Foreign Languages and English. Its recognised academic status stands it in good stead with any combination.

### CAREER PATH

History has clear links with careers in research and education as well as journalism, media and administration. The skills acquired are also highly favoured in law and accountancy.

### LINK TO FULL SYLLABUS

<https://www.cambridgeinternational.org/Images/718292-2027-2029-syllabus.pdf>

## **GCE INTERNATIONAL ADVANCED LEVEL SUBJECT: BUSINESS [EDEXCEL]**

### **OVERVIEW**

Business is designed to give students an understanding of the nature and problems of business by investigating the principles which govern business decisions and solutions to business problems. To understand how business organisations behave, and to study the problems faced, we must consider how efficient managers make decisions resulting in the production and sale of goods and services, what numerical and accounting skills are needed to handle information, as well as the consideration of a variety of economic, social and governmental constraints affecting the firm.

The aims and objectives of this qualification is to enable students to:

- develop an enthusiasm for studying business
- gain a holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business context

### **COURSE DESCRIPTION**

**Specification Code: XBS11 (AS Level) & YBS11 (A Level)**

| <b><u>Unit 1</u></b> | <b><u>Content</u></b>                                                                                                                                                                                                                                      |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b>             | <b><u>Marketing &amp; People</u></b> <ul style="list-style-type: none"><li>• Meeting Customer Needs</li><li>• Marketing Mix &amp; Strategy</li><li>• Entrepreneurs &amp; Leaders</li><li>• The Market</li><li>• Managing People</li></ul>                  |
| <b>2</b>             | <b><u>Managing Business Activities</u></b> <ul style="list-style-type: none"><li>• Planning a Business &amp; Raising Finance</li><li>• Managing Finance</li><li>• External Influences</li><li>• Financial Planning</li><li>• Resource Management</li></ul> |
|                      | <b><u>Business Decisions &amp; Strategy</u></b>                                                                                                                                                                                                            |

|          |                                                                                                                                                                                                                                                                     |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3</b> | <ul style="list-style-type: none"> <li>• Business Objectives &amp; Strategy</li> <li>• Business Growth</li> <li>• Decision Making Techniques</li> <li>• Influences on Business Decisions</li> <li>• Assessing Competitiveness</li> <li>• Managing Change</li> </ul> |
| <b>4</b> | <p><b><u>Global Business</u></b></p> <ul style="list-style-type: none"> <li>• Globalization</li> <li>• Global Markets &amp; Business Expansion</li> <li>• Global Marketing</li> <li>• Global Industries &amp; Companies</li> </ul>                                  |

### **ASSESSMENT**

The course is modular, and students will sit AS examinations covering Unit 1 and 2 in Year 12 followed by A Level examinations covering Units 3 and 4 in Year 13. All papers are equally weighted and have similar styles of assessment comprising both short and extended response and essay question at both AS and at A Level.

### **COURSE REQUIREMENTS**

The nature of the subject, and its methods of assessment, are such that students need to have a sound level of numeracy and literacy. Students have to be able to write analytical answers to questions on a wide range of topics as well as being confident in their handling of numerical information.

### **OPPORTUNITIES**

There are a large number of Business based courses available at universities and other institutions. Business courses can be linked to accountancy, computing, food science, languages, mathematics and psychology amongst many other topics, and a similar diversity can be found linked to management studies and marketing degrees. In terms of career options, whilst the subject seems at first glance to presuppose a choice of career in business, its wide-ranging nature and intellectual challenge make it an ideal choice for a student who is uncertain about their career choice.

## **GCE ADVANCED LEVEL SUBJECT: ECONOMICS [CIE 9708]**

### **OVERVIEW**

Economics studies the production of wealth within society, and its subsequent distribution between the different members of society. It focuses upon the economic choices that society makes and the problems which occur in creating and distributing output. What this means in practice is that Economics studies the causes and possible solutions of many of the problems in today's society and many of the areas of conflict between people. An understanding of economics leads to a clearer understanding of many of the issues and problems that governments have to deal with, and an appreciation of the choices which societies make. The subject often appeals to those who have some interest in current affairs or political matters or those who enjoy analysing the causes and solutions of problems.

The course investigates some challenging economic concepts and provides an excellent foundation for those students wishing to study a range of related subjects at university, including Economics.

### **COURSE DESCRIPTION**

|                                                                                 | <b><u>Unit Content</u></b>                                                                                                                                                                                                                                        | <b><u>Assessment</u></b>                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Paper 1</b>                                                                  | <ul style="list-style-type: none"><li>• Basic economic Ideas and resource allocation</li><li>• The price system and the microeconomy</li><li>• Government microeconomic intervention</li><li>• The macroeconomy</li><li>• Government macro intervention</li></ul> | <ul style="list-style-type: none"><li>• Written examination 1 Hour</li><li>• 30 Multiple Choice Questions</li><li>• <b>Weighting:</b> 40% AS Level/20% A Level</li></ul>                                                                                          |
| <b>Paper 2</b>                                                                  | <ul style="list-style-type: none"><li>• Basic economic Ideas and resource allocation</li><li>• The price system and the microeconomy</li><li>• Government microeconomic intervention</li><li>• The macroeconomy</li><li>• Government macro intervention</li></ul> | <ul style="list-style-type: none"><li>• Written examination 1 Hour 30 mins</li><li>• <b>Section A:</b> 1 data response question</li><li>• <b>Section B:</b> 1 structured essay from a choice of 3</li><li>• <b>Weighting:</b> 60% AS Level/30 % A Level</li></ul> |
| <b>AS Examinations: Paper 1 and Paper 2 are completed at the end of Year 12</b> |                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                   |
| <b>Paper 3</b>                                                                  | <ul style="list-style-type: none"><li>• Basic economic ideas and resource allocation</li><li>• The price system and the microeconomy</li><li>• Government microeconomic intervention</li></ul>                                                                    | Written examination 1 hour 15 mins<br>30 Multiple Choice Questions<br><b>Weighting:</b> 15% A Level                                                                                                                                                               |

|                |                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                   |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                | <ul style="list-style-type: none"> <li>• The macroeconomy</li> <li>• Government macro intervention</li> </ul>                                                                                                                                                           |                                                                                                                                                                                                   |
| <b>Paper 4</b> | <ul style="list-style-type: none"> <li>• Basic economic ideas and resource allocation</li> <li>• The price system and the microeconomy</li> <li>• Government microeconomic intervention</li> <li>• The macroeconomy</li> <li>• Government macro intervention</li> </ul> | <p>Written examination 2 hours 15 mins</p> <p><b>Section A:</b> 1 data response question</p> <p><b>Section B:</b> 2 structured essays from a choice of 6</p> <p><b>Weighting:</b> 35% A Level</p> |

### **COURSE REQUIREMENTS**

The nature of the subject, and its methods of assessment, are such that students need to have a sound level of numeracy and literacy. Students have to be able to write in extended prose, analyse information in numerical, graphical or textual form, and learn subject content thoroughly enough to be able to answer supported choice questions.

### **OPPORTUNITIES**

University courses range from the highly mathematical, to the courses which are more arts based and incorporate large elements of philosophical and political studies. Economics can also be studied at some universities in conjunction with ICT, Languages, History and Geography, or Science based courses such as Engineering.

Career opportunities for students with Economics-based degrees are many and varied within business, the civil service, journalism and education.

## **GCE ADVANCED LEVEL SUBJECT: PHILOSOPHY (AQA)**

### **OVERVIEW**

The course has been designed to provide students with a broad introduction to philosophy, both in terms of the history of the tradition and the skills of being a philosopher. This will enable them to develop a range of transferable cognitive and written skills that can be applied far beyond the study of the subject.

Among the many benefits, the course is designed to encourage candidates to gain a thorough grounding in key philosophical concepts and techniques; develop the ability to reason, form their own judgments, express themselves coherently and contribute to the process of debate. The course also will give the students the opportunity to engage with a historically important full-length philosophical text.

The courses primary focus will be on some of the most traditional questions in the history of philosophy: What can we know? Can the existence of God be proved? How do we make moral decisions? Are my mind and body separate?

### **COURSE DESCRIPTION**

#### **Specification Code: 7172**

#### **Year 12**

##### **Year 12 Epistemology (Philosophical analysis of knowledge)**

Students will explore:

- How do we justify what we claim to know?
- What do we experience and how does this serve as evidence of knowledge?
- What is knowledge and what does it mean to know something?
- Traditional responses to these questions from philosophers including Descartes, Berkeley, Hume and Russell

##### **Year 12 Ethics**

Students will explore:

- How do we decide what it is morally right to do?
- What is the status of ethical language?
- Ethical thinkers ranging from Aristotle, to Kant, to Mill and Bentham

|                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b><u>Year 13</u></b>                                                                                                                                                                                                                                                                                                                                                                                              |
| <b><u>Year 13 Philosophy of Religion</u></b><br>Students will explore: <ul style="list-style-type: none"><li>• The concept of God</li><li>• Arguments for the existence of God</li><li>• The nature of Religious Experience</li></ul>                                                                                                                                                                              |
| <b><u>Year 13 Philosophy of Mind</u></b><br>Students will explore: <ul style="list-style-type: none"><li>• What is the relationship between physical states and mental states?</li><li>• How should we characterise mental states?</li><li>• Can we be sure other minds exist?</li><li>• Can computers have knowledge?</li><li>• Do trees make sound when falling in woods and no one is around to hear?</li></ul> |






|                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment</b>                                                                                                        |
| 2 Written papers: 3 Hours each<br>Weighting: 100% of A-Level<br><br>All questions are compulsory.<br>Available June only |

### **COURSE REQUIREMENTS**

This course is challenging but interesting and will require students to carry out additional reading.

### **OPPORTUNITIES**

Study of Philosophy at A-level is useful preparation for all degree level courses particularly the Sciences, Philosophy, Theology, Politics, English, Medicine, History and Law. Philosophy graduates are sought after for their critical thinking, research and persuasion skills, and have gone onto careers in the legal profession, publishing, journalism, computer programming, systems analysis, teaching and marketing.

## **GCE ADVANCED LEVEL SUBJECT: PSYCHOLOGY [CAMBRIDGE INTERNATIONAL]**

### **OVERVIEW**

Cambridge International AS and A Level Psychology learners develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods and issues and debates.

The syllabus reflects four core areas of psychology, namely biological, cognitive, learning and social; it also relates psychology to abnormality and consumer behaviour.

Cambridge International AS and A Level Psychology provides candidates opportunities to consider approaches, issues and debates and research methods that underpin all aspects of psychology.

At AS Level candidates focus on 12 core studies. The core studies illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies. By exploring the relationship between the content of the study and the research methods, the candidate will gain a broad understanding of how psychologists study experiences and behaviours and why the research took place. The AS Level core studies have been chosen to give learners a broad range of topic areas as well as knowledge of research methods.

Candidates for Cambridge International A-Level Psychology study the AS Level content and two of the options:

1. Clinical Psychology: this specialist option considers the definitions, symptoms, causes and treatments of a variety of mental disorders.
2. Consumer Psychology: this specialist option reflects the society in which we live and looks at both seller and purchaser as well as the design of consumer environments.

View the specification here:

<https://www.cambridgeinternational.org/Images/634461-2024-2026-syllabus.pdf>

**Specification Code: 9900**

|    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AS | <p><b>Research Methods</b></p> <p><b>The Cognitive Approach</b></p> <ul style="list-style-type: none"><li>• Andrade (<b>doodling</b>)</li><li>• Baron-Cohen et al. (<b>eyes test</b>)</li><li>• Pozzulo et al. (<b>line-ups</b>)</li></ul> <p><b>The Social Approach</b></p> <ul style="list-style-type: none"><li>• Milgram (<b>obedience</b>)</li><li>• Piliavin et al. (<b>subway Samaritans</b>)</li><li>• Perry et al. (<b>personal space</b>)</li></ul> <p><b>The Learning Approach</b></p> <ul style="list-style-type: none"><li>• Bandura et al. (<b>aggression</b>)</li><li>• Saavedra and Silverman (<b>button phobia</b>)</li><li>• Fagen et al. (<b>elephant learning</b>)</li></ul> <p><b>The Biological Approach</b></p> <ul style="list-style-type: none"><li>• Hassett et al. (<b>monkey toy preferences</b>)</li><li>• Dement and Kleitman (<b>sleep and dreams</b>)</li><li>• Hölzel et al. (<b>mindfulness and brain scans</b>)</li></ul> |
| A2 | <p><b>Clinical Psychology</b></p> <p><b>Consumer Psychology</b></p> <p>The issues and debates considered at A Level are:</p> <ul style="list-style-type: none"><li>• the application of psychology to everyday life</li><li>• individual and situational explanations</li><li>• nature versus nurture</li><li>• the use of children in psychological research</li><li>• the use of animals in psychological research</li><li>• cultural differences</li><li>• reductionism versus holism</li><li>• determinism versus free-will</li><li>• idiographic versus nomothetic</li></ul>                                                                                                                                                                                                                                                                                                                                                                            |

## **ASSESSMENT**

At the end of Year 12, students will take two compulsory papers, Paper 1 and Paper 2. Paper 1 (1hr 30min) contains short answer and extended response questions on the core studies. Paper 2 (1hr 30min) contains short answer and scenario-based question and also one planning based question.

At the end of year 13, students will take two compulsory papers, Paper 3 and Paper 4. Paper 3 and 4 (1hr 30min) contain questions on both options but Paper 4 also contains a planning-based question.

Each Paper is worth 25% of the A level.

## **COURSE REQUIREMENTS**

The nature of the subject, and its methods of assessment, are such that you need to have a sound level of science, numeracy and literacy. You do not need to have previously studied Psychology, although an interest in understanding human behaviour would be an advantage.

## **OPPORTUNITIES**

A Psychology degree can lead to many rewarding careers for people who want to do something that has a positive impact. Psychologists specialize in a host of different areas within the field such as forensic psychology, aviation psychology, neuropsychology, sports psychology and organisational psychology to name but a few. Psychology A-Level is also useful for any career where you interact with people. Occupations such as medicine, journalism, nursing and marketing all welcome trainees who have studied Psychology.

## **GCE ADVANCED LEVEL SUBJECT: COMPUTER SCIENCE[CIE] – 9618**

### **OVERVIEW**

This new A-Level has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial.

Computer Science at A-Level is a creative and wide-ranging subject. It is about using sound underlying principles and clear logical thinking to design and build systems that really work. A Computer Science A Level gives you the opportunity to learn how modern computer and communication systems work, how they can be made to work better in future, and how they can be used to build the next generation of computing applications. The course is not about learning to use tools or just training in a programming language. Instead, the emphasis is on Computational Thinking which comprises of abstraction and decomposition. These skills of focusing on priorities and breaking tasks down have been found to be valuable across all works of life.

The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

### **COURSE DESCRIPTION**

| <b><u>Unit Code</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                                                                          | <b><u>Assessment</u></b>                                |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|
| <b>Paper 1</b>          | <b>Theory Fundamentals</b><br>This paper will test students understanding on the basic theory of Computer Science. Topics within this test will include Data representation, Internet Communications, Processor Fundamentals, System Software, Ethics and Security, Databases.      | Written examination 1 hour 30 minutes<br>Weighting: 25% |
| <b>Paper 2</b>          | <b>Fundamental Problem-solving and Programming Skills</b><br>This paper will test students understanding on basic problem-solving skills using Pseudocode. Topics within this test will include Computational Thinking Skills, Data Types and Records, Abstract Data Types, Arrays. | Written examination 2 hours<br>Weighting: 25%           |
| <b>Paper 3</b>          | <b>Advanced Theory</b><br>This paper will test students understanding on the more advanced theory topics within Computer Science. Topics within this test will include Floating-point numbers, User-defined data types, Virtual Machines, Artificial Intelligence                   | Written examination 1 hour 30 minutes<br>Weighting: 25% |

|                |                                                                                                                                                                                                                  |                                                            |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| <b>Paper 4</b> | <b>Practical Programming</b><br>This on-screen test will assess students practical programming skills using Visual Basic. Topics within this test will include Recursion, File Processing and Exception Handling | On Screen examination 2 hours 30 minutes<br>Weighting: 25% |
|----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|

### **COURSE REQUIREMENTS**

The bias towards logic, problem solving and programming would suit students who have good mathematical skills. No prior study of Computer Science is necessary although the GCSE in Computer Science or knowledge of a programming language would be an advantage.

### **OPPORTUNITIES**

The A-Level Computer Science course is an ideal foundation for further study in related subjects such as Computing, Information Systems, Multimedia, Internet Technology, Software Engineering, Computer Networking, e-Business and Information Management. It is also a superb complement to further studies in medicine, law, business, mathematics or any type of science.

**ADVANCED LEVEL SUBJECT: MUSIC**  
**(CAMBRIDGE INTERNATIONAL AS & A LEVEL 9483)**



**OVERVIEW**

The Cambridge International A-Level (Music 9483) provides opportunities for students to develop and improve their musical skills in a wide range of music styles and traditions. It allows students to explore and build on their own interests, and encourages independent expression and the development of critical, reflective practice.

During the course, students develop their listening skills and understanding of music, including compositional techniques and performance practice. They will learn to work with Western notation and explore music of their choice. They will develop an aural appreciation of a variety of Western and non-Western music styles, genres and traditions.

Cambridge International A-Level Music is internationally recognised and accepted by leading universities worldwide. Music is the only Arts A-Level which appears on the list of preferred subjects at top British Universities such as LSE and Cambridge. This course equips candidates to study Music at a higher level and/or to enjoy music as lifelong learners.

The course offers two possible routes:

- AS Level only
- A Level staged over two years (Year 1 AS Level, Year 2 Complete the A Level)

## COURSE DESCRIPTION

### **Component 1 – Listening**

Written paper, 2 hours

100 marks

60% AS Level, 30% A Level

The listening exam consists of a variety of short- and long-answer questions based on either unprepared music or set works. There are a mixture of compulsory questions and sections where students choose questions. Students will have their own individual playback facilities for musical extracts and may listen as many times as they wish.

### **Component 2 – Practical Music**

100 marks

40% AS Level, 20% A Level

This component has two elements: Performing (60%) and Composing (40%)

#### **PERFORMING**

Candidates perform a selection of contrasting music of their choice in a programme of 6 – 10 minutes. The performances may be solo and/or ensemble. Performances must be on one instrument or voice.

#### **COMPOSING**

Candidates create two contrasting compositions in any style or genre. Each composition should be 1 – 2 minutes long and should be for two or more voices/instruments. Any sound source (including music technology) may be used. Candidates submit an audio recording and either notation or a detailed account of the composition process.

### **Components 3, 4 and 5**

Candidates must choose **two** from:

- Extended Performance
- Extended Composition
- Investigating Music

#### **Component 3: Extended Performance 25% (A Level)**

Candidates perform music on a single instrument or voice which reflects a single focus from any tradition. It may be one substantial piece or two or more pieces related by a common theme or purpose. The performance of 15 – 20 minutes must take place on a single occasion. A research report of 1,000 – 1,500 words must also be submitted in which candidates will identify, analyse and compare music to provide a record of the decisions that lead to the choice of their performance programme.

#### **Component 4: Extended Composition 25% (A Level)**

Candidates must compose a single composition lasting 6 – 8 minutes. The composition can be in any style and should either be notated precisely or accompanied by a full account of

the composition and recording process. Any sound source including music technology may be used. A research report of 1,000 – 1,500 words must also be submitted in which candidates will identify, analyse and compare music to provide a record of the decisions that guided their composition.

**Component 5: Investigating Music 25% (A Level)**

Candidates must write an essay of 2,500 – 3,000 words in response to contextualised listening. The title of the essay should be phrased as a question and music studied may be drawn from any tradition. The focus of the essay must be on the music. Candidates will submit an outline proposal form to Cambridge International for topics of study for this component before embarking on their investigation.

**COURSE REQUIREMENTS**

It is a recommendation (but not a requirement) that students starting this course have studied IGCSE, GCSE or equivalent in Music. An enjoyment of music and the ability to sing or play an instrument is important. Students should have the ability to read basic musical notation, and any existing knowledge of music theory will be beneficial.

**CAREER OPPORTUNITIES**

The Cambridge International A-Level Music course provides an enriching and valuable course of study for students who wish to study Music at tertiary level or who wish to pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. Potential pathways for Careers in music are Music Production and Studio Engineering, Composing and Arranging, Performance and Live Music, Legal/Business/Management aspects of Music, Recording Labels, Media, TV, Radio and Print, Education and Music Therapy. Music is the only A Level Arts subject on the list of preferred subjects at a number of top universities including LSE and Cambridge.

**CONTACT FOR FURTHER INFORMATION**

Mr Richie Baxter, [Richie.Baxter@tts.edu.sg](mailto:Richie.Baxter@tts.edu.sg)

## **GCE ADVANCED LEVEL SUBJECT: ART CRAFT & DESIGN [PEARSON EDEXCEL]**

### **OVERVIEW**

The Art and Design specification enables students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a wide range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate.
- knowledge and experience of real-world contexts in which they operate.
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft and design and media and technologies in contemporary and past societies and cultures.
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

The disciplines associated with unendorsed art and design are very wide-ranging, and nearly without limit. At Tanglin these are typically painting and drawing, printmaking, sculpture, graphics, photography(digital) including Photoshop manipulation, textiles, ceramics and mixed media.

We run a short overseas residential trip usually in September. While not compulsory, we find this an excellent way of allowing the students to move beyond a GCSE mindset, be totally immersed in the subject and produce a body of work as a springboard to exploring a whole range of processes and techniques. Almost all students attend. The cost is often around \$1300.

## COURSE DESCRIPTION

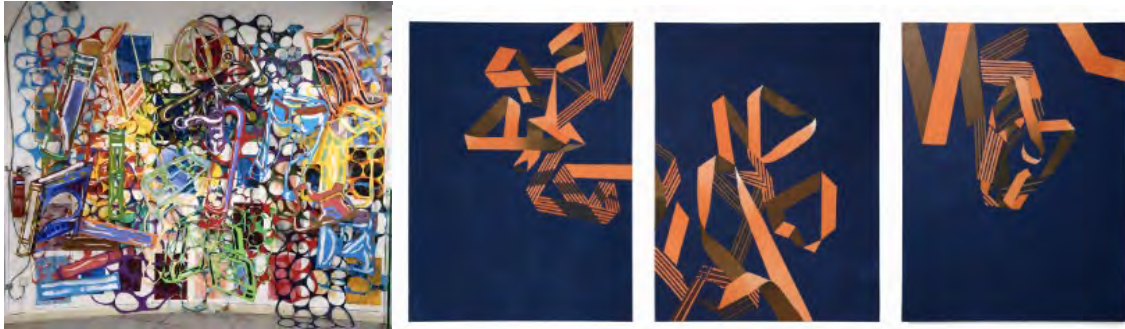
### Advanced 2 Specification Code: 9AD0

| <u>Unit Code</u> | <u>Unit Content</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <u>Assessment</u>                                                                               |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 9AD0/01          | <p><b><u>Component 1 - Personal Investigation. This component incorporates:</u></b></p> <ul style="list-style-type: none"><li>• Supporting studies and practical work which will form a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.</li><li>• A personal study of a minimum of 1000 words which shows evidence of contextual research and understanding, as well as critical analysis. the personal study comprises 12% of the total qualification.</li></ul> <p>Work must cover all four of the assessment objectives.</p> | Internally set.<br>Weighting:<br>60% of A-Level<br>Internally assessed.<br>Externally moderated |
| 9AD0/02          | <p><b><u>Component 2 - Externally Set Assignment. This component incorporates two major elements:</u></b></p> <ul style="list-style-type: none"><li>• Preparatory studies which will comprise a portfolio of practical and written development work based on the Externally Set Assignment.</li><li>• A 15-hour period of sustained focus, under examination conditions, where students produce a final outcome extending from their preparatory studies.</li></ul> <p>Work must cover all four of the assessment objectives.</p>                                                             | Externally set.<br>Weighting:<br>40% of A-Level<br>Internally marked.<br>Externally moderated   |

**Course combinations:** Art and Design combines well with all other subjects at A2 Level. It can offer a creative/expressive contrast to other subjects.

## OPPORTUNITIES

This can lead to an array of art related 18+ courses and employment. Typical fields include fine art, graphics, fashion, product design, theatrical design, textiles, architecture, photography, advertising, marketing, ceramics, metalwork, education, curation, art history, but is also desirable in that it encourages creative approaches to problem solving, promotes dexterity and control on a practical level as well as a sequential development of ideas.



Tanglin student Art Craft and Design GCE work

## **GCE ADVANCED LEVEL SUBJECT: PHYSICAL EDUCATION [EDEXCEL]**

### **OVERVIEW**

A-Level PE is an excellent course for those students with an enthusiasm for sport and how science underpins elite sports performance. Students will study how sports skills are learnt, the importance of physiology, biomechanics and psychology in facilitating elite level performers, and the dynamic relationship between society and modern-day sport.

As part of their coursework, students will perform in their chosen sport and demonstrate their skills while under pressure, in conditioned practice and a formal/competitive situation. They will be required to analyse their performance and investigate two components (physiological and technical or tactical) in order to evaluate the effectiveness of their own performance. In the second year, students will use this analysis to plan and implement a training programme aimed at optimising performance.

The course demands a willingness from every student to develop their practical performance through regular participation in their chosen sport, which can be within or outside of school.

### **COURSE DESCRIPTION**

| <b><u>Unit</u></b> | <b><u>Content</u></b>                                                                                                                                                                                          | <b><u>Assessment</u></b>                                         |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| Component 1        | <b><u>Scientific Principles of PE</u></b> <ul style="list-style-type: none"><li>• Applied anatomy and physiology, including biomechanics</li><li>• Exercise physiology and applied movement analysis</li></ul> | Written examination<br>(2 hours 30 minutes)<br>40% of A-Level    |
| Component 2        | <b><u>Psychological and Social Principles of PE</u></b> <ul style="list-style-type: none"><li>• Skills acquisition</li><li>• Sports psychology</li><li>• Sport and society</li></ul>                           | Written examination<br>(2 hours 30 minutes)<br>30% of A-Level    |
| Component 3        | <b><u>Practical Performance</u></b> <ul style="list-style-type: none"><li>• Skills performed as a player/performer or coach</li></ul>                                                                          | Internal Assessment -<br>Subject to Moderation<br>15% of A-Level |
| Component 4        | <b><u>Performance Analysis and Personal Development Programme</u></b> <ul style="list-style-type: none"><li>• Performance analysis</li><li>• Personal Development Programme (PDP)</li></ul>                    | Internal Assessment -<br>Subject to Moderation<br>15% of A-Level |

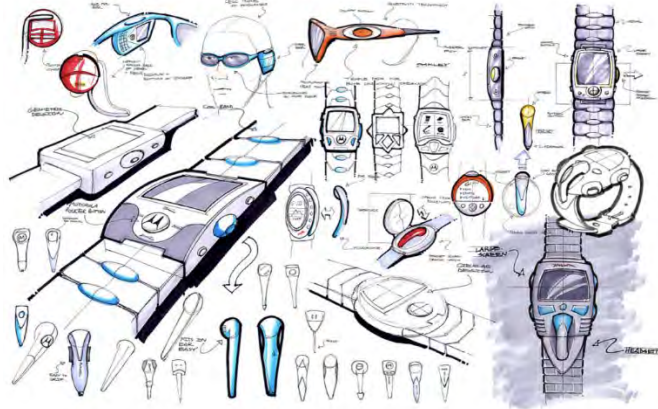
## **COURSE REQUIREMENTS**

All students will benefit from holding a keen interest in sport and take part regularly in competitive/structured sport at some stage of the year. However, due to the academic nature of the course, students who do not participate in competitive sport to a high level still have the opportunity to achieve good grades on this course. Studying IGCSE PE is not a prerequisite.

## **OPPORTUNITIES**

This course places strong emphasis on science and academic rigour, and it will help students gain access to a wide range of possible career and higher education opportunities. A-Level PE supports applications for a wide range of university courses such as sports sciences, physiotherapy, teaching, sports management, recreation and leisure studies. Students may also choose to use their qualification to go straight into employment in the sport, exercise and health industries.

**GCE ADVANCED LEVEL DESIGN AND TECHNOLOGY:**  
**PRODUCT DESIGN (AQA - 7552)**



## OVERVIEW

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in several careers. Especially those in the creative industries and those interested in engineering. Students will gain a real understanding of what it means to be a designer alongside the knowledge and skills sought by higher education and employers. They will investigate historical, social, cultural, environmental and economic influences on design and technology while enjoying opportunities to put their learning into practice by producing prototypes of their choice.

**During this course, you will be encouraged to:**

- be open to taking design risks, showing innovation and enterprise whilst considering their role as responsible designers and citizens.
- develop intellectual curiosity about the design and manufacture of products and systems, and their impact on daily life and the wider world.
- work collaboratively to develop and refine their ideas, responding to feedback from users, peers and expert practitioners.
- gain an insight into the creative, engineering and/or manufacturing industries.
- develop the capacity to think creatively, innovatively and critically through focused research and the exploration of design opportunities arising from the needs, wants and values of users and clients.
- develop knowledge and experience of real-world contexts for design and technological activity
- develop an in-depth knowledge and understanding of materials, components and processes associated with the creation of products that can be tested and evaluated in use.
- to make informed design decisions through an in-depth understanding of the management and development of taking a design through to a prototype/product.
- to create and analyse a design concept and use a range of skills and knowledge from other subject areas, including maths and science, to inform decisions in design and the application or development of technology.
- to work safely and skilfully to produce high-quality prototypes/products.

- have a critical understanding of the wider influences on design and technology, including cultural, economic, environmental, historical and social factors.
- develop the ability to draw on and apply a range of skills and knowledge from other subject areas, including the use of maths and science for analysis and informing decisions in design.

## COURSE DESCRIPTION

| <b><u>Unit Code</u></b> | <b><u>Unit Content</u></b>                                                                                                                                                                                                                                                                                                                                                          | <b><u>Assessment</u></b>                                                |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>Paper 1</b>          | <b>Technical Principles</b><br>Mixture of short answers and extended responses on all areas of Design and Technology, includes, material's properties and applications, manufacturing processes, health and safety, design communication, enterprise, sustainability, CAD/CAM, product design and development.                                                                      | Written exam: 2 hours and 30 minutes<br><b>120 marks 30% of A-level</b> |
| <b>Paper 2</b>          | <b>Designing and Making Principles</b><br>Mixture of short answer and extended response questions. <ul style="list-style-type: none"> <li>• Section A: • Product Analysis: 30 marks • Up to 6 short answer questions based on visual stimulus of product(s).</li> <li>• Section B: • Commercial manufacture: 50 marks • Mixture of short and extended response questions</li> </ul> | Written exam: 1 hour and 30 minutes<br><b>80 marks 20% of A-level</b>   |
| <b>NEA</b>              | <b>Non- Exam Assessment (internal)</b><br>Practical application of technical principles, designing and making principles. Students will create a written or digital design portfolio which includes photographic evidence of a final prototype.                                                                                                                                     | Substantial design and make project<br><b>100 marks 50% of A-level</b>  |

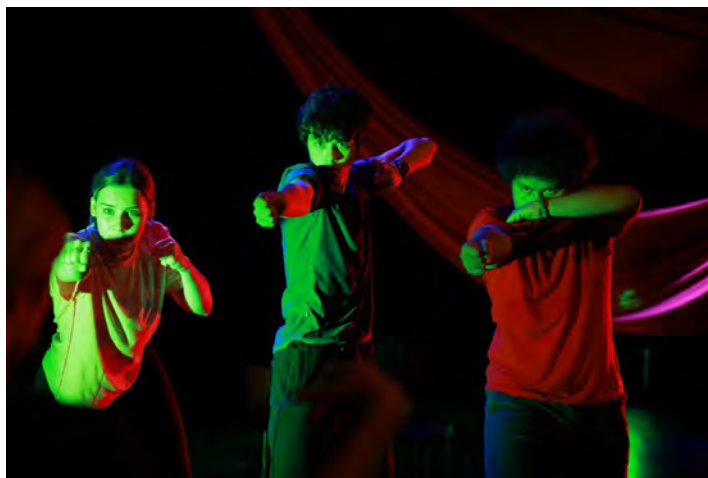
## COURSE REQUIREMENTS

You will need to enjoy designing and making a range of different products using a wide range of manufacturing processes, including, the addition of Computer Aided Manufacturing such as 3D printing and laser cutting. Students would benefit from having a GCSE or IGCSE in Design and Technology or a related specialism.

## CAREER OPPORTUNITIES

Design and Technology can lead to a wide range of careers, including, product design, graphic design, fashion, engineering, computer aided design, theatrical design, textiles, architecture, advertising, marketing, metalwork, carpentry, industrial manufacturing and digital design.

**ADVANCED LEVEL SUBJECT: DRAMA - CAMBRIDGE INTERNATIONAL AS & A**  
**LEVEL 9482**



### OVERVIEW

The course offers two possible routes:

- AS Level only – taken in Year 12
- A Level - where candidates take the AS exam in Year 12 and complete the full A level A2 in Year 13

### AIMS

- appreciate the aesthetic power of drama and theatre and expand their ability to stage imaginative interpretations of existing repertoire and devise creative practical work of their own.
- develop interest in, and lasting enjoyment of, drama and theatre as a unique means of human communication and expression.
- develop their practical skills in drama, and understand the contribution of actors, designers and directors in a production situation.
- develop the critical and theoretical apparatus necessary for in-depth analysis of drama.
- expand their knowledge and understanding of practitioners, performance texts, styles and genres, and increase their appreciation of the social, cultural and historical dimensions of drama and theatre.
- form a suitable preparation for higher education, whether at university, drama school or elsewhere

### COURSE DESCRIPTION

**AS has two components:**

**Component 1** - is a 2-hour written examination on two set play texts. You answer questions from the perspective of an actor, director or designer. The current Year 12s are studying Wole Soyinka's *The Lion and the Jewel* (1959) and Simon Stephens' *The Curious Incident of the Dog in the Night-Time* (2012). This is worth 50% AS Level or 25% A Level.

**Component 2** - is a practical component, comprising of two tasks. The first is a 10-15 minute devised piece based on a choice of stimulus with a 3 minute spoken self-evaluation of the strengths of their personal contribution to the piece. There is also a 10-25 minute scripted performance of a play text. Each piece is videoed and marked by your teacher, moderated by the Drama team and then sent off to the examination board for final moderation. This is worth 50% AS Level or 25% A Level.

**A2 has two components:**

**Component 3** is a practical component consisting of two tasks: a 15-20 minute devised performance with an 800 word analysis and evaluation with a 6-8 minute individual performance. The individual performance is created from a range of texts that are thematically linked. This is worth 25% A Level.

**Component 4** is a 2500-3000 word research essay task exploring a topic of your own choice exploring a theatre genre, a theatre practitioner's work or a performance style. The area of study is chosen by the student. This is worth 25% A Level.

There is no external written examination in the second year of the course.

## **REQUIREMENTS**

You will need to enjoy the processes of making theatre: designing, directing, and performing, as well as the theory and practice upon which performance and production skills are based. You should be able to work collaboratively as the majority of the course content will be delivered through practical workshops and projects, that are supported by independent reading, research and journal work. You will need to be self-motivated and possess good time management skills. GCSE Drama is certainly valuable preparation for this course though it is not a requirement. You may be asked to show your ability and passion for the subject by attending an interview. It is important to note that students taking SL Theatre attend HL lessons as three of the assessments are the same. In the past SL Theatre students have finished their Theatre course early, at the end of Term 1 in the second year and have really appreciate this extra time going into Term 2.

## **POTENTIAL CAREERS**

The Arts industry is one of the world's largest and most diverse employers, from production and performance to events management and creative marketing. The study of theatre is fundamental for pursuing careers in theatre, acting, film, television, and radio.

However the transferable skills which IB Theatre offers, such as critical thinking, problem solving, risk taking, versatility and flexibility, resourcefulness and being able to contribute as team player, allows students to enter a career not necessarily in the arts; many students with this qualification have progressed into careers in law, journalism, politics, public relations, media, business, education, drama/speech therapy, community/social work, advertising, event organisation and marketing.

**TRANSFERABLE SKILLS LEARNED IN DRAMA LESSONS**

Oral communication skills, physical communication skills, creative problem solving abilities, time-budgeting skills, motivation and commitment, a willingness to work co-operatively, the ability to work independently, using your initiative, promptness and respect for deadlines, respect for colleagues, adaptability and flexibility, the ability to learn quickly--and correctly, the ability to work under pressure, acceptance of disappointment--and an ability to bounce back, a goal-oriented approach to work, a healthy self-image, self-discipline, concentration, dedication, a willingness to accept responsibility, leadership skills, self-confidence, and finally enjoyment -- "this is fun!"

**CONTACT FOR FURTHER INFORMATION**

Ms Dawn Smith, [Dawn.Smith@tts.edu.sg](mailto:Dawn.Smith@tts.edu.sg)

## THE IB DIPLOMA

### GENERAL POINTS

The International Baccalaureate Diploma Programme (IBDP) is a high quality and internationally recognised qualification, respected by schools and universities throughout the world. It is both academically and personally challenging and is designed to encourage international mindedness and responsible citizenship through developing the traits of the IB Learner Profile. An IB education provides students with the social and intellectual capabilities required for the global and local challenges that lie ahead in the adult world.

The Diploma has three core requirements (CAS, Extended Essay and Theory of Knowledge) which broaden the educational experience and support the six academic disciplines. Students are required to complete three subjects in detail at Higher Level (HL) and three at Standard Level (SL). The distinctions between HL and SL courses vary from subject to subject, some have common examination papers and as such, SL can be as intellectually demanding as HL so please study the courses carefully.

All IB subjects are assessed through internal assessments (a piece of coursework), undertaken throughout the two-year programme and externally examined at the end of the two-year period. All Internal Assessments are marked internally and moderated externally. A focus on oral and presentational skills is a key feature of IB assessment across all of the subjects.

**Languages.** As an international curriculum and qualification, the IB Diploma offers a number of modern languages at a variety of levels. As all IB students will study at least two languages, it is important to understand the *level* of languages studied. All students must choose a Group 1 and a Group 2 language choice although for Mother Tongue students different pathways exist. See specific details on the Group 1 and 2 pages.

**Mathematics.** As Mathematics is compulsory for all Diploma students, there is a range of courses offered. See specific details on the Group 5 Mathematics page and also the portal for Mathematics choices affecting University courses.

**Experimental Sciences.** IB students carry out practical work throughout the course leading to an internally assessed (but externally moderated) Scientific Exploration in Y13. The practical work is thus extensive and integral to the course. The Group 4 project contributes 10 hours towards the statutory lab hours total of 40 hours (SL) or 60 hours (HL). During the Group 4 Project, students work in the interdisciplinary teams (Biology/Chemistry/Physics/Environmental Systems (ESS)) to answer Research Questions under a common theme. Please note that the statutory lab requirement for ESS SL is 30 hours.

The strength of the Diploma is in its breadth, students have to choose one subject per group. It is hard to quantify the value of scientists being required to study literature, or of artists being required to study Mathematics, but we see it in our school and we believe that it adds much to the educational experience of those in the Sixth Form.

**PLEASE NOTE THE FOLLOWING:**

It is our professional opinion that the four levels of language options at IB offer a better differentiated structure for deeper language learning: The IB Diploma programme is very inclusive in nature, and it is suitable for students of varying ability. Post 16 A-Level MFL courses will also be available, and their viability will rest with the Head of Senior School as it does with all academic options. If you have any further questions, please contact the Head of Faculty, Alex Bosch at [Alex.Bosch@tts.edu.sg](mailto:Alex.Bosch@tts.edu.sg).

For any bilingual students wishing to continue with the mother tongue programme, the IB offers the prestigious bilingual diploma for students opting for School Supported Self-Study. The school, following diagnostic testing, will not allow bilingual students to select a Language B option if it is not appropriate. Please speak to Andrew Coe at [Andrew.Coe@tts.edu.sg](mailto:Andrew.Coe@tts.edu.sg) as our mother tongue coordinator.

**WHAT IF I WANT TO DO THE IB BUT I DON'T HAVE A POP IN MATHS OR A SCIENCE SUBJECT?**

You can still follow the IB pathway if you have all the other POPs necessary for IB study. As your subject in Group 5 (Mathematics), you can study either one of the Mathematics courses at Standard Level without a POP. Similarly, for your Group 4 Experimental Sciences option, you can choose Environmental Systems and Societies (ESS), which is also a Standard Level course, without a POP.

## THE LEARNER PROFILE

The graphic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the 10 attributes of the IB Learner Profile: INQUIRERS, KNOWLEDGEABLE, OPEN-MINDED, PRINCIPLED, RISK-TAKERS, REFLECTIVE, COMMUNICATORS, THINKERS, BALANCED, and CARING. The words are in various colors and orientations. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of the head inside.

### IB learner profile

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

As IB learners we strive to be:

|                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INQUIRERS</b><br>We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.              | <b>OPEN-MINDED</b><br>We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.                                   |
| <b>KNOWLEDGEABLE</b><br>We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.                                      | <b>CARING</b><br>We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.                                                                                    |
| <b>THINKERS</b><br>We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.                                             | <b>RISK-TAKERS</b><br>We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.                          |
| <b>COMMUNICATORS</b><br>We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.              | <b>BALANCED</b><br>We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live. |
| <b>PRINCIPLED</b><br>We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences. | <b>REFLECTIVE</b><br>We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.                                                                   |

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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## IB: AN INTEGRATED PROGRAMME



## IB SUBJECT GROUPS

|   | Group Name                | Subject                                                 | Subject Choice           | Standard Level | Higher Level |
|---|---------------------------|---------------------------------------------------------|--------------------------|----------------|--------------|
| 1 | First Language            | English Language and Literature A1 / English Literature |                          | YES            | YES          |
|   |                           | School Supported Self Study of the Literature Course    |                          | YES            | NO           |
|   |                           |                                                         |                          |                |              |
| 2 | Second Language           | Mandarin                                                | AB INITIO SL/<br>B SL HL | YES            | YES          |
|   |                           | Spanish                                                 | AB INITIO SL/<br>B SL HL | YES            | YES          |
|   |                           | French                                                  | AB INITIO SL/<br>B SL HL | YES            | YES          |
|   |                           | Classical Languages Latin                               | B SL HL                  | YES            | YES          |
|   |                           | School Supported Self Study of the Literature Course    |                          | YES            | NO           |
|   |                           |                                                         |                          |                |              |
| 3 | Individuals and Societies | Business Management                                     |                          | YES            | YES          |
|   |                           | Economics                                               |                          | YES            | YES          |
|   |                           | Geography                                               |                          | YES            | YES          |
|   |                           | History                                                 |                          | YES            | YES          |
|   |                           | Philosophy                                              |                          | YES            | YES          |
|   |                           | Psychology                                              |                          | YES            | YES          |
|   |                           | Global Politics                                         |                          | YES            | YES          |
|   |                           |                                                         |                          |                |              |
| 4 |                           | Biology                                                 |                          | YES            | YES          |

|   |                       |                                             |                    |     |     |
|---|-----------------------|---------------------------------------------|--------------------|-----|-----|
|   | Experimental Sciences | Chemistry                                   |                    | YES | YES |
|   |                       | Environmental Systems & Societies           | Trans disciplinary | YES | YES |
|   |                       | Physics                                     |                    | YES | YES |
|   |                       | Computer Science                            |                    | YES | YES |
|   |                       |                                             |                    |     |     |
| 5 | Mathematics           | Mathematics: Applications & Interpretations |                    | YES | YES |
|   |                       | Mathematics: Analysis & Approaches          |                    | YES | YES |
|   |                       |                                             |                    |     |     |
| 6 | Arts & Electives      | Film Studies                                |                    | YES | YES |
|   |                       | Music                                       |                    | YES | YES |
|   |                       | Theatre                                     |                    | YES | YES |
|   |                       | Visual Arts                                 |                    | YES | YES |
|   |                       | Chemistry                                   |                    | NO  | YES |
|   |                       | Physics                                     |                    | NO  | YES |
|   |                       | Biology                                     |                    | NO  | YES |
|   |                       | Economics                                   |                    | NO  | YES |

## OVERALL IB ASSESSMENT CRITERIA

### COURSEWORK AND EXAMINATIONS

All subjects carry coursework requirements as detailed below:

| Group | Group Name                                                                    | Proportion           |
|-------|-------------------------------------------------------------------------------|----------------------|
| 1     | English Language and Literature & English Literature                          | 30 –40%              |
| 2     | Language B                                                                    | 25%                  |
|       | Ab Initio                                                                     | 25%                  |
| 3     | Individuals and Societies                                                     | 20% - 25%            |
| 4     | Experimental Sciences (Biology Chemistry, Physics)<br>ESS<br>Computer Science | 20%<br>25%<br>20-30% |
| 5     | Mathematics                                                                   | 20%                  |
| 6     | Music                                                                         | 50%                  |
|       | Theatre<br>Visual Arts<br>Film                                                | 100%                 |
| Core  | Theory of Knowledge                                                           | 33%                  |
|       | Extended Essay<br>Creativity, Action and Service                              |                      |

Most subjects are assessed through the examinations at the end of Year 13. These examinations start at the very end of April and run through to the end of May (the end of the first half of the Summer Term). **There are no external IB examinations in Year 12.**

The maximum total examination time for **HL subjects is four hours** and for **SL subjects is three hours**.

### DIPLOMA REQUIREMENTS

The maximum number of points available is **45 points**:

Subjects at both HL and SL are awarded a grade from 1 (the lowest) through to 7 (the highest). There are therefore **42 points** available from the six subjects.

In addition to this, up to a maximum of **three further points** are available for the Theory of Knowledge course and the Extended Essay, giving a total of 45 points.

In order to obtain the Diploma a student must avoid the following failing conditions:

1. CAS requirements have not been met.
2. An N has been given for theory of knowledge, extended essay or for a contributing subject.
3. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
4. There is a grade 1 awarded in a subject/level.
5. Grade 2 has been awarded three or more times (HL or SL).
6. Grade 3 or below has been awarded four or more times (HL or SL).
7. Candidate has gained fewer than 12 points on HL subjects.
8. Candidate has gained fewer than 9 points on SL subjects.
9. Candidate's total points are fewer than 24.
10. Candidate has received a penalty for academic misconduct from the final award committee.

## IB CORE

### THE IB CORE: EDUCATING THE WHOLE PERSON



The three elements of the Diploma Programme Core (TOK, Creativity, Action and Service and the Extended Essay) were introduced as a way to educate the whole person. They exist as three separate aspects of the curriculum, but their aims collectively illuminate what it means to be an IB student. They are driven by the IB's mission to '*develop inquiring, knowledgeable and caring young people*'.

Therefore, the Core's aims are as follows:

- 1) to foster international-mindedness and encourage students to become responsible and actively involved global citizens.*
- 2) to develop students' self-awareness and sense of identity and provide an opportunity for reflection on their development of the attributes of the IB learner profile.*
- 3) to enrich and add value to students' overall learning experiences through the core—supporting, and being supported by, their academic studies in the rest of the programme.*

### THE IB CORE: THE AWARD OF THREE BONUS POINTS

The Creativity, Action, Service element must be completed ***but does not count towards Diploma points***. The Extended Essay and Theory of Knowledge components are awarded grades A to E, with A being the highest grade and E being the lowest. These grades are then combined according to the following table and up to three core points can be awarded.

## The diploma points matrix

May 2015 onwards

|                |            | Theory of knowledge |                   |                   |                   |                   |                   |
|----------------|------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|                |            | Grade A             | Grade B           | Grade C           | Grade D           | Grade E           | No grade N        |
| Extended essay | Grade A    | 3                   | 3                 | 2                 | 2                 | Failing condition | Failing condition |
|                | Grade B    | 3                   | 2                 | 2                 | 1                 | Failing condition | Failing condition |
|                | Grade C    | 2                   | 2                 | 1                 | 0                 | Failing condition | Failing condition |
|                | Grade D    | 2                   | 1                 | 0                 | 0                 | Failing condition | Failing condition |
|                | Grade E    | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
|                | No grade N | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).

Thus, the maximum possible Diploma point score of 45 points is made up of 42 points for 6 subjects and 3 points for the Diploma Core.

## CREATIVITY, ACTIVITY AND SERVICE LEARNING (CAS)

### AIMS

| <u>CAS aims to develop students by:</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>CAS students need to:</u>                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• challenging them to develop a value system which enhances personal growth</li><li>• engendering a spirit of open-mindedness, lifelong learning, discovery and self-reliance</li><li>• stressing the importance of a balanced outlook on life</li><li>• creating awareness of themselves as members of communities with responsibilities towards each other and the environment</li><li>• implementing reflective thinking that enhances personal growth</li><li>• encouraging attitudes and traits that will be respected by others, such as determination, commitment, initiative and compassion</li></ul> | <ul style="list-style-type: none"><li>• increase their awareness of their own strengths and areas for growth</li><li>• undertake new challenges and develop new skills</li><li>• plan and initiate activities</li><li>• work collaboratively with others</li><li>• show perseverance and commitment in their activities</li><li>• engage with issues of global importance</li><li>• consider the ethical implications of their actions</li></ul> |

### COURSE DESCRIPTION

CAS stands for Creativity, Activity and Service-learning.

- **Creativity:** experiences that involve creative thinking, experimentation and expression.
- **Activity:** physical exertion that contributes to a healthier lifestyle and involves personal challenge.
- **Service-learning:** an unpaid voluntary exchange that has learning benefits, while maintaining the rights, dignity and autonomy of all involved.

CAS is doing all of the beneficial things that we do which are not a direct part of the academic curriculum. The CAS experience is central to developing better people. CAS students are expected to follow the maxim: 'think globally, act locally' and recognise that 'common humanity and shared guardianship of the planet helps to create a better and more peaceful world'. By doing real tasks that have real consequences, the CAS framework provides everyone with the time and opportunities to benefit from experiential learning, which develops social responsibility, enhances existing passions and interests, and raises awareness of new skills. It is only after reflecting upon these experiences for a period of time that personal development occurs. The most meaningful CAS experience comes from spending time with others to build relationships and develop self-worth.

CAS is about educating the whole person, and the three elements are closely interwoven. Together, they enable students to recognise that there are many opportunities in life that complement academic study. It is the interaction of creativity, activity and service that

facilitates the richness of the CAS experience; the whole of CAS is greater than the sum of its parts.

Creative and physical activities are particularly important for adolescents as they shape their desires and values. There are also many opportunities for fun and enjoyment through service-learning which can act as a release from stress.

## REQUIREMENTS

CAS is a core part of the curriculum across both Year 12 and 13 and to be successful in CAS there needs to be evidence of weekly engagement across 18 months. This evidence is in the form of critical reflection through different mediums such as blogs, journals, photographs and video diaries. This recorded information forms the crucial evidence that is used in the CAS experiential learning final reflection that is written at the conclusion of the 18 months of activities. All of the above documents form a student's CAS Portfolio.

## CAS AND THE DUKE OF EDINBURGH AWARD

Many students at Tanglin also seek to complete their Gold Duke of Edinburgh Award. It is important to note that with mindful consideration, many CAS activities can also qualify for a section of the Gold Duke of Edinburgh Award at the same time.

## POTENTIAL CAREERS

In today's world individuals need to show autonomy and maturity, be able to think creatively, and communicate and reflect with insight. Integrity, principles and honesty, allied with the ability to take positive action, will always be valued. The CAS Programme enables the development of all these qualities. As such, CAS experiences are at the core of every successful career path.

**Five Term Overview** - A student's personal choice and interests dictate chosen CAS activities – every student's experience of CAS will be different!

| <u>Term</u>         | <u>Timetabled CAS opportunities</u>                                                                                                                                                                                                                                  | <u>Self - led CAS ideas (required for CAS Portfolio)</u>                                                                                                                   | <u>Minimum requirements</u>                                                      |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| 1 - weeks<br>1 to 5 | <ul style="list-style-type: none"> <li>• Introduction to CAS</li> <li>• Understand requirements and expectations.</li> <li>• Make activity choices to meet CAS leaning objectives.</li> <li>• Meet CAS supervisor.</li> <li>• Articulate desired outcomes</li> </ul> | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | Set up administrative documents such as online personal records and reflections. |

|                          |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                            |                                                                                                                                                                  |
|--------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 – week<br>6<br>onwards | <p><b><u>Service Learning:</u></b></p> <p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Project 20:20</li> <li>• Riding for the Disabled</li> <li>• The Gurkha Reading Project</li> <li>• The Institute Entrepreneurship Programme</li> <li>• The Genesis School</li> </ul> | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | <p>Commence CAS activities</p> <p>Start critical reflection blogs</p> <p>Introductory interview</p>                                                              |
| 2                        | <p><b><u>Service Learning</u></b></p> <p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Project 20:20</li> <li>• Riding for the Disabled</li> <li>• The Gurkha Reading Project</li> <li>• The Institute Entrepreneurship Programme</li> <li>• The Genesis School</li> </ul>  | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | <p>At least one example of Creativity, Activity and Service learning has been completed and critically reflected upon</p> <p>Consideration of IB CAS Project</p> |
| 3                        | <p><b><u>Service Learning</u></b></p> <p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Project 20:20</li> <li>• Riding for the Disabled</li> <li>• The Gurkha Reading Project</li> <li>• The Institute Entrepreneurship Programme</li> <li>• The Genesis School</li> </ul>  | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-term or could be more intensive short-term placements.</p> | <p>Plan for Year 12 CAS Service and Expedition week in Term 3</p> <p>Mid-stage CAS Interview</p> <p>CAS final reflection title chosen</p>                        |
| 4                        | <p><b><u>Creative Opportunities</u></b></p> <p><b><u>Examples include:</u></b></p> <ul style="list-style-type: none"> <li>• Documentary Film Making</li> <li>• Photography</li> <li>• Survival Cooking</li> </ul>                                                                                          | <p>Explore CAS opportunities to be completed independently.</p> <p>Independent activities could be for the long-</p>                                                       | <p>At least one example of Creativity, Activity and Service learning has been completed and critically reflected upon</p>                                        |

|   |                                                                                                                                             |                                                       |                                                 |
|---|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------|
|   | <b>Activity Opportunities:</b><br><b>Examples include:</b> <ul style="list-style-type: none"> <li>• Gym training</li> <li>• Yoga</li> </ul> | term or could be more intensive short-term placements |                                                 |
| 5 | Completion of existing CAS activities.<br><br>Finalise critical reflections /write final reflection                                         |                                                       | Submit CAS Portfolio<br><br>Final CAS interview |

#### CONTACT FOR FURTHER INFORMATION

**CAS Coordinator:** Mr David Roberts, [David.Roberts@tts.edu.sg](mailto:David.Roberts@tts.edu.sg)

**DOE Coordinator:** Ms Ali Lott, [Ali.Lott@tts.edu.sg](mailto:Ali.Lott@tts.edu.sg)

## EXTENDED ESSAY

|                      |                                                                                                                                     |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b> | Students are required to write independently a research essay (maximum 4000 words) on a topic of their own choice in an IB subject. |
| <b>Assessment:</b>   | All Extended Essays are marked externally.                                                                                          |

All Diploma students must undertake an Extended Essay on a topic of their choice within an IB subject. This requirement reflects the principle that independent research skills are vital to all areas of study and deserve a central role in the curriculum. *With the Theory of Knowledge and Creativity, Action, Service components, the Extended Essay provides the 'glue' that makes the Diploma a coherent and integrated qualification.* Please note that despite the title projects can **be undertaken in any subject not just those traditionally associated with formal essay writing.**

The Extended Essay is in depth study of a limited topic within an IB subject. It is recommended that students spend a maximum of 40 hours on it, though many willingly exceed this, often by a significant amount. Students have around 3 hours contact time with an academic supervisor, who is a teacher within the school, and are expected to work independently for the remainder of the time. The supervisor provides the candidate with advice and guidance in the skills of undertaking research – by assisting, for example, with defining a suitable topic, with techniques of gathering and analyzing information/evidence/data and with documentation methods for acknowledging sources. The Extended Essay process begins in November of Year 12 and is completed in November of Year 13.

Marks for the essay are based on subject specific content and research skills which are common and highly transferable:

- Formulation of Research Question
- Approach to Research Question
- Interpretation/Argument/Evaluation
- Conclusion
- Formal details – referencing, bibliography, etc.
- Reflection

Recent examples of Extended Essay titles:

- To what extent were economic factors the main reasons for the collapse of Yugoslavia?
- Does using a parabolic reflector increase the power output of a photovoltaic module throughout the day?

- To what extent do the socio-economic benefits of exploitation of palm oil in Indonesia outweigh the environmental effects?
- How does the sculptures of Giacometti illustrate the effects of WWII and Existentialist ideologies?
- To what extent do Brontë's presentations of Bertha and Jane in Jane Eyre conform to the archetypes of Madwoman in the Attic and Angel in the House?
- Comment est-ce que Flaubert utilise la création de personnages pour explorer l'idée de la sainteté dans Trois Contes?
- To what extent can the Hawker Market industry in Singapore be judged as being perfectly competitive?
- What are second order differential equations and how important are they to real world applications?

#### **CONTACT FOR FURTHER INFORMATION**

Ms Emma Horne, [Emma.Horne@tts.edu.sg](mailto:Emma.Horne@tts.edu.sg)

## THEORY OF KNOWLEDGE

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b>        | Students are encouraged to consider their own experience as learners and knowers. Central to the course is a comparison and contrast of their experience as knowledge producers within various "knowledge communities", including formal subjects like <b>the Arts, History, the Human and Natural Sciences and Mathematics</b> , and in other less formal communities of knowers like sports and special interest groups. They will also consider the impact of technological, political, linguistic, religious and ethical influences on their knowledge. |
| <b>Internal Assessment:</b> | 33%<br>Students choose a TOK-question and use objects of their choosing to explore how these objects manifest knowledge issues in the world.                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>External Assessment:</b> | 67%<br>Essay (1600 words) from list of six prescribed titles, released by the IB at the beginning of Year 13                                                                                                                                                                                                                                                                                                                                                                                                                                                |

The Theory of Knowledge course is the only course that all Diploma students take; as such it embodies the spirit and approach of the Diploma as a whole. *With the Extended Essay and Creativity, Action, Service components, it provides the cement that makes the Diploma a coherent and integrated qualification.*

Theory of Knowledge (TOK) challenges students to question the foundations of the knowledge that various communities of knowers produce. Based on their own experience as knowledge producers in the context of the disciplines they study, the course provides frameworks to compare and contrast their approach to knowledge construction, allowing students to develop a more mature view of their subjects and develop a deeper understanding of them. The application of these skills varies according to subject: students might examine, for example, how reasoning in Mathematics is similar to, and different from, reasoning in the Natural Sciences. Students might explore the ethical implications of using human subjects in psychological experimentation. Or students might consider the function of history as a way of understanding ourselves in the present or in what ways historians might manage their own biases and experiences in the construction of historical fact. The course provides a framework that creates a coherent experience in the Diploma, bringing together all elements of their work in the IB under a common narrative.

The course also encourages students to explore their own individual approaches to knowing the world, to spot intentional or accidental bias, and then to build this into an awareness and engagement with others' perspectives. The course fosters both confidence in understanding how to confidently develop reliable knowledge, and the humility to understand the limits of our individual outlooks.

In the internally assessed Exhibition, students choose a question prompt regarding the nature of knowledge and identify objects from their own experience to investigate possible responses to the prompt. For example, they might use a religious artefact to explore the extent to which some knowledge "belongs" to certain communities, or use a mathematical equation developed from their Extended Essay to explore whether bias is present in all forms of knowing. They might use exercise books developed as part of their CAS service projects to explore whether we have a responsibility to transfer the knowledge we have or use the Periodic Table of the Elements from their chemistry class to explore how the ways in which we classify knowledge constrains or promotes further knowledge.

The TOK external assessment is a 1,600-word essay offering a sustained argument in relation to a specific prompt. A list of prompts is published by the IB at the beginning of Year 13, one of which the students will choose to respond to. Examples of such titles are:

- How important are the opinions of experts in the search for knowledge? Answer with reference to the arts and one other area of knowledge.
- Is the division of the natural sciences and mathematics into separate areas of knowledge artificial?
- When historians and natural scientists say that they have explained something, are they using the word "explain" in the same way?
- Are there fewer ethical constraints on the pursuit of knowledge in the arts than there are in the human sciences?
- How do our expectations impact our interpretations? Discuss with reference to history and one other area of knowledge.
- Do we need custodians of knowledge? Discuss with reference to two areas of knowledge.

Students can earn up to three "Core Points" in the IB in addition to the 42 points available from the IB subjects (7 for each of the 6 subjects). These Core points are made up of grades achieved in Theory of Knowledge and Extended Essay, combined in a grade matrix.

#### **CONTACT FOR FURTHER INFORMATION**

Mr John Sprague, [John.Sprague@tts.edu.sg](mailto:John.Sprague@tts.edu.sg)

# GROUP 1: ENGLISH A1

## SL ENGLISH LANGUAGE AND LITERATURE

### ENGLISH LANGUAGE AND LITERATURE – STANDARD LEVEL

#### AIMS

- To introduce student to a range of texts, from different forms (Language and Literature) periods, styles, genres and modes
- To develop students' ability to engage in close, detailed analysis of texts
- To develop students' power of expression, both in oral and written communication
- To encourage students to recognise the importance of the contexts in which texts are written and received
- To encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- To promote in students an enjoyment of, and lifelong interest in, language and literature
- To develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- To encourage students to think critically about the different interactions between text, audience and purpose

#### COURSE DESCRIPTION

Language and Literature is a dynamic syllabus that introduces the interconnected nature of language and literature. Students will explore a range of non-fiction text types as individual texts and as wider 'Bodies of Work' alongside literary texts from different time periods and cultures. Across the two years, students will approach the texts through the concepts of: Culture, Creativity, Communication, Identity, Perspective, Representation and Transformation. Students are required to engage with and identify the ways in which writers introduce and communicate Global Issues. There is a strong emphasis on student choice, independence and development of ideas and in order for students to keep track of their ideas, a Learner Portfolio is a non-assessed requirement of the course.

**Course Assessment:** 2 external examinations (Paper 1: Language; Paper 2: Literature) and an internal assessment (an Individual Oral on a literary text and a body of work)

| Assessment component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Weighting  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>External assessment (3 hours)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>70%</b> |
| <b>Paper 1: Guided textual analysis (1 hour 15 minutes)</b><br>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)                                                                                                                                                                                                                                                                                                                                                                                   | <b>35%</b> |
| <b>Paper 2: Comparative essay (1 hour 45 minutes)</b><br>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)                                                                                                                                                                                                                                                                                                                                                                                                           | <b>35%</b> |
| <b>Internal assessment (15 minutes)</b><br>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.<br><br><b>Individual oral (15 minutes)</b><br>Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:<br><br>Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks) | <b>30%</b> |

The Language and Literature course is engaging and stimulating and will suit intellectually curious people who wish to extend their understanding of the way that producers of texts communicate their ideas about the wider world.

## REQUIREMENTS

You should like reading and writing and be interested in finding out what great writers have to say about the global issues of our world: gender, power, environment, culture, and the creative process. You should be motivated, enthusiastic, reflective and willing to become well-organised in your working habits.

## POTENTIAL CAREERS

The study of language and literature is great for developing the critical faculties, encouraging people to think for themselves, and being analytical in their responses to texts. It requires close reading, summary and evaluative skills. It also requires an empathetic approach to human relationships and dilemmas. As such, it is invaluable in any career requiring analytical thought and an ability to communicate clearly and succinctly, both in writing and in person. Language and Literature specialists often excel in careers such as publishing, law, advertising, marketing, politics, journalism, communications and PR.

## CONTACT FOR FURTHER INFORMATION

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## **HL ENGLISH LANGUAGE AND LITERATURE**

### **ENGLISH LANGUAGE AND LITERATURE – HIGHER LEVEL**

#### **AIMS**

- To introduce student to a range of texts, from different forms (Language and Literature) periods, styles, genres and modes
- To develop students' ability to engage in close, detailed analysis of texts
- To develop students' power of expression, both in oral and written communication
- To encourage students to recognise the importance of the contexts in which texts are written and received
- To encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- To promote in students an enjoyment of, and lifelong interest in, language and literature
- To develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- To encourage students to think critically about the different interactions between text, audience and purpose

#### **COURSE DESCRIPTION**

Language and Literature is a dynamic syllabus that introduces the interconnected nature of language and literature. Students will explore a range of non-fiction text types as individual texts and as wider 'Bodies of Work' alongside literary texts from different time periods and cultures. Across the two years, students will approach the texts through the concepts of: Culture, Creativity, Communication, Identity, Perspective, Representation and Transformation. Students are required to engage with and identify the ways in which writers introduce and communicate Global Issues. There is a strong emphasis on student choice, independence and development of ideas and in order for students to keep track of their ideas, a Learner Portfolio is a non-assessed requirement of the course.

**Course Assessment:** 2 external examinations (Paper 1: Language; Paper 2: Literature); 1 externally assessed Higher Level essay; and 1 internal assessment (an Individual Oral on a literary text and a body of work)

| Assessment component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Weighting                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>External assessment (4 hours)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>80%</b>               |
| <b>Paper 1: Guided textual analysis (2 hour 15 minutes)</b><br>The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)                                                                                                                                                                                                                                                                                                                                                                                         | <b>35%</b>               |
| <b>Paper 2: Comparative essay (1 hour 45 minutes)</b><br>The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)<br><b>HL essay</b><br>Students submit an essay on one non-literary text or a collection of non-literary texts by one same author, or a literary text or work studied during the course (20 marks).<br>The essay must be 1,200-1,500 words in length.                                                                                                                                                       | <b>25%</b><br><b>20%</b> |
| <b>Internal assessment (15 minutes)</b><br>This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.<br><b>Individual oral (15 minutes)</b><br>Supported by an extract from both one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt:<br><br>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks) | <b>20%</b>               |

The Language and Literature course is engaging and stimulating and will suit intellectually curious people who wish to extend their understanding of the way that producers of texts communicate their ideas about the wider world.

## REQUIREMENTS

You should like reading and writing and be interested in finding out what great writers have to say about the global issues of our world: gender, power, environment, culture, and the creative process. You should be motivated, enthusiastic, reflective and willing to become well-organised in your working habits.

## POTENTIAL CAREERS

The study of language and literature is great for developing the critical faculties, encouraging people to think for themselves, and being analytical in their responses to texts. It requires close reading, summary and evaluative skills. It also requires an empathetic approach to human relationships and dilemmas. As such, it is invaluable in any career requiring analytical

thought and an ability to communicate clearly and succinctly, both in writing and in person. Language and Literature specialists often excel in careers such as publishing, law, advertising, marketing, politics, journalism, communications and PR.

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## SL LITERATURE

### ENGLISH LITERATURE – STANDARD LEVEL

#### AIMS

- To introduce student to a range of texts, from different periods, styles and genres
- To broaden students' perspectives through the study of works from other cultures and languages
- To develop the ability to engage in close, detailed analysis of written text
- To develop students' power of expression, both in oral and written communication
- To encourage students to recognise the importance of the contexts in which texts are written and received
- To introduce the students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- To promote in students an enjoyment of, and lifelong interest in, literature

#### COURSE DESCRIPTION

The Literature course is a dynamic literary syllabus that introduces texts originally written in languages other than English alongside core literary classics. It is a stimulating and engaging course and will suit intellectually curious people who wish to extend their understanding of great literature and controversial themes.

#### Course Assessment

##### Assessment details

| Assessment Component                                                                                                                                                                                                                                                                                                                                                                   | Weighting | External/<br>Internal | Type of text                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------|----------------------------------------------------------------------------------------------|
| <b>Paper 1: guided literary analysis (1 hour 15 minutes)</b><br>The paper consists of two passages, from two different literary forms, each accompanied by a question. Students will be asked to choose one of the passages and write an analysis of it focusing on the technical or formal aspect the question proposes or another similar aspect of the student's choice. (20 marks) | 35%       | External              | Unseen, two different literary forms                                                         |
| <b>Paper 2: comparative essay (1 hour 45 minutes)</b><br>The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two works studied in the course. (30 marks)                                                                                                                                 | 35%       | External              | Any two works studied (with the exception of those used for the individual oral assessment). |
| <b>Individual oral (15 minutes)</b><br>This component consists of a prepared individual oral. Students will be asked to discuss two of the works studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 10 minutes, and it will be followed by 5 minutes of questions by the teacher. (40 marks)                              | 30%       | Internal              | A work originally written in the language studied and one studied in translation.            |

**REQUIREMENTS**

You should like reading and writing and be interested in finding out what great writers have to say about the 'big issues' of life: love, death, the individual and society, the struggle for personal significance and the power of the imagination. You should be motivated, enthusiastic and willing to become well-organised in your working habits.

**POTENTIAL CAREERS**

The study of literature is great for developing the critical faculties, encouraging people to think for themselves, and being analytical in their responses to texts. It requires close reading, summary and evaluative skills. It also requires an empathetic approach to human relationships and dilemmas. As such, it is invaluable in any career requiring analytical thought and an ability to communicate clearly and succinctly, both in writing and in person. Literary specialists often excel in careers such as publishing, law, advertising, marketing, politics, journalism, communications and PR.

**CONTACT FOR FURTHER INFORMATION**

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## HL LITERATURE

### ENGLISH LITERATURE – HIGHER LEVEL

#### AIMS

- To introduce student to a range of texts, from different periods, styles and genres
- To broaden students' perspectives through the study of works from other cultures and languages
- To develop the ability to engage in close, detailed analysis of written text
- To develop students' power of expression, both in oral and written communication
- To encourage students to recognise the importance of the contexts in which texts are written and received
- To introduce the students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- To promote in students an enjoyment of, and lifelong interest in, literature

#### COURSE DESCRIPTION

The Literature course is a dynamic literary syllabus that introduces texts originally written in languages other than English alongside core literary classics. It is a stimulating and engaging course and will suit intellectually curious people who wish to extend their understanding of great literature and controversial themes.

#### COURSE ASSESSMENT

##### Assessment details

| Assessment Component                                                                                                                                                                                                                                                                                                                                                                                      | Weighting | External/<br>Internal | Type of text                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|-----------------------|------------------------------------------------------------------------------------------------------------|
| <b>Paper 1: guided literary analysis (1 hour 15 minutes)</b><br>The paper consists of two passages, from two different literary forms, each accompanied by a question. Students will be asked to write a separate analysis of each of the passages focusing on the technical or formal aspect the respective accompanying questions propose or another similar aspect of the student's choice. (40 marks) | 35%       | External              | Unseen, two different literary forms                                                                       |
| <b>Paper 2: comparative essay (1 hour 45 minutes)</b><br>The paper consists of four general questions. In response to one of those questions, students will be asked to write a comparative essay based on two works studied in the course. (30 marks)                                                                                                                                                    | 25%       | External              | Any two works studied (with the exception of those used for the individual oral and HL essay assessments). |
| <b>HL essay</b><br>This component consists of a 1,200-1,500 essay written during the course. Students will be asked to develop a line of inquiry of their own choice in relation to one of the works studied. This line of inquiry could be related to the central concepts of the course. (20 marks)                                                                                                     | 20%       | External              | Any work studied (with the exception of those used in the individual oral assessment).                     |

|                                                                                                                                                                                                                                                                                                                                                           |     |          |                                                                                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual oral (15 minutes)</b><br>This component consists of a prepared individual oral. Students will be asked to discuss two of the works studied in relation to a global issue present in both of them. The delivery of the oral must not take more than 10 minutes, and it will be followed by 5 minutes of questions by the teacher. (40 marks) | 20% | Internal | A work originally written in the language studied and one studied in translation. Any two of such works can be chosen (with the exception of the work used for the HL essay assessment). |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## REQUIREMENTS

You should like reading and writing and be interested in finding out what great writers have to say about the 'big issues' of life: love, death, the individual and society, the struggle for personal significance and the power of the imagination. You should be motivated, enthusiastic and willing to become well-organised in your working habits.

## POTENTIAL CAREERS

The study of literature is great for developing the critical faculties, encouraging people to think for themselves, and being analytical in their responses to texts. It requires close reading, summary and evaluative skills. It also requires an empathetic approach to human relationships and dilemmas. As such, it is invaluable in any career requiring analytical thought and an ability to communicate clearly and succinctly, both in writing and in person. Literary specialists often excel in careers such as publishing, law, advertising, marketing, politics, journalism, communications and PR.

## CONTACT FOR FURTHER INFORMATION

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## **SSST**

### **SCHOOL SUPPORTED SELF-TAUGHT LITERATURE COURSE**

This course is designed to allow students to study literature in their mother tongue language. They read most, if not all, of the required texts and complete the oral and written assignments in their mother tongue. All of their work is externally assessed by examiners in the language chosen by each student.

A specialist Tanglin teacher helps prepare students for Paper 1 (the unseen aspect of the examination) by covering a number of texts in English. This gives all School Supported Self-Taught (SSST) students the opportunity to work together as a group, as well as ensuring that they are supported through regular contact with a Tanglin teacher in regard to their understanding of course requirements.

**SSST candidates may only complete this course at Standard Level.**

Assessments consists of an oral presentation on a topic of the student's choice delivered in their mother tongue and submitted to the examiner.

Like all **Language A** examinations, the final examinations include the analysis of an unseen passage, as well as an essay on the literary works studied on the course. All SSST students have a set of books in their chosen language selected in consultation with a teacher/tutor from a wide range of authors authorised by the IB.

As well as having timetabled lessons, each student works with an external supervisor or tutor (paid for by the parents) who can read, mark and assess their work in their mother tongue. If no such supervisor is available *in Singapore*, students can find an equivalent person outside Singapore with the assistance of the mother tongue coordinator. Students develop a good working relationship with their tutor who also works closely with the Tanglin teacher to ensure quality assurance throughout.

Students studying School Supported Self-Taught Literature must organize at least two lessons a week working with their tutor, possibly via Skype, and this is complemented by a lesson with the Tanglin based teacher for the third period. The Tanglin teacher will communicate regularly with the tutor to support the students.

## COURSE OVERVIEW

| Assessment component                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Weighting                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <b>External assessment (3 hours)</b><br><b>Paper 1: Guided literary analysis (1 hour 15 minutes)</b><br>The paper consists of two passages, from two different literary forms, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)                                                                                                                                                                                                                                                                       | <b>70%</b><br><b>35%</b> |
| <b>Paper 2: Comparative essay (1 hour 45 minutes)</b><br>The paper consists of four general questions. In response to one question, students write a comparative essay based on two works studied in the course. (30 marks)                                                                                                                                                                                                                                                                                                                              | <b>35%</b>               |
| <b>Individual oral (SSST variant)</b><br>This component consists of an individual oral that is externally assessed by the IB.<br><br><b>Individual oral (15 minutes)</b><br>Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 15 minutes to the following prompt:<br><br>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied. (40 marks) | <b>30%</b>               |

## CONTACT FOR FURTHER INFORMATION

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## GROUP 2: LANGUAGE B

### SL MANDARIN

#### MANDARIN B – STANDARD LEVEL

##### AIMS

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

##### COURSE DESCRIPTION

The course comprises five themes: Identities, Experiences, Human ingenuity, Social organization and Sharing the planet. These prescribed themes are illustrated with guiding principles and recommended topics, such as health and wellbeing, customs and traditions, communication and media, education and the environment. Standard level Mandarin provides a suitable foundation for further study and/or practical use of Mandarin as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

Standard level students will learn to communicate confidently with native speakers on a wide range of general topics.

##### REQUIREMENTS

A genuine interest in the Mandarin language is crucial for this course. You should have studied the language for at least three years and should be keen to develop the level of your language. Literary extracts are included in both courses but are only explicitly examined at Higher Level. You should be prepared to be well organised and to work conscientiously and independently over the two-year period.

## POTENTIAL CAREERS

In today's global village, the art of communication is a distinct and saleable asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where speaking a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, intelligence and law enforcement, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

## 5 TERM OVERVIEW

|                             |                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Themes</b>               | <b><u>Term 1</u> - Identities</b><br><b><u>Term 2</u> - Experiences</b><br><b><u>Term 3</u> - Human ingenuity</b><br><b><u>Term 4</u> - Social organization</b><br><b><u>Term 5</u> - Sharing the planet</b>                                                                                  |
| <b>Internal Assessment:</b> | 25%, oral exam, externally moderated.<br>Individual oral: 12-15 min + 15 min of preparation                                                                                                                                                                                                   |
| <b>External Assessment:</b> | 75% Examination <ul style="list-style-type: none"><li>• Paper 1: one piece of writing from a choice of 3 themes. 1 hour 15 minutes (25%)</li><li>• Paper 2: Listening and reading (separate sections)</li></ul><br>Listening comprehension – 45 minutes; Reading comprehension – 1 hour (50%) |

## CONTACT FOR FURTHER INFORMATION

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## **HL MANDARIN**

### **MANDARIN B – HIGHER LEVEL**

#### **AIMS**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

The content of the course for Standard and Higher levels is essentially the same. The extra lessons at Higher level will be dedicated to more advanced grammar, speaking and literary content. Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding.

#### **REQUIREMENTS**

A genuine interest in the Mandarin language is crucial for this course. You should be keen to develop the level of your language. Literary extracts are included in both courses but are only explicitly examined at Higher level. You should be prepared to be well organised and to work conscientiously and independently over the two-year period.

Higher level is a good stepping stone to university Mandarin. You should bear this in mind when making your decision. Studying a language can lead directly into a number of career paths – the business world, travel or tourism, literature, journalism and the media, translation or teaching. However, its real value lies in the skills you will acquire over the two-year period. An understanding of people, foreign cultures and a perspective on an increasingly “global” world is without doubt crucial. Furthermore, a wide range of employers value language graduates above many others, simply because they have developed the people skills to

communicate and interact with others. Above all else, this is what studying a language will bring you.

## POTENTIAL CAREERS

In today's global village, the art of communication is a distinct and saleable asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where speaking a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, intelligence and law enforcement, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

## 5 TERM OVERVIEW

|                             |                                                                                                                                                                                                                                                                                     |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Themes</b>               | <u><b>Term 1</b></u> - Identities<br><u><b>Term 2</b></u> - Experiences<br><u><b>Term 3</b></u> - Human ingenuity<br><u><b>Term 4</b></u> - Social organization<br><u><b>Term 5</b></u> - Sharing the planet                                                                        |
| <b>Internal Assessment:</b> | 25%, oral exam, externally moderated.<br>Individual oral: 12-15 minutes + 20 minutes of preparation                                                                                                                                                                                 |
| <b>External Assessment:</b> | 75% Examination <ul style="list-style-type: none"> <li>Paper 1: one piece of writing from a choice of 3 themes. 1 hour 30 minutes (25%)</li> <li>Paper 2: Listening and reading (separate sections)</li> </ul> Listening comprehension – 1 hr; Reading comprehension – 1 hour (50%) |

## CONTACT FOR FURTHER INFORMATION

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## **SPANISH AB INITIO**

### **SPANISH AB INITIO – STANDARD LEVEL**

#### **AIMS**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

This course is designed for Spanish beginners. The main focus is therefore on learning how to communicate and understand Spanish in everyday situations. By the end of the course, you will be able to communicate basic information and ideas clearly and effectively. To illustrate the difference between this ab initio course, and other Group 2 courses, the following example may be of use. An ab initio student, standing in the Plaza Mayor in Madrid, should be able to direct someone to the nearest bullring, describe the area in basic detail and compare the city to their own city/area. Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competences. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

**Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.

**Productive skills:** the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.

**Interactive skills:** the ability to understand and respond effectively to written and spoken language.

## **THEMES**

The five themes (Identities, Experiences, Human ingenuity, Social organization and Sharing the planet) are made up of series of 20 topics. These serve as the foundation for the acquisition of the language and the study and appropriation of different text types (listed in the external assessment details). Through the study of the five interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the Language ab initio course. The topic of shopping, for example, may be treated under any of the five themes and could be revisited at several stages of the two-year course.

## **REQUIREMENTS**

By nature, no prior knowledge is required for this course, although some experience of language study is useful. Dedication, motivation and a perseverant attitude are the key requirements at IB level. You should also be well-organised and prepared to work seriously and effectively over the two-year period. To achieve top grades, you should be prepared to communicate willingly and dedicate yourself to the learning of new vocabulary.

This would not be the right course for students who have studied more than two years of this subject previously and for whom diagnostic testing/classwork show that the course would not be an 'appropriate challenge.'

## **POTENTIAL CAREERS**

Studying a language can lead directly into a number of career paths – the business world, the tourism industry, literature, journalism and the media, translation or teaching. However, its real value lies in the skills you will acquire over the two year period. An understanding of people, foreign culture and a perspective on an increasingly 'global' world is without doubt crucial. Furthermore, a wide range of employers value language graduates above many others, simply because they have developed the people skills to communicate and interact with others. Above all else, this is what studying a language will bring you.

## 5 TERM OVERVIEW

| Course Content             | <u>Themes</u>                                                                                                                                                                                                                                                                                 | <u>Topic Areas</u>                                                                                                                                                                                                                                                                                                                                                                                             | <u>Grammar Aspects</u>                                                                                                                                                                                                                                                                                                                                                             |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <b>Term 1</b><br>Identities<br><br><b>Term 2</b><br>Experiences<br><br><b>Term 3</b><br>Human ingenuity<br><br><b>Term 4</b><br>Social organisation<br><br><b>Term 5</b><br>Sharing the planet                                                                                                | <ul style="list-style-type: none"> <li>Personal attributes, Personal relationships, eating and drinking, physical wellbeing</li> <li>Daily routine, Leisure, Holidays and tourism, Festivals and celebrations</li> <li>Transport, Entertainment, Media, Technology</li> <li>Neighbourhood, Education, The workplace, Social issues</li> <li>Climate, Physical geography, Environment, Global issues</li> </ul> | Present tense (common irregulars/reflexive)<br>Easy future<br>Adjectives<br><br>Preterite tense (Past)<br>Describing by comparison<br>Present Progressive<br><br>Expressing wishes with Conditional<br>Expressing negation<br>Introducing useful<br>Imperfect tense (Past)<br><br>Por or Para?<br>Subjunctive structures<br><br>Perfect Structures (Present, Past)<br>Conjunctions |
| <b>Option Topics:</b>      | None                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Internal Assessment</b> | 25%, oral exam, externally moderated. Individual oral: 7-10 minutes + 15 minutes of preparation                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>External Assessment</b> | 75% Examination <ul style="list-style-type: none"> <li>Paper 1: Two short pieces of writing, each from a choice of 3. 1 hour (25%)</li> <li>Paper 2: Listening and reading (separate sections)</li> <li>Listening comprehension – 45 minutes; Reading comprehension – 1 hour (50%)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                    |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The *ab initio* courses are designed for students who have had limited academic exposure to the language. Though a beginners' course, in just two years students reach standards significantly beyond GCSE. Emphasis is on *real*, not simplified language, and that is what appears in the examinations. Thus, the vocabulary base is far wider than that required for GCSE and is, as its name suggests, only a base. Students regularly encounter other words/phrases and are expected to "work out" the meaning from the context. **The expectation is that, by the end of the course, students will be equipped to go to the country, converse and be understood, as well as understanding what they see around them, with a basic knowledge of everyday life in that country.** Although students are not expected to master the full grammatical structure of a language, in practice, those that achieve the top grades have often done so.

### CONTACT FOR FURTHER INFORMATION

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## **SL SPANISH**

### **SPANISH B – STANDARD LEVEL**

#### **AIMS**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

The course comprises five themes: Identities, Experiences, Human ingenuity, Social organisation and Sharing the planet. These prescribed themes are illustrated with guiding principles and recommended topics, such as health and well-being, customs and traditions, communication and media, education and the environment. Standard Level Spanish provides a suitable foundation for further study and/or practical use of Spanish as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject. Standard level students will learn to communicate confidently with native speakers on a wide range of general topics.

#### **REQUIREMENTS**

A genuine interest in the Spanish language is crucial for this course. You should have studied the language for at least three years and should be keen to develop the level of your language. You should be prepared to be well-organised and to work conscientiously and independently over the two-year period.

## POTENTIAL CAREERS

In today's global village, the art of communication is a distinct and saleable asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where speaking a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, intelligence and law enforcement, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Themes</b>              | <p><b>Term 1:</b> Health and well-being, travelling and journeys in the Spanish-speaking world.</p> <p><b>Term 2:</b> Technology and the impact of the internet on our daily lives, voluntary work and the meaning of being part of a community.</p> <p><b>Term 3:</b> Globalisation and developing ecological awareness as global citizens, free trade and international responsibility.</p> <p><b>Term 4:</b> A sense of self, other aspects of identity and influencing factors, the role and importance of traditions and customs, immigration and art and its cultural and intellectual impact</p> <p><b>Term 5:</b> Rights and responsibilities within our own and wider communities, revision and exam preparation</p> |
| <b>Internal Assessment</b> | <p>25%, oral exam, externally moderated.</p> <p>Individual oral: 12-15 minutes + 15 minutes of preparation. Presentation and follow-up discussion of a photo related to one theme and general discussion of at least one other theme</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>External Assessment</b> | <p>75% Examination</p> <ul style="list-style-type: none"><li>• Paper 1: one piece of writing from a choice of 3 themes. 1 hour 15 minutes (25%)</li><li>• Paper 2: Listening and reading (separate sections)</li></ul> <p>Listening comprehension – 45 minutes; Reading comprehension – 1 hour (50%)</p>                                                                                                                                                                                                                                                                                                                                                                                                                      |

## CONTACT FOR FURTHER INFORMATION

Mr Neil Bradley, [Neil.Bradley@tts.edu.sg](mailto:Neil.Bradley@tts.edu.sg)

## **HL SPANISH**

### **SPANISH B – HIGHER LEVEL**

#### **Aims**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

The content of the course for Standard and Higher levels is essentially the same. The extra lessons at Higher level will be dedicated to more advanced grammar, speaking and literary content. Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding.

#### **REQUIREMENTS**

A genuine interest in the Spanish language is crucial for this course. You should have studied the language for at least three years and should be keen to develop the level of your language. Literary extracts are included in both courses but are only explicitly examined at Higher level. You should be prepared to be well-organised and to work conscientiously and independently over the two-year period. Higher level is a good stepping stone to university Spanish. You should bear this in mind when making your decision. Studying a language can lead directly into a number of career paths – the business world, travel or tourism, literature, journalism and the media, translation or teaching. However, its real value lies in the skills you will acquire over the two-year period. An understanding of people, foreign cultures and a perspective on an increasingly “global” world is without doubt crucial. Furthermore, a wide range of employers value language graduates above many others, simply because they have developed the people skills to communicate and interact with others. Above all else, this is what studying a language will bring you.

## POTENTIAL CAREERS

In today's global village, the art of communication is a distinct and saleable asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where speaking a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, intelligence and law enforcement, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Themes</b>              | <p><b>Term 1:</b> Health and well-being, travelling and journeys in the Spanish-speaking world.</p> <p><b>Term 2:</b> Technology and the impact of the internet on our daily lives, voluntary work and the meaning of being part of a community.</p> <p><b>Term 3:</b> Globalisation and developing ecological awareness as global citizens, free trade and international responsibility.</p> <p><b>Term 4:</b> A sense of self, other aspects of identity and influencing factors, the role and importance of traditions and customs, immigration and art and its cultural and intellectual impact</p> <p><b>Term 5:</b> Rights and responsibilities within our own and wider communities, revision and exam preparation</p> |
| <b>Internal Assessment</b> | <p>25%, oral exam, externally moderated.</p> <p>Individual oral: 12-15 minutes + 15 minutes of preparation. Presentation and follow-up discussion on an extract from one of the literary works studied, and general discussion of at least one other theme.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>External Assessment</b> | <p>75% Examination</p> <ul style="list-style-type: none"><li>• Paper 1: One piece of writing from a choice of 3 themes. 1 hour 30 minutes (25%)</li><li>• Paper 2: Listening and reading (separate sections)</li></ul> <p>Listening comprehension – 1 hour; Reading comprehension – 1 hour (50%)</p>                                                                                                                                                                                                                                                                                                                                                                                                                          |

### Contact for further information:

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## **FRENCH AB INITIO**

### **FRENCH AB INITIO – STANDARD LEVEL**

#### **AIMS**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

This course is designed for French beginners. The main focus is therefore on learning how to communicate and understand French in everyday situations. By the end of the course you will be able to communicate basic information and ideas clearly and effectively. To illustrate the difference between this ab initio course, and other Group 2 courses, the following example may be of use. An ab initio student, standing in the Place du capitole in Toulouse, should be able to direct someone to the nearest place of interest, describe the area in basic detail and compare the city to their own city/area. Language acquisition will be achieved through the development of the receptive, productive and interactive skills and competences. Elements of language include vocabulary, grammatical structures, register, pronunciation and intonation.

**Receptive skills:** the ability to comprehend straightforward written and spoken language. Receptive skills entail not only understanding the message but also its cultural and contextual connotations.

**Productive skills:** the ability to write and speak the target language effectively. Productive skills entail producing and delivering a message or text that is not only coherent but also appropriate to context and purpose.

**Interactive skills:** the ability to understand and respond effectively to written and spoken language.

## **THEMES**

The 5 themes (Identities, Experiences, Human ingenuity, Social organization and Sharing the planet) are made up of series of 20 topics. These serve as the foundation for the acquisition of the language and the study and appropriation of different text types (listed in the external assessment details). Through the study of the five interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the Language ab initio course. The topic of shopping, for example, may be treated under any of the five themes and could be revisited at several stages of the two-year course.

## **REQUIREMENTS**

By nature, no prior knowledge is required for this course, although some experience of language study is useful. Dedication, motivation and a perseverant attitude are the key requirements at IB level. You should also be well organised and prepared to work seriously and effectively over the two-year period. To achieve top grades, you should be prepared to communicate willingly and dedicate yourself to the learning of new vocabulary.

This would not be the right course for students who have studied more than two years of this subject previously and for whom diagnostic testing/classwork show that the course would not be an 'appropriate challenge.'

## **POTENTIAL CAREERS**

In today's interconnected world, the art of communication is a distinct asset, whatever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as diplomacy, sales, interpreting, teaching and translating, there are many fields where speaking a foreign language is a highly desirable skill. These include publishing, the media and journalism, government services, banking, intelligence, travel and tourism, fashion, law, international marketing and real estate. The study of a language not only provides tangible communicative skills but also teaches general linguistic precision and an awareness of cultural differences.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <p><b><u>Themes</u></b></p> <p><b><u>Term 1</u></b><br/>Identities</p> <p><b><u>Term 2</u></b><br/>Experiences</p> <p><b><u>Term 3</u></b><br/>Human ingenuity</p> <p><b><u>Term 4</u></b><br/>Social organisation</p> <p><b><u>Term 5</u></b><br/>Sharing the planet</p>                                  | <p><b><u>Topic Areas</u></b></p> <ul style="list-style-type: none"> <li>• Personal attributes, Personal relationships, Eating and drinking, Physical wellbeing</li> <li>• Daily routine, Leisure, Holidays and tourism, Festivals and celebrations</li> <li>• Transport, Entertainment, Media, Technology</li> <li>• Neighbourhood, Education, The workplace, Social issues</li> <li>• Climate, Physical geography, Environment, Global issues</li> </ul> |
| <b>Option Topics</b>       | None                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Internal Assessment</b> | 25%, oral exam, externally moderated. Individual oral: 7-10 minutes + 15 minutes of preparation                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>External Assessment</b> | <p>75% Examination</p> <ul style="list-style-type: none"> <li>• Paper 1: Two short pieces of writing, each from a choice of 3. 1 hour (25%)</li> <li>• Paper 2: Listening and reading (separate sections)</li> <li>• Listening comprehension – 45 minutes; Reading comprehension – 1 hour (50%)</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The *ab initio* courses are designed for students who have had limited academic exposure to the language. Though a beginners' course, in just two years students reach standards significantly beyond GCSE. Emphasis is on *real*, not simplified language, and that is what appears in the examinations. Thus, the vocabulary base is far wider than that required for GCSE and is, as its name suggests, only a base. Students regularly encounter other words/phrases and are expected to "work out" the meaning from the context. **The expectation is that, by the end of the course, students will be equipped to go to the country, converse and be understood, as well as understanding what they see around them, with a basic knowledge of everyday life in that country.** Although students are not expected to master the full grammatical structure of a language, in practice, those who achieve the top grades have often done so.

### CONTACT FOR FURTHER INFORMATION

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## **SL FRENCH**

### **FRENCH B – STANDARD LEVEL**

#### **AIMS**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

The course comprises five themes: Identities, Experiences, Human ingenuity, Social organization and Sharing the planet. These prescribed themes are illustrated with guiding principles and recommended topics, such as health and wellbeing, customs and traditions, communication and media, education and the environment. Standard level French provides a suitable foundation for further study and/or practical use of French as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject. Standard level students will learn to communicate confidently with native speakers on a wide range of general topics.

#### **REQUIREMENTS**

A genuine interest in the French language is crucial for this course. You should have studied the language for at least three years and should be keen to develop the level of your language. Literary extracts are included in both courses but are only explicitly examined at Higher level.

#### **POTENTIAL CAREERS**

In today's interconnected world, the art of communication is a distinct asset, whatever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as diplomacy, sales, interpreting, teaching and translating, there are many fields where speaking a foreign language is a highly desirable skill. These include publishing, the media, government services, banking, intelligence, travel and tourism, fashion, law, international marketing and real estate. The study of a language not only provides tangible communicative skills but also teaches general linguistic precision and an awareness of cultural differences.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                      |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Themes</b>              | <b>Theme 1</b><br>Identities<br><br><b>Theme 2</b><br>Experiences<br><br><b>Theme 3</b><br>Human Ingenuity<br><br><b>Theme 4</b><br>Social Organisation<br><br><b>Theme 5</b><br>Sharing the Planet                                                                                                  |
| <b>Internal Assessment</b> | 25%, oral exam, externally moderated.<br>Individual oral: 12-15 minutes + 15 minutes of preparation                                                                                                                                                                                                  |
| <b>External Assessment</b> | 75% Examination <ul style="list-style-type: none"><li>• Paper 1: one piece of writing from a choice of 3 themes. 1 hour 15 minutes (25%)</li><li>• Paper 2: Listening and reading (separate sections)</li><li>• Listening comprehension – 45 minutes; Reading comprehension – 1 hour (50%)</li></ul> |

### CONTACT FOR FURTHER INFORMATION

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## **HL FRENCH B**

### **FRENCH B - HIGHER LEVEL**

#### **AIMS**

- Develop international mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical and creative thinking skills.
- Provide students with a basis for further study, work and leisure through the use of an additional language.
- Foster curiosity, creativity and a lifelong enjoyment of language learning.

#### **COURSE DESCRIPTION**

The content of the course for Standard and Higher levels is predominantly the same although HL students must also study two works of literature. The extra lessons at Higher level will be dedicated to more advanced grammar, speaking and literary content. Reading literature in the target language can be an enjoyable journey into the culture/s studied; it will help students to broaden their vocabulary and to use language in a more creative manner, developing fluent reading skills, promoting interpretative and inferential skills and contributing to intercultural understanding.

#### **REQUIREMENTS**

A genuine interest in the French language is crucial for this course. You should have studied the language for at least three years and should be keen to develop the level of your language. Literary extracts are included in both courses but are only explicitly examined at Higher level. You should be prepared to be well organised and to work conscientiously and independently over the two-year period.

Higher level is a good stepping stone to university French. You should bear this in mind when making your decision.

#### **POTENTIAL CAREERS**

In today's interconnected world, the art of communication is a distinct asset, whatever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as diplomacy, sales, interpreting, teaching and translating, there are many fields where speaking a foreign language is a highly desirable skill. These include publishing, the media and

journalism, government services, banking, intelligence, travel and tourism, fashion, law, international marketing and real estate. The study of a language not only provides tangible communicative skills but also teaches general linguistic precision and an awareness of cultural differences.

If studied at a UK university, all of the below would involve six months to a year working or studying in a French-speaking country.

**Single honours** – the study of language, literature, history, politics, sociology, film, all in the target language

**Joint honours** – French and a second language

**Course combinations** - French and law/ business/ computer science/ economics & management/ international relations/ music/ English/ history/ geography/ philosophy/ politics/ classical studies/ film/ linguistics etc.

## 5 TERM OVERVIEW

|                             |                                                                                                                                                                                                                                                                                                         |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Themes</b>               | <p><b><u>Theme 1</u> - Identities</b></p> <p><b><u>Theme 2</u> - Experiences</b></p> <p><b><u>Theme 3</u> – Human Ingenuity</b></p> <p><b><u>Theme 4</u> – Social Organisation</b></p> <p><b><u>Theme 5</u> – Sharing the Planet</b></p>                                                                |
| <b>Internal Assessment:</b> | <p>25%, oral exam, externally moderated.</p> <p>Individual oral: 12-15 minutes + 20 minutes of preparation</p>                                                                                                                                                                                          |
| <b>External Assessment:</b> | <p>75% Examination</p> <ul style="list-style-type: none"> <li>• Paper 1: one piece of writing from a choice of 3 themes. 1 hour 30 minutes (25%)</li> <li>• Paper 2: Listening and reading (separate sections)</li> </ul> <p>Listening comprehension – 1 hour; Reading comprehension – 1 hour (50%)</p> |

## CONTACT FOR FURTHER INFORMATION

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## **SL/HL LATIN**

### **CLASSICAL LANGUAGES LATIN – STANDARD & HIGHER LEVEL**

#### **AIMS**

- To demonstrate competence in understanding, translation, and appreciation of texts in the original language.
- To demonstrate a knowledge of different genres, techniques and styles of literature studied partly in the original language and partly in translation.
- To demonstrate knowledge that supports an appreciation of the texts in their historical and cultural contexts.
- To demonstrate an ability to collect and analyse relevant information independently and to present it clearly.
- To develop students' awareness of the role of language in relation to other areas of knowledge.
- To provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of a language.
- To develop students' awareness of the relationship between languages and culture.

#### **COURSE DESCRIPTION**

At this stage, much of the grammar has been studied already, so students will concentrate on reviewing this and being introduced to various texts from the rich literature of classical Rome. They will find that they are able to extend their knowledge of Roman civilisation through close reading and discussion of this literature.

There are three areas of exploration within the course.

#### **Meaning, form and language**

- This deepens students' linguistic knowledge and hones grammatical knowledge.
- This develops students' skills to read and translate with accuracy and flair.

#### **Text, author and audience**

- This broadens exposure to significant works of literature.
- This refines and sharpens students' skills of critical and literary analysis.

#### **Time, space and culture**

- This makes connections between sources and ideas produced in different times and places.
- This explores how historical and cultural factors shape the production and reception of texts.

## ASSESSMENT

- The unseen language paper (35% SL / 30% HL) will build on translation skills developed at IGCSE, but **a dictionary is allowed at IB Level**.
- The literature paper (35% SL / 30% HL) will continue to refine the literary analysis skills developed at IGCSE.
- Coursework (30% SL / 20% HL) will consist of a short “research dossier” on **any** topic of Roman life.
- HL students prepare an addition composition of 100 – 120 words of original Latin (20% HL **only**).

## REQUIREMENTS

In Latin it is a fundamental principle that the texts should be studied in the original language and therefore that students’ linguistic ability should be at the appropriate level to be able to achieve this. Further parts of the same texts along with others are studied in translation, within their cultural context, to widen a student’s understanding of classical literature, history and the symbiosis between them. At both Higher and Standard Level, the internal assessment “Individual Study” component will enable candidates to study independently, in depth, an aspect of ancient language, literature and civilisation that they find of particular interest. You should also be prepared to be well organized, and to work conscientiously and independently over the two-year period.

## POTENTIAL CAREERS

This course will allow for strong university and employment prospects. Gaining a good grade in Latin is viewed as excellent proof of a student’s academic and intellectual abilities by admission tutors in a wide range of university disciplines, such as Law, Medicine, Classics, History, Politics, Modern and Oriental Languages, Archaeology, Theology and English.

The most prominent areas of employment for Classicists are:

- finance, banking, insurance, accountancy.
- marketing and related areas.
- management, administration, civil service, law.
- the arts, journalism, publishing, education.
- computer sciences.

## 5 TERM OVERVIEW

|                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Core Content taught over 5 terms</b></p> | <p><b>STUDY OF LANGUAGE</b><br/>Students will study a prescribed author to develop language skills.</p> <p><b>STUDY OF LITERATURE</b><br/>HL students answer questions on <b>two</b> core texts chosen from the list below.<br/>SL students answer questions on <b>one</b> core text chosen from the list below.</p> <ul style="list-style-type: none"> <li>• Cicero</li> <li>• Livy</li> <li>• Virgil</li> <li>• Ovid</li> </ul> <p>All students also read <b>two companion texts</b> from this list to broaden their knowledge of the Roman world, and to support their knowledge of the <b>core texts</b> or as a springboard for their Internal Research Dossier or HL composition.</p> <ul style="list-style-type: none"> <li>• Aulus Gellius, <i>Noctes Attica</i></li> <li>• Catullus, <i>Carmina</i></li> <li>• Eutropius, <i>Breviarium Historiae Romanae</i></li> <li>• Horace, <i>Odes</i></li> <li>• Pliny the younger, <i>Letters</i></li> <li>• Sallust, <i>Bellum Iugurthinum</i></li> <li>• Seneca, <i>De Clementia</i></li> <li>• Ovid, <i>Heroides</i></li> <li>• Tibullus, <i>Elegies</i></li> </ul> |
| <p><b>SL/HL External Assessment</b></p>        | <p>SL: 70% of course grade<br/>HL: 60% of course grade</p> <p><b>Paper 1</b><br/>SL students translate and answer questions on one passage from the set author.<br/>HL students answer questions on two unseen passages from the set author.</p> <p><b>Paper 2</b><br/>SL students answer questions on one core set text.<br/>HL students answer questions on two core set texts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|                                          |                                                                                                                                                                                                                                                                              |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>SL/HL<br/>Internal<br/>Assessment</b> | 30% SL<br>20% HL<br><br>Individual study on any aspect of Roman civilisation, internally assessed, and externally moderated. <ul style="list-style-type: none"> <li>Students choose an aspect of classical studies which interests them to research and write on.</li> </ul> |
| <b>HL only<br/>Prose</b>                 | HL: 20%<br><br>Latin composition task <ul style="list-style-type: none"> <li>100-120 word original piece of writing in Latin, with student review and rational.</li> </ul>                                                                                                   |

#### **CONTACT FOR FURTHER INFORMATION**

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## **GROUP 3: INDIVIDUALS AND SOCIETIES**

### **SL BUSINESS MANAGEMENT**

#### **BUSINESS MANAGEMENT – STANDARD LEVEL**

##### **AIMS**

- To enhance the student's ability to make business decisions.
- To promote the importance of exploring business issues from different cultural perspectives
- To encourage a holistic view of the world of business
- To enable a student to understand the concepts of a global economy.
- To promote awareness of social, cultural and ethical factors in the actions of organisations
- To appreciate the social and ethical responsibilities associated with businesses operating in international markets.
- To enable a student to appreciate the nature and significance of change.
- To enable a student to develop the capacity to think critically.
- To provide progression from school to higher education or employment in industry or commerce

##### **COURSE DESCRIPTION**

The main goal of BM at Tanglin Trust School is to allow students to examine business decision making processes and understand how these impact on and are affected by internal and external environments. Students will develop an understanding of business theory and an ability to apply business principles, practices and skills.

During the course students will explore a wide range of business organisations and activities, as well as the cultural and economic context in which businesses operate. BM will furnish students with the knowledge and skills needed for a successful career in the corporate world.

In summary, students will explore strategic decision making through four key concepts:

- Change
- Creativity
- Ethics
- Sustainability

##### **REQUIREMENTS**

Students should have a keen interest in the business world and have an ability to apply theoretical business concepts to real life business scenarios. They should be enthusiastic and motivated to learn, and this should be demonstrated by their sustained awareness of the business world around them. As such, students should regularly follow the business news through print media or news websites such as the BBC. The internal assessment (a research project of 1800 words) requires both strong research and report writing skills.

## POTENTIAL CAREERS

The Business Management course is excellent preparation for the world of work as no matter what career a student decides to follow, there will always be an element of business within it. Whether it be a career in medicine or law, architecture or horticulture, an understanding of how businesses operate will prove invaluable. In addition, the BM course helps students develop skills that are critical and easily transferable to the world of work. BM requires students to have an inquisitive mind and to have the ability to apply theory to real life business situations. Students are encouraged to have an astute awareness of the world around them and an understanding of how organisations and society interact. Through its exploration of the various business functions, BM proves to be excellent preparation for any career in the corporate world, such as in human resources, marketing, finance or operations.

## 5 TERM OVERVIEW

|                      |                                                                                                                                                                                                                                                                                                                                                          |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b> | <b>Term 1: <u>Topic 1: Introduction to Business Management</u></b> <ul style="list-style-type: none"><li>• 1.1 What is Business?</li><li>• 1.2 Types of Business Entities</li><li>• 1.3 Business Objectives</li><li>• 1.4 Stakeholders</li><li>• 1.5 Growth &amp; evolution</li><li>• 1.6 Multinational companies</li></ul>                              |
|                      | <b>Term 2: <u>Topic 2: Human Resource Management</u></b> <ul style="list-style-type: none"><li>• 2.1 Introduction to human resource management</li><li>• 2.2 Organizational Structure</li><li>• 2.3 Leadership and Management</li><li>• 2.4 Motivation and demotivation</li><li>• 2.6 Communication</li></ul>                                            |
|                      | <b>Term 3: <u>Topic 3: Finance &amp; Accounts</u></b> <ul style="list-style-type: none"><li>• 3.1 Introduction to finance</li><li>• 3.2 Sources of Finance</li><li>• 3.3 Costs and Revenues</li><li>• 3.4 Final accounts</li><li>• 3.5 Profitability &amp; liquidity ratio analysis</li><li>• 3.7 Cash flow</li><li>• 3.8 Investment Appraisal</li></ul> |
|                      | <b>Term 4: <u>Topic 4: Marketing</u></b> <ul style="list-style-type: none"><li>• 4.1 Introduction to marketing</li><li>• 4.2 Marketing planning</li><li>• 4.4 Market Research</li><li>• 4.5 The seven 'P's</li></ul>                                                                                                                                     |

|                            |                                                                                                                                                                                                                                                                                                  |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <b>Term 5 - <u>Topic 5: Operations Management</u></b> <ul style="list-style-type: none"> <li>• 5.1 Introduction to operations management</li> <li>• 5.2 Operations methods</li> <li>• 5.4 Location</li> <li>• 5.5 Break-even analysis</li> </ul>                                                 |
| <b>Option Topics</b>       | None                                                                                                                                                                                                                                                                                             |
| <b>Internal Assessment</b> | 30% on one 1800-word report on a particular business facing a decision or issue to resolve using a conceptual lens                                                                                                                                                                               |
| <b>External Assessment</b> | 70% Examination <ul style="list-style-type: none"> <li>• Paper 1: Pre seen case study with compulsory questions and one from two extended response questions (35%)</li> <li>• Paper 2: Unseen case study with compulsory questions and one from two extended response questions (35%)</li> </ul> |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

Comparison with the Edexcel International A-Level syllabus shows that both the IB and the A-Level cover the same major theoretical content. There are no optional units in either the IB or the A-Level. The A-Level does not contain any coursework assessment.

### CONTACT FOR FURTHER INFORMATION

Mrs Mhairi Aluthge-Donna, [Mhairi.Aluthge-Donna@tts.edu.sg](mailto:Mhairi.Aluthge-Donna@tts.edu.sg)

## **HL BUSINESS MANAGEMENT**

### **BUSINESS MANAGEMENT – HIGHER LEVEL**

#### **AIMS**

- To enhance the student's ability to make business decisions.
- To promote the importance of exploring business issues from different cultural perspectives
- To encourage a holistic view of the world of business
- To enable a student to understand the concepts of a global economy.
- To promote awareness of social, cultural and ethical factors in the actions of organisations
- To appreciate the social and ethical responsibilities associated with businesses operating in international markets.
- To enable a student to appreciate the nature and significance of change.
- To enable a student to develop the capacity to think critically.
- To provide progression from school to higher education or employment in industry or commerce

#### **COURSE DESCRIPTION**

The main goal of BM at Tanglin Trust School is to allow students to examine business decision making processes and understand how these impact on and are affected by internal and external environments. Students will develop an understanding of business theory and an ability to apply business principles, practices and skills.

During the course students will explore a wide range of business organisations and activities, as well as the cultural and economic context in which businesses operate. BM will furnish students with the knowledge and skills needed for a successful career in the corporate world.

In summary, students will explore strategic decision making through four key concepts:

- Change
- Creativity
- Ethics
- Sustainability

#### **REQUIREMENTS**

Students should have a keen interest in the business world and have an ability to apply theoretical business concepts to real life business scenarios. They should be enthusiastic and motivated to learn, and this should be demonstrated by their sustained awareness of the business world around them. As such, students should regularly follow the business news through print media or news websites such as the BBC. The internal assessment (a research project of 1800 words) requires both strong research and report writing skills.

## POTENTIAL CAREERS

The Business Management course is excellent preparation for the world of work as no matter what career a student decides to follow, there will always be an element of business within it. Whether it be a career in medicine or law, architecture or horticulture, an understanding of how businesses operate will prove invaluable. In addition, the BM course helps students develop skills that are critical and easily transferable to the world of work. BM requires students to have an inquisitive mind and to have the ability to apply theory to real life business situations. Students are encouraged to have an astute awareness of the world around them and an understanding of how organisations and society interact. Through its exploration of the various business functions, BM proves to be excellent preparation for any career in the corporate world, such as in human resources, marketing, finance or operations.

## 5 TERM OVERVIEW

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b> | <b>Term 1: <u>Topic 1: Introduction to Business Management</u></b> <ul style="list-style-type: none"><li>• 1.1 What is Business?</li><li>• 1.2 Types of Business Entities</li><li>• 1.3 Business Objectives</li><li>• 1.4 Stakeholders</li><li>• 1.5 Growth &amp; evolution</li><li>• 1.6 Multinational companies</li></ul>                                                                                            |
|                      | <b>Term 2: <u>Topic 2: Human Resource Management</u></b> <ul style="list-style-type: none"><li>• 2.1 Introduction to human resource management</li><li>• 2.2 Organizational Structure</li><li>• 2.3 Leadership and Management</li><li>• 2.4 Motivation and demotivation</li><li>• 2.5 Organisational Culture</li><li>• 2.6 Communication</li><li>• 2.7 Industrial/employee relations</li></ul>                         |
|                      | <b>Term 3: <u>Topic 3: Finance &amp; Accounts</u></b> <ul style="list-style-type: none"><li>• 3.1 Introduction to finance</li><li>• 3.2 Sources of Finance</li><li>• 3.3 Costs and Revenues</li><li>• 3.4 Final accounts</li><li>• 3.5 Profitability &amp; liquidity ratio analysis</li><li>• 3.6 Efficiency Ratio Analysis</li><li>• 3.7 Cash flow</li><li>• 3.8 Investment Appraisal</li><li>• 3.9 Budgets</li></ul> |

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|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <b>Term 4: <u>Topic 4: Marketing</u></b> <ul style="list-style-type: none"> <li>• 4.1 Introduction to marketing</li> <li>• 4.2 Marketing planning</li> <li>• 4.3 Sales Forecasting</li> <li>• 4.4 Market Research</li> <li>• 4.5 The seven 'P's</li> <li>• 4.6 International marketing</li> </ul>                                                                                                                                      |
|                            | <b>Term 5: <u>Topic 5: Operations Management</u></b> <ul style="list-style-type: none"> <li>• 5.1 Introduction to operations management</li> <li>• 5.2 Operations methods</li> <li>• 5.4 Location</li> <li>• 5.5 Break-even analysis</li> <li>• 5.6 Production planning</li> <li>• 5.7 Crisis Management &amp; contingency planning</li> <li>• 5.8 Research &amp; development</li> <li>• 5.9 Management Information Systems</li> </ul> |
| <b>Option Topics</b>       | None                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Internal Assessment</b> | 20% on one 1800-word report on a particular business facing a decision or issue to resolve using a conceptual lens                                                                                                                                                                                                                                                                                                                     |
| <b>External Assessment</b> | 80% Examination <ul style="list-style-type: none"> <li>• Paper 1: Pre seen case study with compulsory questions and one from two extended response questions (25%)</li> <li>• Paper 2: Unseen case study with compulsory questions and one from two extended response questions (30%)</li> <li>• Paper 3: Unseen case study on social enterprise with one compulsory extended response question (25%)</li> </ul>                       |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

Comparison with the Edexcel International A-Level syllabus shows that both the IB and the A-Level cover the same major theoretical content. There are no optional units in either the IB or the A-Level. The A-Level does not contain any coursework assessment.

### CONTACT FOR FURTHER INFORMATION

Mrs Mhairi Aluthge-Donna, [Mhairi.Aluthge-Donna@tts.edu.sg](mailto:Mhairi.Aluthge-Donna@tts.edu.sg)

## **SL ECONOMICS**

### **ECONOMICS – STANDARD LEVEL**

#### **AIMS**

- To provide students with a core knowledge of Economics
- Encourage students think critically about Economics.
- Promote an awareness and understanding of internationalism in Economics.
- Encourage students' development as independent learners.
- Enable students to distinguish between positive and normative economics.
- Enable students to recognize their own tendencies for bias.

#### **COURSE DESCRIPTION**

The main goal of Economics at Tanglin Trust School is to allow students to gain an understanding of Economic theory and its application to the world around them. Economics provides the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables us to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

Economics addresses many issues that society currently faces but can equally be applied to questions such as what makes a luxury item such as a diamond more expensive than a necessity like water and why should public transport be subsidised by the government?

Over the course students will cover the following units:

- Introduction to Economics
- Microeconomics
- Macroeconomics
- The global economy

#### **REQUIREMENTS**

Although no prior knowledge of Economics is necessary to undertake this course of study. However, a familiarity with Economic concepts would be an advantage. You should have an interest in global current affairs and in exploring the points of view of different individuals, nations and cultures in the world economy. The rigors of the course will require you to be motivated, enthusiastic and committed to your studies.

#### **POTENTIAL CAREERS**

The study of economics will provide numerical, analytical and descriptive skills, and through the study of economics you will learn how to extract the essential elements from complex issues and gain an understanding of the relationship between the different elements. You will learn how to think in a careful and precise way, how to analyse problems and communicate your findings effectively. All of these skills, developed through the study of Economics, are valued in a wide range of careers such as such as accountancy, financial services, business management, marketing, politics, sales and the civil service.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <p><b><u>Term 1 - Introduction to Economics</u></b><br/>This unit will cover the basis terminology and concepts of Economics and will introduce the role of Economics in real world situations. This section will explore what markets and governments can and cannot do in the cases of both MEDCs and LEDCs.</p> <p><b><u>Term 2 - Microeconomics</u></b><br/>The purpose of this unit is to identify and explain the importance of markets and the role played by demand and supply. The failures of the market system (such as pollution) will also be identified, and possible solutions will be examined.</p> <p><b><u>Term 3 - Macroeconomics</u></b><br/>This unit will examine the major macroeconomic issues facing countries' Economic growth, Economic development, unemployment, inflation and income distribution. Economic strategies available to governments will be introduced and evaluated and applied to various economies throughout the world.</p> <p><b><u>Term 4 - The Global Economy</u></b><br/>In this unit the reasons why countries trade and the problems that they may face as a result are explored. The role of the World Trade Organisation and trading blocs will be addressed and the arguments for and against free trade and globalization will be evaluated.</p> <p><b><u>Term 5 – The Global Economy</u></b><br/>The main purpose of this unit is to understand the problems faced by LEDCs and to develop an awareness of possible solutions to these problems. This unit also provides the opportunity for an in-depth exploration of the trade vs. aid debate.</p> |
| <b>Option Topics</b>       | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Internal Assessment</b> | 30% on a portfolio of three commentaries on news articles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>External Assessment</b> | 70% Examination <ul style="list-style-type: none"> <li>• Paper 1: One extended response a choice of three (30%)</li> <li>• Paper 2: One question from two data response options (40%)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The IB and CIE International A-Level are quite similar. Most of the core content of both IB Higher and Standard Level is similar although Standard Level does not include "Economics of the Environment" and "Market Power". With the omission of these topics, the Standard Level is taught and assessed to the same depth of knowledge, application and evaluation as Higher Level. The Higher Level does include greater skills of analysis and evaluation required for the additional policy paper.

The coursework requirements at Standard Level are similar to Higher Level, but the exams consist of only two rather than three papers for Higher.

**CONTACT FOR FURTHER INFORMATION**

Mrs Mhairi Aluthge-Donna, [Mhairi.Aluthge-Donna@tts.edu.sg](mailto:Mhairi.Aluthge-Donna@tts.edu.sg)

## **HL ECONOMICS**

### **ECONOMICS – HIGHER LEVEL**

#### **AIMS**

- To provide students with a core knowledge of Economics
- Encourage students think critically about Economics.
- Promote an awareness and understanding of internationalism in Economics.
- Encourage students' development as independent learners.
- Enable students to distinguish between positive and normative economics.
- Enable students to recognize their own tendencies for bias.

#### **COURSE DESCRIPTION**

The main goal of Economics at Tanglin Trust School is to allow students to gain an understanding of Economic theory and its application to the world around them. Economics provides the knowledge and insight necessary to understand the impact of developments in business, society and the world economy. It enables us to understand the decisions of households, firms and governments based on human behaviour, beliefs, structure, constraints and need.

Economics addresses many issues that society currently faces but can equally be applied to questions such as what makes a luxury item such as a diamond more expensive than a necessity like water. And why should public transport be subsidised by the government?

Over the course students will cover the following units:

- Introduction to Economics
- Microeconomics
- Macroeconomics
- The global economy

#### **REQUIREMENTS**

No prior knowledge of Economics is necessary to undertake this course of study. However, a familiarity with economic concepts would be an advantage. You should have an interest in global current affairs and in exploring the points of view of different individuals, nations and cultures in the world economy. The rigors of the course will require you to be motivated, enthusiastic and committed to your studies.

#### **POTENTIAL CAREERS**

The study of Economics will provide numerical, analytical and descriptive skills, and through the study of economics you will learn how to extract the essential elements from complex issues and gain an understanding of the relationship between the different elements. You will learn how to think in a careful and precise way, how to analyse problems and communicate your findings effectively. All of these skills, developed through the study of economics, are valued in a wide range of careers such as accountancy, financial services, business management, marketing, politics, sales and the civil service.

## 5 TERM OVERVIEW

|                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>         | <p><b><u>Term 1 - Introduction to Economics</u></b><br/>This unit will cover the basis terminology and concepts of economics and will introduce the role of Economics in real world situations. This section will explore what markets and governments can and cannot do in the cases of both MEDCs and LEDCs.</p> <p><b><u>Term 2 - Microeconomics</u></b><br/>The purpose of this unit is to identify and explain the importance of markets and the role played by demand and supply. The failures of the market system (such as pollution) will also be identified, and possible solutions will be examined. At higher level, this unit will also investigate the roles played by consumers, producers and the government in different market structures.</p> <p><b><u>Term 3 - Macroeconomics</u></b><br/>This unit will examine the major macroeconomic issues facing countries' economic growth, Economic development, unemployment, inflation and income distribution. Economic strategies available to governments will be introduced and evaluated and applied to various economies throughout the world. At higher level, this unit will address these economic strategies in more depth.</p> <p><b><u>Term 4 - The Global Economy</u></b><br/>In this unit the reasons why countries trade and the problems that they may face as a result are explored. The role of the World Trade Organisation and trading blocs will be addressed and the arguments for and against free trade and globalization will be evaluated. At higher level, the issues surrounding economic integration will be investigated in more depth.</p> <p><b><u>Term 5 - The Global economy</u></b><br/>The main purpose of this unit is to understand the problems faced by LEDCs and to develop an awareness of possible solutions to these problems. This unit also provides the opportunity for an in-depth exploration of the trade vs. aid debate.</p> |
| <b>Option Topics</b>        | None                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Internal Assessment</b>  | 20% on a portfolio of three commentaries on news articles.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>External Assessment:</b> | <p>80% Examination</p> <ul style="list-style-type: none"> <li>• Paper 1: One extended response a choice of three (30%)</li> <li>• Paper 2: One question from two data response option (40%)</li> <li>• Paper 3: Policy paper, two compulsory questions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The IB and CIE International A-Level are quite similar. Most of the core content of both IB Higher and Standard Level is similar although Standard Level does not include "Economics of the Environment" and "Market Power". With the omission of these topics, the Standard Level is taught and assessed to the same depth of knowledge, application and evaluation as Higher Level. The Higher Level does include greater skills of analysis and evaluation required for the additional policy paper.

The coursework requirements at Standard Level are similar to Higher Level, but the exams consist of only two rather than three papers for Higher.

**CONTACT FOR FURTHER INFORMATION**

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## **SL GEOGRAPHY**

### **GEOGRAPHY – STANDARD LEVEL**

#### **AIMS**

- Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material.
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies.
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity.
- Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

#### **More specifically the aims of the Geography syllabus at SL are to enable students to:**

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

#### **COURSE DESCRIPTION**

At Tanglin Trust School Geography is taught as a global dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to develop and support the ever-enquiring mind of the developments, links and changes between the physical and human worlds. Patterns and processes are studied, and trends identified, looking to the future geographical world in which IB students will live and help to shape. IB Geography will investigate the way that people adapt and respond to change and help to develop ideas and management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These will be taught using local, regional and international exemplars. Local fieldwork will take place to support and enhance the course and all students will take part in a residential fieldtrip to Northern Thailand in Year 12.

Standard Level students will study the following:

**Part 1 Optional Themes (two of the themes below)**

- *Geophysical hazards*
- *Leisure, tourism and sport*
- *Freshwater*

**Part 2 Geographic Perspectives—Global Change**

- *Population dynamics—changing population*
- *Global climate—vulnerability and resilience*
- *Global resource consumption and security*

Standard Level Geography Diploma students will submit a written Internal Assessment report based on fieldwork in Northern Thailand. This report will be no more than 2,500 words and will be worth 25% of their final mark.

**REQUIREMENTS**

The usual requirement for IB Geography is the POP in Geography. However, students with a lively and enquiring mind, a willingness to explore new ideas and an interest in current affairs may be considered without IGCSE Geography. The nature of the subject, and its methods of assessment, is such that students need to have a sound level of both numeracy and literacy.

**POTENTIAL CAREERS**

Current concern about climate change, shrinking energy resources and sustainability make Geography a contemporary and very relevant course to study. Geography students are highly sought after in areas such as finance and banking, hydrology and flood management, education, surveying, GIS, climatology, urban and transport planning, emergency management, demography, oceanography and many other areas. Geography students have excellent transferable skills making them attractive to virtually all employment sectors.

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*“Team workers, self-starters, IT literate, good data interpretation and research skills these are all attributes where Geographers ‘tick the box’.”*

*- Royal Geographical Society -*

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## 5 TERM OVERVIEW

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|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Part 1<br/>Optional<br/>Themes</b></p> <p><b>&amp;</b></p> <p><b>Part 2<br/>Geographic<br/>Perspectives</b></p> | <p><b><u>Term 1</u></b></p> <ul style="list-style-type: none"> <li>• <i>Population dynamics</i> - changing population</li> <li>• <i>Geophysical hazards</i> - earthquakes, volcanoes and landslides</li> <li>• Residential Fieldtrip to Thailand for IA data collection (Approximate cost: \$1600-\$1800)</li> </ul> <p><b><u>Term 2</u></b></p> <ul style="list-style-type: none"> <li>• Geographical skills and Fieldwork - writing of IA</li> <li>• <i>Population dynamics</i> - changing population</li> <li>• <i>Global climate</i> - vulnerability and resilience</li> </ul> <p><b><u>Term 3</u></b></p> <ul style="list-style-type: none"> <li>• <i>Global resource consumption and security</i></li> <li>• <i>Urban environments</i> (Option - SL to attend either these or <i>Leisure, Sport and Tourism</i>)</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>• <i>Freshwater</i> (Option - SL to attend either these or <i>Leisure, tourism and sport lessons</i>)</li> <li>• <i>Global climate</i> - vulnerability and resilience</li> </ul> <p><b><u>Term 5</u></b></p> <ul style="list-style-type: none"> <li>• <i>Leisure, tourism and sport</i> (Option)</li> </ul> |
| <p><b>Internal<br/>Assessment</b></p>                                                                                 | <p>25% Fieldwork Report (maximum 2500 words) externally moderated.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>External<br/>Assessment</b></p>                                                                                 | <p>75% Examination</p> <ul style="list-style-type: none"> <li>• Paper 1 (35%): Two questions must be answered on the Option topics of <i>Freshwater</i>, <i>Geophysical hazards</i> and <i>Leisure, tourism and sport</i>. Each option has a structured question and one extended answer question from a choice of two.</li> <li>• Paper 2 (40%): Three structured questions, based on each core unit, an Infographic or visual stimulus, with structured questions and one extended answer question from a choice of two.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The requirements of the syllabus and the standard of the exam are broadly comparable to A2. However, the IB is keen to stress the inter-relationships between the Core and the different modules.

The IB course is an “international” syllabus, drawing on the experiences and methodologies of teachers from many parts of the world.

The aims of the IB course are:

- Develop a global perspective and a sense of world interdependence.
- Understanding between people, places and environments
- Concern for quality of the environment; sustainable development
- Recognise the need for social justice, equity, combat bias, prejudice, appreciate diversity.

It is important to recognise that Standard Level is not inherently easier than Higher Level. Students study the same Geographic Perspectives as Higher Level, and only two of the Optional Themes. The examination questions are the same for both SL and HL, however there is no Extension Paper at SL.

**CONTACT FOR FURTHER INFORMATION:**

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## **HL GEOGRAPHY**

### **GEOGRAPHY – HIGHER LEVEL**

#### **AIMS**

- Encourage the systematic and critical study of human experience and behaviour; physical, economic and social environments; and the history and development of social and cultural institutions.
- Develop in the student the capacity to identify, to analyse critically and to evaluate theories, concepts and arguments about the nature and activities of the individual and society.
- Enable the student to collect, describe and analyse data used in studies of society, to test hypotheses, and to interpret complex data and source material.
- Promote the appreciation of the way in which learning is relevant both to the culture in which the student lives, and the culture of other societies.
- Develop an awareness in the student that human attitudes and beliefs are widely diverse and that the study of society requires an appreciation of such diversity.
- Enable the student to recognize that the content and methodologies of the subjects in group 3 are contestable and that their study requires the toleration of uncertainty.

#### **More specifically the aims of the Geography syllabus at SL are to enable students to:**

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

#### **COURSE DESCRIPTION**

At Tanglin Trust School geography is taught as a global dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to develop and support the ever-inquiring mind of the developments, links and changes between the physical and human worlds. Patterns and processes are studied, and trends identified, looking to the future geographical world in which IB students will live and help to shape. IB Geography will investigate the way that people adapt and respond to change and help to develop ideas and management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. Local fieldwork will take place to support and enhance the course and all students will take part in a residential fieldtrip to Northern Thailand in Year 12.

Higher Level students will study the following:

**Part 1 Optional Themes** (all three themes)

- *Geophysical hazards*
- *Leisure, tourism and sport*
- *Freshwater*

**Part 2 Geographic Perspectives – Global Change**

- *Population dynamics*—changing population
- *Global climate*—vulnerability and resilience
- *Global resource consumption and security*

**Part 2 HL Extension – Global interactions**

- *Power, places and networks*
- *Human development and diversity*
- *Global risks and resilience*

Higher Level Geography Diploma students will submit a written Internal Assessment report based on fieldwork in Northern Thailand. This report will be no more than 2,500 words and will be worth 20% of their final mark.

**REQUIREMENTS**

The usual requirement for IB Geography is the POP in Geography. However, students with a lively and enquiring mind, a willingness to explore new ideas and an interest in current affairs may be considered without IGCSE Geography. The nature of the subject, and its methods of assessment, is such that students need to have a sound level of both numeracy and literacy.

**POTENTIAL CAREERS**

Current concern about climate change, shrinking energy resources and sustainability make Geography a contemporary and very relevant course to study. Geography students are highly sought after in areas such as finance and banking, hydrology and flood management, education, surveying, GIS, climatology, urban and transport planning, emergency management, demography, oceanography and many other areas. Geography students have excellent transferable skills making them attractive to virtually all employment sectors.

“Team workers, self-starters, IT literate, good data interpretation and research skills these are all attributes where Geographers ‘tick the box’.” (Royal Geographical Society)

## 5 TERM OVERVIEW

|                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Part 1 Optional Themes</b><br><br><b>&amp;</b><br><br><b>Part 2 Geographic Perspectives &amp; HL Extension</b> | <p><b><u>Term 1</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Population dynamics</i></b> - changing population</li> <li>• <b><i>Geophysical hazards</i></b> - earthquakes, volcanoes and landslides (Option)</li> <li>• Residential Fieldtrip to Thailand for IA data collection (Approximate cost: \$1600-\$1800)</li> </ul> <p><b><u>Term 2</u></b></p> <ul style="list-style-type: none"> <li>• Geographical skills and Fieldwork - writing of IA</li> <li>• <b><i>Population dynamics</i></b> - changing population</li> <li>• <b><i>Global climate</i></b> - vulnerability and resilience</li> </ul> <p><b><u>Term 3</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Global resource consumption and security</i></b></li> <li>• <b><i>Global climate</i></b> - vulnerability and resilience</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Leisure, tourism and sport</i></b> (Option)</li> <li>• <b><i>Freshwater</i></b> (Option)</li> </ul> <p><b><u>Term 5</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>Leisure, tourism and sport</i></b> (Option)</li> <li>• <b><i>Global interactions</i></b> (HL Extension)</li> </ul> |
| <b>Internal Assessment</b>                                                                                        | <b>20% Fieldwork Report</b> (maximum 2500 words) externally moderated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>External Assessment</b>                                                                                        | <b>80% Examination</b> <ul style="list-style-type: none"> <li>• <b>Paper 1</b> (35%): Three questions must be answered on the Option topics of <b><i>Freshwater, Geophysical hazards</i></b> and <b><i>Leisure, tourism and sport</i></b>. Each option has a structured question and one extended answer question from a choice of two.</li> <li>• <b>Paper 2</b> (25%): Three structured questions, based on each core unit, an Infographic or visual stimulus, with structured questions and one extended answer question from a choice of two.</li> <li>• <b>Extension Paper</b> (20%): Choice of three extended answer questions, with two parts, based on each HL core unit.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The requirements of the syllabus and the standard of the exam are broadly comparable to A2. However, the IB is keen to stress the inter-relationships between the Core and the different modules.

**The IB course is an “international” syllabus, drawing on the experiences and methodologies of teachers from many parts of the world.**

The aims of the IB course are:

- Develop a global perspective and a sense of world interdependence.
- Understanding between people, places and environments
- Concern for quality of the environment; sustainable development
- Recognise the need for social justice, equity, combat bias, prejudice, appreciate diversity.

**CONTACT FOR FURTHER INFORMATION**

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## **SL HISTORY**

### **HISTORY: 20<sup>TH</sup> CENTURY WORLD HISTORY – STANDARD LEVEL**

#### **AIMS**

In common with all Group 3 subjects the aim (at Standard and Higher levels) is to study human experience and behaviour. To analyse different theories, concepts and arguments existing about individuals and society. To collect, describe and analyse data to test hypotheses. To promote an appreciation of how your own learning is relevant to your culture and to others. To learn to appreciate human diversity in attitudes and opinions and to recognize that the content and methodology which you cover may be contestable.

#### **Specific to History:**

- To promote an understanding of History as a discipline.
- To encourage an understanding of the present through the past.
- To encourage understanding of the impact of historical developments at regional, national and international levels.
- To develop an awareness of one's own historical identity through the study of the historical experiences of different cultures.

The acquisition of historical skills will be applicable to related areas as well as the subject itself – for example, recognizing how and why opinions and interpretations differ. You will also develop your understanding of and empathy for, people living in other periods and contexts.

#### **COURSE DESCRIPTION**

History is a discipline that will give you an understanding of yourself and others in relation to the world, both past and present. At Tanglin we have chosen a course which provides a mixture of cultural, political, religious and ideological diversity which spans the twentieth century. We have selected an interesting and thought-provoking range of leaders and events which will provide ample opportunity to see how wide the web of history spreads in terms of causes and consequences. It will prove greatly interesting and will provide an in-depth view of some of the most influential elements of the last century. The course is assessed via a source analysis paper, an essay paper and an historical investigation.

#### **The topics that will be covered are:**

##### **Focused Study 5 - Protest and Change**

- **Feminism in the USA 1960-79**
- **Revolution in Tunisia 1989-2015**

##### **Thematic Study 3 - Authoritarian Rule from 1750CE onwards**

##### **Historical Investigation - YOU will choose the topic!**

## REQUIREMENTS

You should be an enthusiastic and capable reader and written communicator as the course requires a great deal of independent research from a variety of sources, but principally from several in depth textbooks. A successful candidate should have a great interest in current affairs, which should extend to an appreciation of the political, cultural, racial, religious and ideological diversity of the world. The greater prior understanding of this diversity the better, although it is not a requirement.

## POTENTIAL CAREERS

History is renowned as a subject of great academic rigor which develops highly knowledgeable people with a well-rounded view of the world and an appreciation of diversity and an awareness and understanding of often conflicting interpretations. It has traditionally lent itself well to careers in media, journalism, politics, international relations, education and research. However, because of the analytical approach and evaluation of evidence and interpretation it is also favoured by the accounting and legal professions.

## Assessment

|                            |                                                                                                                                                                     |                                                                |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Paper 1</b>             | <b><u>Focused study</u></b><br>Protest and change                                                                                                                   | Feminism in the USA 1960-79<br>Revolution in Tunisia 1989-2015 |
| <b>Paper 2</b>             | <b><u>Thematic study</u></b><br>Authoritarian Rule                                                                                                                  | TBC                                                            |
| <b>Internal Assessment</b> | Free individual student choice                                                                                                                                      |                                                                |
| <b>External Assessment</b> | <ul style="list-style-type: none"><li>• Paper 1: Sources Paper covering one topic.</li><li>• Paper 2: Short response and essay paper covering two topics.</li></ul> |                                                                |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

Similarities are that both involve source evaluation elements of papers, but in the IB sources paper the questions are scaffolded to draw out the skills from simple to high order, whilst at A-Level they are in the form of an evaluative essay and automatically require the highest order evaluation. Both options involve essay writing and because of the nature of history, the best answers require a mixture of highly focused analysis, deep and broad subject knowledge and creative evaluation, where possible incorporating awareness and knowledge of interpretation. The IB coursework element (the Individual Assignment) is really independent, as it allows students complete freedom to explore a topic entirely of their own interest and choosing and this is unique to this option. At A-Level the coursework involves some choice, but from a prescribed list of topics. The A-Level coursework is a larger piece and requires greater depth and focus. The link with history as a discipline and TOK is also a unique aspect of IB History and enables some deeper appreciation of the subject 'outside the box'.

## CONTACT FOR FURTHER INFORMATION:

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## **HL HISTORY**

### **HISTORY: 20<sup>TH</sup> CENTURY WORLD HISTORY – HIGHER LEVEL**

#### **AIMS**

In common with all Group 3 subjects the aim (at Standard and Higher levels) is to study human experience and behaviour. To analyse different theories, concepts and arguments existing about individuals and society. To collect, describe and analyse data to test hypotheses. To promote an appreciation of how your own learning is relevant to your culture and to others. To learn to appreciate human diversity in attitudes and opinions and to recognize that the content and methodology which you cover may be contestable. Specifically in History you will gain an understanding of History as a discipline. You will be encouraged to gain an understanding of the present through the past through critical evaluation. You will understand the impact of historical developments at regional, national and international levels and will develop an awareness of your own historical identity through the study of the historical experiences of different cultures. The acquisition of historical skills will be applicable to related areas as well as the subject itself – for example, recognizing how and why opinions and interpretations differ. You will also develop your understanding of and empathy for, people living in other periods and contexts.

#### **COURSE DESCRIPTION**

History is a discipline that will give you an understanding of yourself and others in relation to the world, both past and present. At Tanglin we have chosen a course which provides a mixture of cultural, political, religious and ideological diversity which spans the twentieth century. We have selected an interesting and thought-provoking range of leaders and events which will provide ample opportunity to see how wide the web of history spreads in terms of causes and consequences. It will prove greatly interesting and will provide an in-depth view of some of the most influential elements of the last century. The course is assessed via a source analysis paper, two essay papers and an historical investigation.

**The topics that will be covered are:**

#### **Focused Study 5 - Protest and Change**

- Feminism in the USA 1960-79
- Revolution in Tunisia 1989-2015

#### **Thematic Study 3 - Authoritarian Rule from 1750CE onwards**

**Historical Investigation - YOU will choose the topic!**

#### **HL Only**

#### **Regional Studies (Asia and Oceania)**

**tbc**

- Independence of India (1857-1964)
- Emergence of Modern China (1910-1949)

## REQUIREMENTS

You should be an enthusiastic and capable reader and written communicator; as the course dictates a great deal of independent research from a variety of sources, but principally from several in depth textbooks. This last point is particularly evident on the Higher course - you must be prepared to read a great deal. A successful candidate should have a great interest in current affairs, which should extend to an appreciation of the political, cultural, racial, religious and ideological diversity of the world. The greater prior understanding of this diversity the better, although it is not a requirement.

## POTENTIAL CAREERS

History is renowned as a subject of great academic rigor which develops highly knowledgeable people with a well-rounded view of the world and an appreciation of diversity and an awareness and understanding of often conflicting interpretations. It has traditionally lent itself well to careers in media, journalism, politics, international relations, education and research. However, because of the analytical approach and evaluation of evidence and interpretation it is also favoured by the accounting and legal professions.

## History: 20<sup>th</sup> Century World History Higher Level

### Assessment

|                            |                                                                                                                                                                                                       |                                                                |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Paper 1</b>             | <b><u>Focused study</u></b><br>Protest and change                                                                                                                                                     | Feminism in the USA 1960-79<br>Revolution in Tunisia 1989-2015 |
| <b>Paper 2</b>             | <b><u>Thematic study</u></b><br>Authoritarian Rule                                                                                                                                                    | TBC                                                            |
| <b>Paper 3</b>             | <b><u>HL Regional study</u></b><br>Asia and Oceania                                                                                                                                                   | Independence of India<br>Formation of modern China             |
| <b>Internal Assessment</b> | Free individual student choice                                                                                                                                                                        |                                                                |
| <b>External Assessment</b> | <ul style="list-style-type: none"><li>• Paper 1: Sources Paper covering two topics.</li><li>• Paper 2: Essay Paper covering two topics.</li><li>• Paper 3: Essay Paper covering two topics.</li></ul> |                                                                |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

Similarities are that both involve source evaluation elements of papers, but in the IB sources paper the questions are scaffolded to draw out the skills from simple to high order, whilst at A-Level they are in the form of an evaluative essay and automatically require the highest order evaluation. Both options involve essay writing and because of the nature of history, the best answers require a mixture of highly focused analysis, deep and broad subject knowledge and creative evaluation, where possible incorporating awareness and knowledge of interpretation. The IB coursework element (the Individual Assignment) is really independent, as it allows students complete freedom to explore a topic entirely of their own interest and choosing and this is unique to this option. At A-Level the coursework involves some choice, but from a

prescribed list of topics. The A-Level coursework is a larger piece and requires greater depth and focus. The IB Higher course covers the greatest amount of content, which is why we have looked to create overlap between papers where possible.

The link with history as a discipline and TOK is also a unique aspect of IB History and enables some deeper appreciation of the subject 'outside the box'.

**CONTACT FOR FURTHER INFORMATION**

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## **SL PHILOSOPHY**

### **PHILOSOPHY – STANDARD LEVEL**

#### **AIMS**

- Develop an inquiring and intellectually curious way of thinking.
- Formulate arguments in a sound and purposeful way.
- Examine critically their own experiences and their ideological and cultural perspectives.
- Appreciate the diversity of approaches within philosophical thinking.
- Apply their philosophical knowledge and skills to the world around them.

#### **COURSE DESCRIPTION**

The emphasis of the Diploma Programme philosophy course is on “doing philosophy”, that is, on engaging students in philosophical activity and encouraging them to develop into independent thinkers. Clearly the philosophy course is an opportunity to introduce students to some of the world’s most influential thinkers, hence the inclusion of the study of a philosophical text as one component of the course. However, it is also an opportunity for students to engage in philosophical activity themselves. Each area of the course provides students with an opportunity to explore different philosophical concepts and issues and having a single underlying focus on “doing philosophy” helps to give the course unity and coherence across these different elements.

The IB offers a choice of "optional themes". The current course begins with an exploration of Ethics, but depending on the interests of the students, other options might be considered.

1. Aesthetics
2. Epistemology
3. Ethics
4. Philosophy and contemporary society
5. Philosophy of religion
6. Philosophy of science
7. Political philosophy

#### **Core theme**

##### **"Being human"**

- o Identity
- o Personhood
- o Freedom
- o Mind and body
- o The self and the other
- o Human nature

## **Ethics**

### Normative ethics

- o Moral principles
- o Virtue/character-based theories
- o Deontological versus teleological theories

### Meta ethics

- o The origins and nature of moral values
- o Foundations for moral judgments
- o Ethical language

### Applied ethics

Two of the following three areas of applied ethics must be studied.

- o Biomedical ethics
- o Environmental ethics
- o Distribution of wealth

**Prescribed text: Prescribed text: select any ONE text from:**

| Author             | Title                                                                 |
|--------------------|-----------------------------------------------------------------------|
| Simone de Beauvoir | <i>The Second Sex, Vol. 1 part 1, Vol. 2 part 1 and Vol. 2 part 4</i> |
| Rene Descartes     | <i>Meditations</i>                                                    |
| Martha Nussbaum    | <i>Creating Capabilities: The Human Development Approach</i>          |
| Peter Singer       | <i>The Life You Can Save</i>                                          |

## **REQUIREMENTS**

No former experience of the subject is necessary to study Philosophy at Standard Level, but students should be interested in the great questions of life and enjoy analyzing ideas and concepts. They should be comfortable with reading texts and researching essays from a range of different sources. As the initial experience of philosophy can be testing, students must enjoy being intellectually challenged and they must be motivated, enthusiastic and well organised.

## **POTENTIAL CAREERS**

The study of philosophy is central to the development of a person's analytical and critical faculties, encouraging them to think independently and helping them to recognize good arguments from poor. It requires a close reading of texts to identify errors in reasoning, bias and false assumptions. It encourages people to argue persuasively and coherently and, as such, is invaluable in any career that requires analytical thought and the ability to communicate clearly and succinctly. Philosophy specialists excel in careers such as law, politics, journalism, research and other related professions.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <p><b><u>Term 1 - Core theme: Being human</u></b></p> <ul style="list-style-type: none"> <li>Personhood, mind/body problem/freewill and determinism/identity/the self and others</li> </ul> <p><b><u>Term 2 - Optional theme: Ethics</u></b></p> <ul style="list-style-type: none"> <li>Ethics</li> </ul> <p><b><u>Term 3</u></b></p> <ul style="list-style-type: none"> <li>Ethics</li> <li>Internal assessment</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>Prescribed text</li> </ul> <p><b><u>Term 5</u></b></p> <ul style="list-style-type: none"> <li>Prescribed text</li> </ul> |
| <b>Option Topics</b>       | <p><b><u>Standard Level: One from following list</u></b></p> <ul style="list-style-type: none"> <li>Aesthetics; Epistemology; Ethics; Philosophy and contemporary society; Philosophy of religion; Philosophy of science; Political philosophy</li> </ul>                                                                                                                                                                                                                                                                                                                                                               |
| <b>Texts</b>               | <p><b><u>Standard Level: One from a list</u></b></p> <ul style="list-style-type: none"> <li>The text list ranges from Simone de Beauvoir to Zhuangzi</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Internal Assessment</b> | <p><b><u>25% Internal Assessment:</u></b><br/>Students are required to complete a philosophical analysis of a non philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p>                                                                                                                                                                                                                                                                                                                                                         |
| <b>External Assessment</b> | <p>75% Examination</p> <ul style="list-style-type: none"> <li>Paper 1: Core and Options (50%)</li> <li>Paper 2 on the Texts (25%)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The most radical difference is in **the emphasis on the student developing a philosophical approach and a philosophical attitude rather than learning others' philosophical ideas.** Thus, in the Core and Optional Themes, little credit is given for the simple recall of what philosophers have said concerning a particular problem. Much more credit is given to students who demonstrate an active appreciation of the problems themselves, plus the willingness to engage with them thoughtfully. Studying the Text, on the other hand, allows a student to master the ideas as expressed in the words of the philosopher, and then to engage critically with them.

With regards to assessing equivalence of standards it is hard to honestly make a comparison given the different emphases in A-Level and IB: effectiveness of recall would gain more marks at A-Level and not count for much in IB; effectiveness of independent thought is regarded as more merit worthy in the IB.

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## **HL PHILOSOPHY**

### **PHILOSOPHY – HIGHER LEVEL**

#### **AIMS**

- Develop an inquiring and intellectually curious way of thinking.
- Formulate arguments in a sound and purposeful way.
- Examine critically their own experiences and their ideological and cultural perspectives.
- Appreciate the diversity of approaches within philosophical thinking.
- Apply their philosophical knowledge and skills to the world around them.

#### **COURSE DESCRIPTION**

The emphasis of the Diploma Programme philosophy course is on “doing philosophy”, that is, on engaging students in philosophical activity and encouraging them to develop into independent thinkers. Clearly the philosophy course is an opportunity to introduce students to some of the world’s most influential thinkers, hence the inclusion of the study of a philosophical text as one component of the course. However, it is also an opportunity for students to engage in philosophical activity themselves. Each area of the course provides students with an opportunity to explore different philosophical concepts and issues and having a single underlying focus on “doing philosophy” helps to give the course unity and coherence across these different elements.

The IB offers a choice of "optional themes". The current course begins with Ethics, then HL students can decide on another optional theme. Traditionally this has been a choice between Political Philosophy or Philosophy of Religion, but depending on the interests of the students, other options might be considered.

1. Aesthetics
2. Epistemology
3. Ethics
4. Philosophy and contemporary society
5. Philosophy of religion
6. Philosophy of science
7. Political philosophy

#### **Core theme**

##### **"Being human"**

- o Identity
- o Personhood
- o Freedom
- o Mind and body
- o The self and the other
- o Human nature

## **Ethics**

### Normative ethics

- o Moral principles
- o Virtue/character-based theories
- o Deontological versus teleological theories

### Meta ethics

- o The origins and nature of moral values
- o Foundations for moral judgments
- o Ethical language

### Applied ethics

Two of the following three areas of applied ethics must be studied

- o Biomedical ethics
- o Environmental ethics
- o Distribution of wealth

## **Political Philosophy**

### Civil Society, the state and government

- o Authority, sovereignty, power and corruption
- o Ideologies of government: liberalism, conservatism, Marxism and socialism
- o Social- Contract theories of state of nature, civil society and forms of government

### Justice

- o Distributive and retributive justice
- o Social Justice
- o Interrelationships between justice, freedom and equality

### Rights

- o Human and non-human rights
- o Natural rights and legal rights
- o Rights, duties and responsibilities

**Prescribed text: select any ONE text from:**

| Author             | Title                                                                 |
|--------------------|-----------------------------------------------------------------------|
| Simone de Beauvoir | <i>The Second Sex, Vol. 1 part 1, Vol. 2 part 1 and Vol. 2 part 4</i> |
| Rene Descartes     | <i>Meditations</i>                                                    |
| Martha Nussbaum    | <i>Creating Capabilities: The Human Development Approach</i>          |

|              |                               |
|--------------|-------------------------------|
| Frantz Fanon | <i>Black Skin, White Mask</i> |
|--------------|-------------------------------|

HL students will continue on to study a Paper 3 topic, Philosophy and contemporary society, where they will explore issues such as Philosophy and Technology and Philosophy the Environment and finally the very nature of philosophy itself.

## REQUIREMENTS

To study Philosophy at Higher Level, no former experience of the subject is necessary, but students should be interested in the great questions of life and enjoy analyzing ideas and concepts. They should enjoy reading texts and researching essays from a range of different sources. As the initial experience of philosophy can be testing, students must get pleasure from being intellectually challenged, and they must be motivated, enthusiastic and well organised.

## POTENTIAL CAREERS

The study of philosophy is central to the development of a person's analytical and critical faculties, encouraging them to think independently and helping them to recognize good arguments from poor. It requires a close reading of texts to identify errors in reasoning, bias and false assumptions. It encourages people to argue persuasively and coherently and, as such, is invaluable in any career that requires analytical thought and the ability to communicate clearly and succinctly. Philosophy specialists excel in careers such as law, politics, journalism, research and other related professions.

## 5 TERM OVERVIEW

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>  | <p><b><u>Term 1 - Being human</u></b></p> <ul style="list-style-type: none"> <li>• Personhood, human nature, mind/body problem/freewill and determinism/identity/the self and others</li> <li>• Political philosophy</li> </ul> <p><b><u>Term 2</u></b></p> <ul style="list-style-type: none"> <li>• Ethics</li> </ul> <p><b><u>Term 3</u></b></p> <ul style="list-style-type: none"> <li>• Ethics</li> <li>• Internal assessment</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>• Prescribed text</li> </ul> <p><b><u>Term 5</u></b></p> <ul style="list-style-type: none"> <li>• Prescribed text</li> <li>• Unseen text</li> </ul> |
| <b>Option Topics</b> | <b><u>Higher Level: Two from following list</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

|                                                     |                                                                                                                                                                                                                                                             |
|-----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                     | <ul style="list-style-type: none"> <li>Aesthetics; Epistemology; Ethics; Philosophy and contemporary society; Philosophy of religion; Philosophy of science; Political Philosophy</li> </ul>                                                                |
| <b>Texts</b>                                        | <u>Higher Level: One text is studied.</u> <ul style="list-style-type: none"> <li>The text list ranges from Simone de Beauvoir to Zhuangzi</li> </ul>                                                                                                        |
| <b>Paper 3: Philosophy and contemporary Society</b> | <p>Philosophy and Technology: e.g. Is technology value-neutral?</p> <p>Philosophy and the Environment: e.g. Do humans have a moral obligation to protect the environment?</p>                                                                               |
| <b>Internal Assessment</b>                          | <p><u>20% Internal Assessment:</u></p> <p>Students are required to complete a philosophical analysis of a non-philosophical stimulus. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> |
| <b>External Assessment</b>                          | <p>80% Examination</p> <ul style="list-style-type: none"> <li>Paper 1: Core and Options (40%)</li> <li>Paper 2 on the Texts (20%)</li> <li>Paper 3 on Unseen text practice (20%)</li> </ul>                                                                 |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The most radical difference is in **the emphasis on the student developing a philosophical approach and a philosophical attitude rather than learning others' philosophical ideas.** Thus, in the Core and Optional Themes, little credit is given for the simple recall of what philosophers have said concerning a particular problem. Much more credit is given to students who demonstrate an active appreciation of the problems themselves, plus the willingness to engage with them thoughtfully. Studying the Text, on the other hand, allows a student pupil to master the ideas as expressed in the words of the philosopher, and then to engage critically with them.

With regards to assessing equivalence of standards it is hard to honestly make a comparison given the different emphases in A-Level and IB: effectiveness of recall would gain more marks at A-Level and not count for much in IB; effectiveness of independent thought is regarded as more merit worthy in the IB.

### CONTACT FOR FURTHER INFORMATION

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Mr Jack Langley, [Jack.Langley@tts.edu.sg](mailto:Jack.Langley@tts.edu.sg)

## **SL PSYCHOLOGY**

### **PSYCHOLOGY – STANDARD LEVEL**

#### **AIMS**

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- Understand diverse methods of inquiry
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Ensure that ethical practices are upheld in all psychological inquiry and discussion
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

#### **COURSE DESCRIPTION**

The study of Psychology at Tanglin offers students a fascinating insight into the diverse influences on human behaviour. The IB Psychology course is structured around six core concepts (bias, causality, change, measurement, perspective, and responsibility) which are explored through three approaches (biological, cognitive, and sociocultural) and applied across four real-world contexts: Health and Well-being, Human Development, Human Relationships, and Learning and Cognition.

Students investigate how biological factors such as brain structure, hormones and inherited characteristics influence behaviour, as well as cognitive processes such as memory and perception. The sociocultural approach examines how culture, social influence and group dynamics shape behaviour and attitudes.

The course emphasizes conceptual understanding rather than memorization, encouraging students to make connections between psychological theories, research studies, and real-world applications. Through class practicals (minimum four required), students gain hands-on experience with psychological research methods including observations, surveys, interviews, correlational studies and case studies.

This course would suit anyone with a curiosity for learning more about the diversity of factors that influence why we behave as we do, and who wishes to develop critical thinking skills applicable to understanding human behaviour in various contexts.

#### **REQUIREMENTS**

Although there is no need to have studied Psychology before, an interest in understanding the complexities of human behaviour is essential. Detailed background reading of research studies, independent research, self-motivation and enthusiasm for discussing topical issues are expectations for study of this subject. Students should have sound literacy and numeracy skills, as the course involves both qualitative and quantitative analysis of psychological research.

## **POTENTIAL CAREERS**

Psychology is useful in a variety of career paths and professions where interactions with others are important. Occupations such as journalism, advertising, law, marketing, nursing, medicine, education, human resources, and counselling all welcome students of Psychology. As well as being invaluable in most professions, the study of Psychology is a useful tool for life as it helps foster analytical thought, critical evaluation of evidence, and an appreciation of what motivates others.

## **5 TERM OVERVIEW**

### **Core Content**

#### **Term 1**

- Introduction to concepts, content and contexts
- Introduction to Research methodology and ethical considerations
- Cognitive approach to understanding behaviour
- Context: Learning and Cognition
- Class practical 1 (Experiment)

#### **Term 2**

- Sociocultural approach to understanding behaviour
- Context: Human Relationships
- Class practical 2 (Survey/ Questionnaire)

#### **Term 3**

- Biological approach to understanding behaviour
- Context: Human Development
- Class practical 3 (Observation)

#### **Term 4**

- Context: Health and well-being
- Class practical 4 (Interview)
- Research methodology and ethical considerations
- Internal Assessment – design research proposal

#### **Term 5**

- Integration of concepts across contexts
- Examination preparation and skills development
- Internal Assessment completion

### **Integration of Concepts**

Throughout the course, students will explore how the six core concepts (bias, causality, change, measurement, perspective, and responsibility) apply to psychological research and understanding of behaviour across all four contexts.

### **Internal Assessment**

30% - Research proposal to investigate a population of interest using one of the four research methods used in the class practicals (20 hours)

### **External Assessment**

70% Examination

#### **Paper 1 (1 hour 30 minutes) – 35%**

- Section A: Two compulsory short-answer questions from two of the three content areas (biological, cognitive, sociocultural approaches)
- Section B: Two compulsory questions applying knowledge of content to an unseen situation, each from one of four contexts
- Section C: One extended response question chosen from two concept-based questions, each from a different context

#### **Paper 2 (1 hour 30 minutes) – 35%**

Section A: Four compulsory questions focusing on the class practicals and research methods

Section B: Evaluation of an unseen research study with regard to two or more of the core concepts

### **COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

In both courses, the diverse influences on human behaviour are investigated through the study of different approaches, studies and research methodologies. There are some differences in the content, structure and mode of assessment as follows:

- The IB course uses a concept-based approach, organizing learning around six core concepts (bias, causality, change, measurement, perspective, responsibility) that are applied across four real-world contexts.
- The IB course enables students to design and write up a research proposal which forms part of the final assessment (30%).
- The IB course requires completion of minimum four class practicals using different research methods.

### **CONTACT FOR FURTHER INFORMATION**

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## **HL PSYCHOLOGY**

### **PSYCHOLOGY – HIGHER LEVEL**

#### **AIMS**

- Develop an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour
- Apply an understanding of the biological, cognitive and sociocultural factors affecting mental processes and behaviour to at least one applied area of study
- Understand diverse methods of inquiry into behaviour
- Understand the importance of ethical practice in psychological research in general and observe ethical practice in their own inquiries
- Ensure that ethical practices are upheld in all psychological inquiry and discussion
- Develop an awareness of how psychological research can be applied to address real-world problems and promote positive change

#### **COURSE DESCRIPTION**

The study of Psychology at Tanglin offers students a fascinating insight into the diverse influences on human behaviour. The IB Psychology course is structured around six core concepts (bias, causality, change, measurement, perspective, and responsibility) which are explored through three approaches (biological, cognitive, and sociocultural) and applied across four real-world contexts: Health and Well-being, Human Development, Human Relationships, and Learning and Cognition.

Students investigate how biological factors such as brain structure, hormones and inherited characteristics influence behaviour, as well as cognitive processes such as memory and perception. The sociocultural approach examines how culture, social influence and group dynamics shape behaviour and attitudes.

Higher Level students study all the Standard Level content plus four HL extensions that provide greater depth and breadth:

- The role of culture in shaping human behaviour
- The role of motivation in shaping human behaviour
- The role of technology in shaping human behaviour
- Data analysis and interpretation

The course emphasizes conceptual understanding rather than memorization, encouraging students to make connections between psychological theories, research studies, and real-world applications. Through class practicals (minimum four required), students gain hands-on experience with psychological research methods including observations, surveys, interviews, correlational studies and case studies.

This course would suit anyone with a curiosity for learning more about the diversity of factors that influence why we behave as we do, who wishes to develop advanced critical thinking and research skills, and who plans to pursue psychology or related fields at university level.

## **REQUIREMENTS**

Although there is no need to have studied Psychology before, an interest in understanding the complexities of human behaviour is essential. Detailed background reading of research studies, independent research, self-motivation and enthusiasm for discussing topical issues are expectations for study of this subject. Students should have strong literacy and numeracy skills, as the Higher Level course involves extensive qualitative and quantitative analysis of psychological research, including data interpretation. The increased depth and breadth of HL requires strong time management and commitment to independent study.

## **POTENTIAL CAREERS**

Psychology is useful in a variety of career paths and professions where interactions with others are important. Occupations such as journalism, advertising, law, marketing, nursing, medicine, education, human resources, counselling, clinical psychology, research psychology, and neuroscience all welcome students of Psychology. The Higher Level course provides excellent preparation for undergraduate psychology programs and other degrees requiring strong research and analytical skills. As well as being invaluable in most professions, the study of Psychology is a useful tool for life as it helps foster analytical thought, critical evaluation of evidence, and an appreciation of what motivates others.

## **5 TERM OVERVIEW**

### **Core Content**

#### **Term 1**

- Introduction to concepts, content and contexts
- Introduction to Research methodology and ethical considerations
- Cognitive approach to understanding behaviour
- Context: Learning and Cognition
- HL Extension: Culture across contexts (introduction)
- Class practical 1 (Experiment)

#### **Term 2**

- Sociocultural approach to understanding behaviour
- Context: Human Relationships
- HL Extension: Motivation across contexts
- Class practical 2 (Survey/ Questionnaire)

#### **Term 3**

- Biological approach to understanding behaviour
- Context: Human Development
- HL Extension: Technology across contexts
- Class practical 3 (Observation)

#### **Term 4**

- Context: Health and well-being

- Class practical 4 (Interview)
- Research methodology and ethical considerations
- HL Extension: Data analysis and interpretation
- Internal Assessment – design research proposal

### **Term 5**

- Integration of concepts across contexts
- Examination preparation and skills development
- Advanced data analysis and interpretation
- Internal Assessment completion

### **HL Extensions**

#### **Culture**

Students explore how culture plays a key role in explaining differences in human behaviour across populations, including cultural perspectives on health and well-being, the role of culture in development, cross-cultural communication and relationships, and cultural influences on learning and cognition.

#### **Motivation**

Students investigate motivational theories and how motivation influences behaviour across contexts, including the role of motivation in health behaviour change, extrinsic and intrinsic motivators in development, motivation in group behaviours and employee performance, and motivation in learning and cognition.

#### **Technology**

Students examine the increased influence of technology (mobile phones, computers, video games, artificial intelligence) on human behaviour, including technology's role in mental health treatment, effects on child development and attachment, impact on interpersonal relationships and social media, and the role of technology in learning.

#### **Data Analysis and Interpretation**

Students develop advanced skills in interpreting both quantitative and qualitative research data, analysing research conclusions, and synthesizing findings from multiple sources.

#### **Integration of Concepts**

Throughout the course, students will explore how the six core concepts (bias, causality, change, measurement, perspective, and responsibility) apply to psychological research and understanding of behaviour across all four contexts and three HL extensions.

#### **Internal Assessment**

20% - Research proposal to investigate a population of interest using one of the four research methods used in the class practicals (20 hours)

#### **External Assessment**

80% Examination

**Paper 1 (1 hour 30 minutes) – 25%**

- Section A: Two compulsory short-answer questions from two of the three content areas (biological, cognitive, sociocultural approaches)
- Section B: Two compulsory questions applying knowledge of content to an unseen situation, each from one of four contexts
- Section C: One extended response question chosen from two concept-based questions, each from a different context

**Paper 2 (1 hour 30 minutes) – 25%**

- Section A: Four compulsory questions focusing on the class practicals and research methods
- Section B: Evaluation of an unseen research study with regard to two or more of the core concepts

**Paper 3 (1 hour 45 minutes) – 30%**

- Four source-based questions with quantitative and qualitative findings from one of the HL extensions (culture, motivation, or technology)
- Focus on data analysis and interpretation of research data
- Students interpret data, analyse conclusions, and synthesize findings

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

In both courses, the diverse influences on human behaviour are investigated through the study of different approaches, studies and research methodologies. There are some differences in the content, structure and mode of assessment as follows:

- The IB course uses a concept-based approach, organizing learning around six core concepts (bias, causality, change, measurement, perspective, responsibility) that are applied across four real-world contexts
- The IB course enables students to design and write up a research proposal which forms part of the final assessment (20% at HL)
- The IB course requires completion of minimum four class practicals using different research methods

**CONTACT FOR FURTHER INFORMATION**

Ms Stephanie Palmer, [Stephanie.Palmer@tts.edu.sg](mailto:Stephanie.Palmer@tts.edu.sg)

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## **SL GLOBAL POLITICS**

### **GLOBAL POLITICS – STANDARD LEVEL**

#### **AIMS**

The Diploma Programme global politics course aims to engage students with key political concepts and contemporary political issues in a variety of contexts and through a variety of approaches.

The world around us has evolved in unimaginable ways and academic scholarship provides us with the tools to grapple with the myriad of ways in which politics are part of our everyday lives. Consequently, the central unifying theme of the Diploma Programme global politics course is “people, power and politics” and the course aims to provide an understanding of how these themes interact over a variety of political issues. Furthermore, the course will deal with these issues at global, international, regional, national, local and community level.

Through teaching and learning in the subject, students develop a holistic and nuanced understanding of global politics and acquire the skills needed to analyse, evaluate and act on political issues they encounter inside and outside of the classroom.

#### **THE COURSE**

The course is designed to be conceptual and active, so that you will learn the key ideas behind global politics and then use this to engage with political issues of today. It couldn't be more relevant!

There are two written external exams. The first is a stimulus-based paper based on one of the four core units. This will be made up of four short answer questions (30%). The second paper requires two essays to be written – each on a different topic (40%).

There is one internal assessment. The engagement project is a chance to choose your own topic and actively get engaged with a political issue. It can be on any political issue that is relevant, and you are interested in. It culminates in a 2000 word written report (30%).

#### **The topics that will be covered are:**

##### **Core Topics**

- Understanding Power and Global Politics

##### **Thematic Studies**

- Rights and Justice
- Developmental and Sustainability
- Peace and Conflict

##### **And...**

- Engagement Project

**REQUIREMENTS**

Above all, you need to have an interest in the world around you and what makes it tick. You should be the sort of person who see stories in the news and wonders what has brought it about and how it could be dealt with for the best outcome. You want to know how to ascertain how to differentiate between fake news and what the real pressing issues are. You want to know what the unavoidable structures are that dictate the relationships around us – whether at our community or right up to global level. You should want to explore some issues of your own choosing, but in a professional and effective way.

**POTENTIAL CAREERS**

International relations and politics are experiencing a growth in interest and as a result a growth in related careers. It has traditionally lent itself well to careers directly involving politics such as elected representatives, political advisors, civil servants, members of international organizations, diplomatic service, foreign affairs, working with pressure groups and voluntary NGOs, media, journalism, human rights activism, international relations, education and research.

## **HL GLOBAL POLITICS**

### **GLOBAL POLITICS – HIGHER LEVEL**

#### **AIMS**

The Diploma Programme global politics course aims to engage students with key political concepts and contemporary political issues in a variety of contexts and through a variety of approaches.

The world around us has evolved in unimaginable ways and academic scholarship provides us with the tools to grapple with the myriad of ways in which politics are part of our everyday lives. Consequently, the central unifying theme of the Diploma Programme global politics course is “people, power and politics” and the course aims to provide an understanding of how these themes interact over a variety of political issues. Furthermore, the course will deal with these issues at global, international, regional, national, local and community level.

Through teaching and learning in the subject, students develop a holistic and nuanced understanding of global politics and acquire the skills needed to analyse, evaluate and act on political issues they encounter inside and outside of the classroom.

#### **THE COURSE**

The course is designed to be conceptual and active, so that you will learn the key ideas behind global politics and then use this to engage with political issues of today. It couldn't be more relevant!

There are three written exams. The first is a stimulus-based source paper based on common core topics. This will be made up of four short answer questions (20%). The second paper requires two essays to be written – each on a different topic (30%). The third paper requires four graduated questions utilising the examples students have looked at in their chosen Global Political Challenges.

There are two internal assessments. The engagement activity is a chance to choose your own topic and get actively engaged in a political issue. It can be on any political issue that is relevant and of interest to you and culminates in a 2000 word written report (20%). The HL extension is two 10 minute (max) recorded oral presentations on two topics chosen from the HL extension topics.

#### **The topics that will be covered are:**

##### **Core Topics**

- Understanding Power and Global Politics

##### **Thematic Studies**

- Rights and Justice
- Developmental and Sustainability
- Peace and Conflict

**And...**

- Engagement Project

**And...**

**Extension topic - Global Political challenges (for Paper 3)**

Environment, Poverty, Health, Identity, Borders, Security, Equality, Technology

**REQUIREMENTS**

Above all, you need to have an interest in the world around you and what makes it tick. You should be the sort of person who see stories in the news and wonders what has brought it about and how it could be dealt with for the best outcome. You want to know how to ascertain how to differentiate between fake news and what the real pressing issues are. You want to know what the unavoidable structures are that dictate the relationships around us – whether at our community or right up to global level. You should want to explore some issues of your own choosing, but in a professional and effective way.

**POTENTIAL CAREERS**

International relations and politics are experiencing a growth in interest and as a result a growth in related careers. It has traditionally lent itself well to careers directly involving politics such as elected representatives, political advisors, civil servants, members of international organizations, diplomatic service, foreign affairs, working with pressure groups and voluntary NGOs, media, journalism, human rights activism, international relations, education and research.

## GROUP 4: EXPERIMENTAL SCIENCES

### SL BIOLOGY

#### BIOLOGY – STANDARD LEVEL

##### AIMS

Biology is the study of life and is the popular choice of science subject. The study of Biology should lead to an appreciation of the interconnectedness of life within the biosphere and the huge biodiversity we find on earth. It overlaps with all the other sciences and involves an appreciation of the challenges that species on earth, including we, face. A sound understanding of the fundamental concepts of Biology allows you to appreciate, explain and predict the world around you.

The Biology course, places emphasis on the following fundamental issues regarding the nature of science itself.

- What science 'is' and the nature of scientific endeavour.
- The understanding of science.
- The objectivity of science.
- The human face of science.
- Scientific literacy and the public understanding of science.
- Science and the international dimension.
- Science and its connection to Theory of Knowledge.

Hence, a student in an IB Biology class, as well as gaining a thorough understanding of, for example cell division, might also address questions such as: How important is collaboration to the building of a body of knowledge? How a scientific discovery might be accidental or serendipitous? To what extent might some of these discoveries be the result of intuition rather than luck? How scientists around the world collaborate and work together to tackle issues such as cancer?

##### COURSE DESCRIPTION

Biological disciplines exist within a broader scientific context. It is important to recognize that all sciences share a common approach and attitude to the acquisition of knowledge and apply a similar standard of rigor and analysis to their findings. Biology has, however, developed some distinctive approaches which are used to answer the sorts of questions that biologists ask about the living world. The relevance and concepts of Biology will be taught so as to emphasise its practical use in the laboratory by its nature the subject lends itself to an experimental approach and this will be reflected throughout the course. Global issues and the collaborative nature of this science mean that internationalism is an integral and crucial part of biology, and this is reflected in the course. In the course an attempt is made to understand the living world at different levels, at one end of the scale is the cell and at the other end is the ecosystem.

You will be challenged and tested through practical investigations, written exercise and projects. These will encourage you to combine real world data, experimentation and theoretical concepts to make sense of the biological world and solve practical problems.

**Students at SL and HL share the following:**

- An understanding of science through a stimulating programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project.

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level. The increased breadth and depth at HL results in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

**REQUIREMENTS**

To follow Biology at Standard Level, students should have the POP in SL Biology plus a good track record in (I)GCSE Mathematics. It helps if you are analytical and logical, and you should want to know what makes the world around you work. Students are required to use statistical tools such as standard deviation and chi - squared. For existing Tanglin students, the POP is a requirement. Students applying from outside Tanglin are likely to be asked to sit an entrance examination.

**POTENTIAL CAREERS**

Universities and employers value the skills that Biology students develop, including those in communication (both written and verbal), critical thinking, data analysis, experimental work, information technology, team working and time management. The study of Biology leads into careers such as medicine, the pharmaceutical or chemical industry or in laboratories involved in environmental research. Students interested in conservation and the environment often work for governmental conservation agencies, private consulting firms, or even computer companies.

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <p><b><u>Syllabus Component</u></b></p> <p><b>Syllabus content:</b><br/> A: Unity and diversity<br/> B: Form and function<br/> C: Interaction and interdependence<br/> D: Continuity and change</p> <p><b>Experimental programme:</b></p> <ul style="list-style-type: none"> <li>• Practical work</li> <li>• Collaborative sciences project</li> <li>• Scientific investigation</li> </ul>                                                                                                            |
| <b>Internal Assessment</b> | <p>20% of Practical Work</p> <ul style="list-style-type: none"> <li>• 10 hours on the Internal <b><u>Assessment</u></b> investigation – an individual research project on a topic chosen by the student.</li> <li>• 20 hours on the practical programme – a series of experiments illustrating the key concepts of the course.</li> <li>• 10 hours on the interdisciplinary Collaborative Sciences Project, carried out in teams.</li> </ul>                                                          |
| <b>External Assessment</b> | <p>80% Examination</p> <ul style="list-style-type: none"> <li>• Paper 1 (1hr 30mins - Paper 1A and 1B are to be completed together without interruptions) <ul style="list-style-type: none"> <li>• Paper 1A: Multiple choice questions</li> <li>• Paper 1B: Data-based questions</li> </ul> </li> <li>• Paper 2 (1hr 30mins) <ul style="list-style-type: none"> <li>• Section A: Data-based and short answer questions</li> <li>• Section B: Extended response/essay questions</li> </ul> </li> </ul> |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The overall subject content of IB SL is similar to that of AS level.

- There is a greater emphasis on the chemistry of life at the cellular level and metabolic pathways such as photosynthesis and respiration are studied in detail.
- The practical program at A-Level is more prescriptive, and there are a number of practicals to be completed. At IB the practical scheme of work is partly designed by the teacher, and the Internal Assessment investigation is completely devised by the student.
- The IB question papers are slightly more open and less structured than A-Level questions on similar topics.

### CONTACT FOR FURTHER INFORMATION

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## **HL BIOLOGY**

### **BIOLOGY – HIGHER LEVEL**

#### **AIMS**

Biology is the study of life and the huge biodiversity we find on earth. It overlaps with all the other sciences and involves an appreciation of the challenges that species on earth, including we, face. A sound understanding of the fundamental concepts of Biology allows you to appreciate, explain and predict the world around you. The biology course, places emphasis on the following fundamental issues regarding the nature of science itself.

- What science 'is' and the nature of scientific endeavour.
- The understanding of science.
- The objectivity of science.
- The human face of science.
- Scientific literacy and the public understanding of science.
- Science and the international dimension.
- Science and its connection to Theory of Knowledge.

Hence, a student in an IB Biology class, as well as gaining a thorough understanding of, for example cell division, might also address questions such as: How important is collaboration to the building of a body of knowledge? How a scientific discovery might be accidental or serendipitous? To what extent might some of these discoveries be the result of intuition rather than luck? How scientists around the world collaborate and work together to tackle issues such as cancer?

#### **COURSE DESCRIPTION**

Biological disciplines exist within a broader scientific context. It is important to recognize that all sciences share a common approach and attitude to the acquisition of knowledge and apply a similar standard of rigor and analysis to their findings. Biology has, however, developed some distinctive approaches which are used to answer the sorts of questions that biologists ask about the living world.

The relevance and concepts of Biology will be taught so as to emphasize its practical use in the laboratory by its nature the subject lends itself to an experimental approach and this will be reflected throughout the course.

Global issues and the collaborative nature of this science mean that internationalism is an integral and crucial part of biology, and this is reflected in the course. In the course an attempt is made to understand the living world at different levels, at one end of the scale is the cell and at the other end is the ecosystem.

You will be challenged and tested through practical investigations, written exercise and projects. These will encourage you to combine real world data, experimentation and theoretical concepts to make sense of the biological world and solve practical problems.

**Students at SL and HL share the following:**

- An understanding of science through a stimulating programme
- The nature of science as an overarching theme
- The study of a concept-based syllabus
- One piece of internally assessed work, the scientific investigation
- The collaborative sciences project

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level. The increased breadth and depth at HL results in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

**REQUIREMENTS**

To follow Biology at Higher Level, students should have the POP in HL Biology plus a good track record in (I)GCSE Mathematics. It helps if you are analytical and logical, and you should want to know what makes the world around you work. Students are required to use statistical tools such as standard deviation and chi - squared. For existing Tanglin students, the POP is a requirement. Students applying from outside TTS are likely to be asked to sit an entrance examination.

**POTENTIAL CAREERS**

Universities and employers value the skills that Biology students develop, including those in communication (both written and verbal), critical thinking, data analysis, experimental work, information technology, team working and time management. The study of Biology leads into careers such as medicine, the pharmaceutical or chemical industry or in laboratories involved in environmental research. Students interested in conservation and the environment often work for governmental conservation agencies, private consulting firms, or even computer companies.

| <b>Core Content</b> | <b><u>Syllabus Component</u></b>                                                                                                                                                                                                                                                                                                                       |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | <p><b>Syllabus content:</b></p> <p>A: Unity and diversity</p> <p>B: Form and function</p> <p>C: Interaction and interdependence</p> <p>D: Continuity and change</p> <p><b>Experimental programme:</b></p> <ul style="list-style-type: none"><li>• Practical work</li><li>• Collaborative sciences project</li><li>• Scientific investigation</li></ul> |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Internal Assessment</b> | 20% of Practical Work <ul style="list-style-type: none"> <li>• 10 hours on the Internal <b>Assessment</b> investigation – an individual research project on a topic chosen by the student.</li> <li>• 40 hours on the practical programme – a series of experiments illustrating the key concepts of the course.</li> <li>• 10 hours on the interdisciplinary Collaborative Sciences Project, carried out in teams.</li> </ul>                                                                  |
| <b>External Assessment</b> | 80% Examination <ul style="list-style-type: none"> <li>• Paper 1 (2 hours - Paper 1A and 1B are to be completed together without interruption) <ul style="list-style-type: none"> <li>• Paper 1A: Multiple choice questions</li> <li>• Paper 1B: Data-based questions</li> </ul> </li> <li>• Paper 2 (2 hours 30mins) <ul style="list-style-type: none"> <li>• Section A: Data-based and short answer questions.</li> <li>• Section B: Extended response/essay questions</li> </ul> </li> </ul> |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The IB HL Biology course covers approximately the same ground as A-Level Biology. Overall the emphasis in the IB course is on establishing a thorough understanding of some very complex Biological processes, and students are expected to demonstrate mastery by applying their knowledge to unusual situations.

IB students are also expected to be very familiar with ethical considerations (e.g. Human Genomics) and TOK issues such as, why do existing beliefs carry a certain amount of inertia e.g. chromosome number. The practical programme at A-Level is more prescriptive and there is a series of recommended practicals that have to be completed.

In IB the practical scheme of work is partly designed by the teacher, and the Internal Assessment investigation is completely devised by the student. The level of sophistication required to solve calculation problems at IB HL demands that the students have a good grasp of statistics. The IB question papers tend to be more difficult and less structured than A-Level questions on similar topics.

### CONTACT FOR FURTHER INFORMATION

Mr Philip McCorquodale, [Philip.Mccorquodale@tts.edu.sg](mailto:Philip.Mccorquodale@tts.edu.sg)

## **SL CHEMISTRY**

### **CHEMISTRY – STANDARD LEVEL**

#### **AIMS**

Chemistry overlaps with all the other sciences as behind nearly all everyday processes a chemical reaction occurs. A sound understanding of the fundamental concepts of Chemistry allows you to appreciate, explain and predict the world around you. Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. Chemistry therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production.

The Chemistry course places emphasis on the following fundamental issues regarding the nature of science itself:

- What science 'is' and the nature of scientific endeavour.
- The understanding of science.
- The objectivity of science.
- The human face of science.
- Scientific literacy and the public understanding of science.
- Science and the international dimension.
- Science and its connection to Theory of Knowledge.

Hence, a student in an IB Chemistry class, as well as gaining a thorough understanding of, for example, atomic structure, might also address questions such as: How does empirical evidence lead to the formulation of a theory? How important is collaboration to the building of a body of knowledge? Is it important to know about atoms? What does it take to overturn an 'accepted' theory? Is the atomic theory truly international, accepted as objectively true worldwide?

#### **COURSE DESCRIPTION**

The structure of the IB chemistry course is intended to promote concept-based teaching and learning. There are two broad organizing concepts in the chemistry roadmap: structure and reactivity. Each of these concepts is subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure. Global issues and the collaborative nature of this science mean that internationalism is an integral and crucial part of chemistry, and this is reflected in the course. A universal chemical language and worldwide issues, such as global warming, bring together different cultures and backgrounds.

The relevance and concepts of Chemistry will be taught so as to emphasize its practical use in the laboratory and its applicability and relevance to real-world international issues and problems e.g. industrial processes and pollution associated with them.

You will be challenged and tested through practical investigations, written exercises and projects. These will encourage you to combine real-world data, experimentation, and theoretical concepts to make sense of empirical findings and solve practical problems.

## REQUIREMENTS

To study a Science subject in the Sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing Tanglin students, the POP is a requirement. Students applying from outside Tanglin are likely to be asked to sit an entrance examination.

## POTENTIAL CAREERS

Chemistry provides an excellent pathway for the development of your critical faculties and intellect. It also instils a variety of important transferable skills that will serve you well whatever your subsequent choice of career. An understanding of Chemistry is essential preparation for studies in the life sciences and is compulsory for many medical-based degrees. Studying Chemistry is therefore necessary not only for chemically related careers but also as preparation for courses in other sciences. If you are interested in careers such as medicine, dentistry, veterinary medicine, civil or chemical engineering, you should take this subject at **Higher Level**.

## 5 TERM OVERVIEW

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Content | <p><b><u>Syllabus content</u></b></p> <p><b><u>Term 1</u></b><br/> <b>Structure 1. Models of the particulate nature of matter</b><br/> <b>Structure 2. Models of bonding and structure</b><br/> The first term starts with the foundational theories which are essential for the rest of the course. Mole Theory and its application to manipulating quantities in both solution and gases is covered. Atomic structure and bonding continue and build upon (I)GCSE.</p> <p><b><u>Term 2</u></b><br/> <b>Structure 3. Classification of matter</b><br/> Relationships both across periods and down groups are examined and rationalized from an electronic viewpoint.</p> <p><b><u>Term 3</u></b><br/> <b>Reactivity 1. What drives chemical reactions?</b><br/> As all chemical reactions involve a transfer of energy, the theory and application of energetics is fundamental and has relevance in explaining rates of reactions and chemical equilibria.</p> <p><b><u>Term 4</u></b><br/> <b>Reactivity 2. How much, how fast and how far?</b></p> |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <p>Strong and weak acids and bases and the derivation of pH are examined. Redox reactions occur in most chemistry topics and provide a link between organic and inorganic chemistry.</p> <p><b>Term 5</b></p> <p><b>Reactivity 3. What are the mechanisms of chemical change?</b></p> <p>The study of carbon chemistry expands into new functional groups, with mechanisms of reaction and methods of interconversion between all of these.</p>                                |
| <b>Internal Assessment</b> | <p><b>20% Practical Work</b></p> <p>This consists of a total of 40 hours work:</p> <ul style="list-style-type: none"> <li>• 20 hours on the practical program – a series of experiments illustrating the key concepts of the course.</li> <li>• 10 hours on the Group 4 Project: an interdisciplinary project carried out in teams.</li> <li>• 10 hours on the Internal Assessment investigation – an individual research project on a topic chosen by the student.</li> </ul> |
| <b>External Assessment</b> | <p><b>80% Examination</b></p> <p>Paper 1: multiple choice questions and short answer questions on key practicals &amp; data-based questions.</p> <p>Paper 2: Structured and extended response questions on core topics and contextual questions on applied knowledge</p>                                                                                                                                                                                                       |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The overall Chemical content of IB SL is above that of AS level.

- The following topic is included in the core part of the course for IBSL but not included at AS level: Electrolysis.
- The Organic Chemistry is more extensive at AS level.
- The practical program at AS level is more prescriptive, with the list of required core practicals supplied by the examination board. At IB the practical scheme of work is partly designed by the teacher, and the Internal Assessment investigation is completely devised by the student.
- IB students are required to complete a 'Group 4' project during which they must work with other scientists on a collaborative task. Throughout the practical program their personal skills, working alone, working with others, and their awareness of environmental impact are assessed.
- The level of sophistication required to solve calculation problems at IB is similar to that required at A-Level.

### CONTACT FOR FURTHER INFORMATION

Ms Clare Buckland, [Clare.Buckland@tts.edu.sg](mailto:Clare.Buckland@tts.edu.sg)

## **HL CHEMISTRY**

### **CHEMISTRY – HIGHER LEVEL**

#### **AIMS**

Chemistry overlaps with all the other sciences as behind nearly all everyday processes a chemical reaction occurs. A sound understanding of the fundamental concepts of Chemistry allows you to appreciate, explain and predict the world around you. Chemistry is primarily concerned with identifying patterns that allow us to explain matter at the microscopic level. This then allows us to predict and control matter's behaviour at a macroscopic level. Chemistry therefore emphasizes the development of representative models and explanatory theories, both of which rely heavily on creative but rational thinking. Given the pattern-seeking nature of chemistry, the development of generalized rules and principles also plays an important part in knowledge production. The Chemistry course places emphasis on the following fundamental issues regarding the nature of science itself:

- What science 'is' and the nature of scientific endeavour.
- The understanding of science.
- The objectivity of science.
- The human face of science.
- Scientific literacy and the public understanding of science.
- Science and the international dimension.
- Science and its connection to Theory of Knowledge.

Hence, a student in an IB Chemistry class, as well as gaining a thorough understanding of, for example, atomic structure, might also address questions such as: How does empirical evidence lead to the formulation of a theory? How important is collaboration to the building of a body of knowledge? Is it important to know about atoms? What does it take to overturn an 'accepted' theory? Is the atomic theory truly international, accepted as objectively true worldwide?

#### **COURSE DESCRIPTION**

The structure of the IB chemistry course is intended to promote concept-based teaching and learning. There are two broad organizing concepts in the chemistry roadmap: structure and reactivity. Each of these concepts is subdivided into topics and subtopics, which are all connected through the idea that structure determines reactivity, which in turn transforms structure. Global issues and the collaborative nature of this science mean that internationalism is an integral and crucial part of chemistry, and this is reflected in the course. A universal chemical language and worldwide issues, such as global warming, bring together different cultures and backgrounds. The relevance and concepts of Chemistry will be taught so as to emphasize its practical use in the laboratory and its applicability and relevance to real-world international issues and problems e.g. industrial processes and pollution associated with them. You will be challenged and tested through practical investigations, written exercises and projects. These will encourage you to combine real-world data, experimentation, and theoretical concepts to make sense of empirical findings and solve practical problems.

## REQUIREMENTS

To study a Science subject in the sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing Tanglin students, the POP is a requirement. Students applying from outside Tanglin are likely to be asked to sit an entrance examination.

## POTENTIAL CAREERS

Chemistry provides an excellent pathway for the development of your critical faculties and intellect. It also instils a variety of important transferable skills that will serve you well whatever your subsequent choice of career. An understanding of Chemistry is essential preparation for studies in the life sciences and is compulsory for many medical based degrees. Studying Chemistry is therefore necessary not only for chemically related careers but also as preparation for courses in other sciences. Chemistry at Higher Level is essential for further study in medicine, dentistry and veterinary medicine, as well as chemical engineering and civil engineering. Its 'central' nature amongst the sciences means it lends itself well to pairing with either Biology or Physics in a 'two higher sciences' programme.

## 5 TERM OVERVIEW

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Core Content | <b><u>Syllabus content</u></b><br><b><u>Term 1</u></b><br><b>Structure 1. Models of the particulate nature of matter</b><br><b>Structure 2. Models of bonding and structure</b><br>The first term starts with the foundational theories which are essential for the rest of the course. Mole Theory and its application to manipulating quantities in both solution and gases is covered. Atomic structure and bonding continue and build upon (I)GCSE. |
|              | <b><u>Term 2</u></b><br><b>Structure 3. Classification of matter</b><br>Relationships both across periods and down groups are examined and rationalized from an electronic viewpoint.                                                                                                                                                                                                                                                                   |
|              | <b><u>Term 3</u></b><br><b>Reactivity 1. What drives chemical reactions?</b><br>As all chemical reactions involve a transfer of energy, the theory and application of energetics is fundamental and has relevance in explaining rates of reactions and chemical equilibria.                                                                                                                                                                             |
|              | <b><u>Term 4</u></b><br><b>Reactivity 2. How much, how fast and how far?</b><br>Strong and weak acids and bases and the derivation of pH are examined. Redox reactions occur in most chemistry topics and provide a link between organic and inorganic chemistry.                                                                                                                                                                                       |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                            | <b>Term 5</b><br><b>Reactivity 3. What are the mechanisms of chemical change?</b><br>The study of carbon chemistry expands into new functional groups, with mechanisms of reaction and methods of interconversion between all of these.                                                                                                                                                                                                                             |
| <b>Internal Assessment</b> | <b>20% Practical Work</b><br>This consists of a total of 40 hours work: <ul style="list-style-type: none"> <li>• 20 hours on the practical program – a series of experiments illustrating the key concepts of the course.</li> <li>• 10 hours on the Group 4 Project: an interdisciplinary project carried out in teams.</li> <li>• 10 hours on the Internal Assessment investigation – an individual research project on a topic chosen by the student.</li> </ul> |
| <b>External Assessment</b> | <b>80% Examination</b><br>Paper 1: multiple choice questions and short answer questions on key practicals and data-based questions.<br><br>Paper 2: Structured and extended response questions on core topics and contextual questions on applied knowledge                                                                                                                                                                                                         |

#### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The overall Chemical content between IB and A-Level is broadly similar. If a comparison is made between Edexcel A-Level and IB HL the following differences are noted:

- The following topic is included in the core part of the course for IBHL but is not included at A-Level: Hybridisation & formal charge and Electrolytical Cells.
- The Organic Chemistry is more extensive at A Level. Nitrogen containing compounds are studied in more depth at A-Level as are test tube reactions to differentiate between aldehydes and ketones.
- The level of sophistication required to solve calculation problems at IB HL is now similar to that required at A-Level.
- The practical program at AS level is more prescriptive, with the list of required core practicals supplied by the examination board. At IB the practical scheme of work is partly designed by the teacher, and the Internal Assessment investigation is completely devised by the student.
- IB students are required to complete a 'Group 4' project during which they must work with other scientists on a collaborative task. Throughout the practical program their personal skills, working alone, working with others, and their awareness of environmental impact are assessed.

#### CONTACT FOR FURTHER INFORMATION

Ms Clare Buckland, [Clare.Buckland@tts.edu.sg](mailto:Clare.Buckland@tts.edu.sg)

## **SL PHYSICS**

### **PHYSICS – STANDARD LEVEL**

#### **AIMS**

To continue and extend students' appreciation of the subject which will already have been developed from study in earlier years.

- To approach Physics as the most fundamental of the Natural Sciences, which is based upon the fundamental forces and the energy transfers they produce.
- To deal with modern day Physics as an international subject, in which scientists from around the world collaborate using internationally, agreed terms and conventions. Modern centres of cutting-edge Physics, such as CERN, pool the collective expertise of Physicists from all continents.
- To base learning in practical investigation, where students will further develop the skills required to formulate, test and evaluate hypotheses.

The Physics course, like all the Group 4 subjects, has recently been comprehensively rewritten, with additional emphasis placed on the following fundamental issues regarding the nature of science itself.

- What science 'is' and the nature of scientific endeavour.
- The understanding of science.
- The objectivity of science.
- The human face of science.
- Scientific literacy and the public understanding of science.
- Science and the international dimension.
- Science and its connection to Theory of Knowledge.

Hence, a student in an IB Physics class, as well as gaining a thorough understanding of, for example, planetary orbits, might also address questions such as: What empirical evidence led to the formulation of the heliocentric theory of the solar system? What barriers were there to the acceptance of this theory? What does it take to overturn an 'accepted' theory?

#### **COURSE DESCRIPTION**

The course presents the best aspects of traditional Physics along with modern concepts in an exciting and flexible way. Pupils will question the way they learn, reflecting on how knowledge and understanding are obtained. Pupils will also be expected to explore ideas, investigate different physical situations by means of simulation, modeling and experimentation and to develop key skills, such as: analysis and presentation of data, communication and empathy with peers and scientific researchers and educators. You will be studying methods of mathematical analysis of laboratory data, kinematics, Newton's laws, momentum, work and energy, gravitation, thermodynamics, wave motion including light and sound, electromagnetism, atomic and nuclear physics. Approximately 20% of class time is allotted to laboratory investigations.

## REQUIREMENTS

To take Physics at Standard Level, you should have the POP in SL Physics plus a good track record at (I)GCSE Mathematics. It would also be an advantage to combine IB Physics with IB Maths, at least at Standard Level. You should be naturally curious and tenacious in your pursuit of a fuller understanding of how our universe works. You should be motivated, enthusiastic and willing to become well organised in your working habits. As the course involves some complex ideas and emphasizes the application of concepts in real life contexts, you should be ready to read around the subject independently outside of lesson time.

## POTENTIAL CAREERS

The successful Physics student will find a wide range of careers open up. Skills acquired on the course, along with the discipline and rigor of the core material, will allow pupils to consider just about any future pathway, from university courses in pure science, engineering, to business, humanities or languages.

## COURSE OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <b><u>Syllabus Component</u></b><br><br><b>Syllabus content:</b><br>A: Space , time and motion.<br>B: The particulate nature of matter<br>C: Wave behaviour<br>D: Fields<br>E: Nuclear and Quantum Physics<br><br><b>Experimental programme:</b> <ul style="list-style-type: none"><li>Continued practical work</li><li>Individual research project</li></ul>                                                              |
| <b>Internal Assessment</b> | 20% Individual research project <ul style="list-style-type: none"><li>10 hours on the Internal Assessment investigation – an individual research project on a topic chosen by the student.</li><li>Skills for this project taught across Year 12 before the project takes place early in Year 13</li></ul>                                                                                                                 |
| <b>External Assessment</b> | 80% Examination <ul style="list-style-type: none"><li>Paper 1 (1hr 30mins - Paper 1A and 1B are to be completed together without interruptions)<ul style="list-style-type: none"><li>Paper 1A: Multiple choice questions</li><li>Paper 1B: Data-based questions</li></ul></li><li>Paper 2 (1hr 30mins)<ul style="list-style-type: none"><li>Short answer questions</li><li>Extended response questions</li></ul></li></ul> |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The nature of IB Standard is different from AS Level. The IB Standard Level is nearly as demanding conceptually as Higher Level, but there is less material. Since the A-Level exam is unit based, candidates can target revision on certain topics for certain papers. By virtue of the assessment structure, IB candidates cannot do this but must be in command of all of the subject in each exam.

**IB students are required to complete a “Group 4” project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed.**

The IB course places a great deal of emphasis on practical work. The students complete several activities over the two years which are written up formally. These help to prepare them for a single large piece of assessed coursework which contributes 20% of their overall mark. There is no practical exam. In the A-Level course, practical skills are assessed in written papers at the end of each year along with continued monitoring through the course.

### CONTACT FOR FURTHER INFORMATION

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## **HL PHYSICS**

### **PHYSICS – HIGHER LEVEL**

#### **AIMS**

- To continue and extend students' appreciation of the subject which will already have been developed from study in earlier years.
- To approach Physics as the most fundamental of the Natural Sciences, which is based upon the fundamental forces and the energy transfers they produce.
- To deal with modern day Physics as an international subject, in which scientists from around the world collaborate using internationally agreed terms and conventions. Modern centres of cutting-edge Physics, such as CERN, pool the collective expertise of Physicists from all continents.
- To base learning in practical investigation, where students will further develop the skills required to formulate, test and evaluate hypotheses.

The Physics course, like all the Group 4 subjects, has recently been comprehensively rewritten, with additional emphasis placed on the following fundamental issues regarding the nature of science itself.

- What science 'is' and the nature of scientific endeavour.
- The understanding of science.
- The objectivity of science.
- The human face of science.
- Scientific literacy and the public understanding of science.
- Science and the international dimension.
- Science and its connection to Theory of Knowledge.

Hence, a student in an IB Physics class, as well as gaining a thorough understanding of, for example, planetary orbits, might also address questions such as: What empirical evidence led to the formulation of the heliocentric theory of the solar system? What barriers were there to the acceptance of this theory? What does it take to overturn an 'accepted' theory or 'conventional wisdom'?

#### **COURSE DESCRIPTION**

The Higher level course has the same foundations as the standard level, presenting the best aspects of traditional Physics along with modern concepts in an exciting and flexible way. You will be studying methods of mathematical analysis of laboratory data, kinematics, Newton's laws, momentum, work and energy, gravitation, thermodynamics, wave motion, electromagnetism, atomic and nuclear physics as with standard level. However, within the higher level course, a greater depth of study will be involved, including higher level concepts such as electromagnetic induction, Doppler shifting, relativity and entropy. Approximately 25% of class time is allotted to laboratory investigations.

## REQUIREMENTS

To take Physics at Higher Level, you should have the POP in HL Physics plus a good track record at (I)GCSE Mathematics. It would also be an advantage to combine IB Physics with IB HL Maths or SL Analysis and Approaches. You should be naturally curious and tenacious in your pursuit of a fuller understanding of how our universe works. You should be motivated, enthusiastic and willing to become well organised in your working habits. As the course involves some complex ideas and emphasizes the application of concepts in real life contexts, you should be ready to read around the subject independently outside of lesson time.

## POTENTIAL CAREERS

The successful Physics student will find a wide range of careers open up. Skills acquired on the course, along with the discipline and rigor of the core material, will allow pupils to consider just about any future pathway, from university courses in pure science, engineering, to business, humanities or languages.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <b><u>Syllabus Component</u></b><br><br><b>Syllabus content:</b><br>A: Space, time and motion.<br>B: The particulate nature of matter<br>C: Wave behaviour<br>D: Fields<br>E: Nuclear and Quantum Physics<br><br><b>Experimental programme:</b> <ul style="list-style-type: none"><li>Continued practical work</li><li>Individual research project</li></ul>                                                         |
| <b>Internal Assessment</b> | 20% Individual research project <ul style="list-style-type: none"><li>10 hours on the Internal Assessment investigation – an individual research project on a topic chosen by the student.</li><li>Skills for this project taught across Year 12 before the project takes place early in Year 13</li></ul>                                                                                                           |
| <b>External Assessment</b> | 80% Examination <ul style="list-style-type: none"><li>Paper 1 (2hrs - Paper 1A and 1B are to be completed together without interruptions)<ul style="list-style-type: none"><li>Paper 1A: Multiple choice questions</li><li>Paper 1B: Data-based questions</li></ul></li><li>Paper 2 (2hr 30mins)<ul style="list-style-type: none"><li>Short answer questions</li><li>Extended response questions</li></ul></li></ul> |

### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

Higher level Physics is as conceptually demanding as A2 Physics. The range of topics covered is similar as is the depth to which they are studied. Since the A-Level exam is unit based, candidates can target revision on certain topics for certain papers. By virtue of the assessment structure, IB candidates cannot do this and so must be in command of all areas of the subject in every exam. **IB students are required to complete a “Group 4” project, during which they collaborate with other scientists from the full range of subjects. Throughout the programme, their personal skills, ability to work independently and awareness of wider ethical aspects of the subject are assessed.**

The IB course places a great deal of emphasis on practical work. The students complete several activities over the two years which are written up formally. These help to prepare them for a single large piece of assessed coursework which contributes 20% of their overall mark. There is no practical exam. In the A-Level course, practical skills are assessed in written papers at the end of each year along with continued monitoring throughout the course.

### CONTACT FOR FURTHER INFORMATION

Mr Nicholas Hulbert, [Nicholas.Hulbert@tts.edu.sg](mailto:Nicholas.Hulbert@tts.edu.sg)

## **SL ENVIRONMENTAL SYSTEMS & SOCIETIES**

### **ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS) - STANDARD LEVEL**

#### **AIMS**

Environmental Systems and Societies (ESS) is an interdisciplinary course that combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is a complex and contemporary course that engages students in the challenges of 21st century environmental issues. It requires students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems. They also acquire understandings and methods from Individuals and societies in social, cultural, economic, political, and ethical contexts of sustainability issues. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level. The ESS curriculum includes three unifying concepts that are revisited throughout the course:

- perspectives
- systems
- sustainability.

Perspectives allow students to develop deeper understandings of worldviews and individual perspectives on environmental issues. Systems theory allows students to apply holistic analysis and understand the mechanics and purpose of human constructed systems and the function of natural ones. The concept of sustainability is also central to ESS. Resource management issues are pivotal to sustainability, and students' attention is drawn to this throughout the course.

#### **REQUIREMENTS**

You should also be interested in developing a deeper understanding of the world around you and be enthusiastic about exploring current environmental issues such as conservation, climate change, overpopulation, and pollution management. You should also be willing to foster an international perspective and appreciate alternative viewpoints including the perceptions of different cultures. A good (I) GCSE grade in Biology, Double Award Science and a Humanities is a distinct advantage.

#### **POTENTIAL CAREERS**

The Environmental Systems and Societies course provides students with a broad understanding of the many pressing environmental issues facing humanity. Such an understanding will prove invaluable in careers that deal directly with society and sustainability such as journalism, politics, law, surveying, and environmental consultancy. You will also develop many transferable skills such as public speaking and presentation delivery, group work, forming and expressing personal opinions, and the ability to analyse a wide range of data and reason effectively. These skills will undoubtedly prepare you for careers in management and business.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Syllabus Content</b>         | <ul style="list-style-type: none"> <li>• Topic 1 Foundation <ul style="list-style-type: none"> <li>○ Perspectives</li> <li>○ Systems</li> <li>○ Sustainability</li> </ul> </li> <li>• Topic 2 Ecology</li> <li>• Topic 3 Biodiversity and Conservation</li> <li>• Topic 4 Water</li> <li>• Topic 5 Land</li> <li>• Topic 6 Atmosphere and Climate Change</li> <li>• Topic 7 Natural Resources</li> <li>• Topic 8 Human Populations and Urban Systems</li> </ul>                                                            |
| <b>Overall Assessment</b>       | External examination: 75% of final weighting, two papers.<br>Internal examination: 25% of final weighting.                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Internal Assessment (IA)</b> | The Internal Assessment (IA) (25%) Duration: 10 hours.<br>The individual investigation will be a single task taking about 10 hours. It will focus on a particular aspect of ESS and apply the results to a broader environmental context.                                                                                                                                                                                                                                                                                  |
| <b>External Assessment</b>      | <p><b><u>Paper 1</u></b><br/>Duration: 1 hour. You will be provided with a range of data in a variety of forms relating to a specific unseen case study. Short answer questions will be based on the analysis and evaluation of the data in the case study.</p> <p><b><u>Paper 2</u></b><br/>Duration: 2 hours. Paper 2 consists of two sections, A and B. Section A is made up of short-answer and data-based questions. Section B requires students to answer two structured essay questions from a choice of four.)</p> |
| <b>Fieldwork</b>                | There is a compulsory fieldtrip during which the IA is completed.                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

#### CONTACT FOR FURTHER INFORMATION

Mrs Carla Randall, [Carla.Randall@tts.edu.sg](mailto:Carla.Randall@tts.edu.sg)

## **HL ENVIRONMENTAL SYSTEMS & SOCIETIES**

### **ENVIRONMENTAL SYSTEMS AND SOCIETIES (ESS) - HIGHER LEVEL**

#### **AIMS**

Environmental Systems and Societies (ESS) is an interdisciplinary course that combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies. ESS is a complex and contemporary course that engages students in the challenges of 21st century environmental issues. It requires students to develop a diverse set of skills, knowledge and understanding from different disciplines. Students develop a scientific approach through explorations of environmental systems.

They also acquire understandings and methods from Individuals and societies in social, cultural, economic, political, and ethical contexts of sustainability issues. The interdisciplinary nature of the course means students produce a synthesis of understanding from the various topics studied. It also emphasizes the ability to perform research and investigations and to participate in philosophical, ethical, and pragmatic discussions of the issues involved from the local through to the global level. The ESS curriculum includes three unifying concepts that are revisited throughout the course:

- perspectives
- systems
- sustainability.

Perspectives allow students to develop deeper understandings of worldviews and individual perspectives on environmental issues. Systems theory allows students to apply holistic analysis and understand the mechanics and purpose of human constructed systems and the function of natural ones. The concept of sustainability is also central to ESS. Resource management issues are pivotal to sustainability, and students' attention is drawn to this throughout the course.

In addition, the syllabus is organized around seven topics, giving students the understandings required to engage with a wide range of environmental issues. These include additional material, providing HL students more opportunity to understand and address these issues with greater breadth and depth. **HL students** will engage with all SL and HL understandings through three HL-specific lenses:

- environmental law
- environmental and ecological economics
- environmental ethics.

This will allow HL students to develop a comprehensive and insightful understanding of environmental issues and the complexities in addressing them.

#### **REQUIREMENTS**

You should also be interested in developing a deeper understanding of the world around you and be enthusiastic about exploring current environmental issues such as conservation, climate change, overpopulation, and pollution management. You should also be willing to

foster an international perspective and appreciate alternative viewpoints including the perceptions of different cultures. A good (I) GCSE grade in Biology, Double Award Science and a Humanities is a distinct advantage.

## POTENTIAL CAREERS

The Environmental Systems and Societies course provides students with a broad understanding of the many pressing environmental issues facing humanity. Such an understanding will prove invaluable in careers that deal directly with society and sustainability such as journalism, politics, law, surveying, and environmental consultancy. You will also develop many transferable skills such as public speaking and presentation delivery, group work, forming and expressing personal opinions, and the ability to analyse a wide range of data and reason effectively. These skills will undoubtedly prepare you for careers in management and business.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Syllabus Content</b>         | <ul style="list-style-type: none"> <li>• Topic 1 Foundation <ul style="list-style-type: none"> <li>○ Perspectives</li> <li>○ Systems</li> <li>○ Sustainability</li> </ul> </li> <li>• Topic 2 Ecology</li> <li>• Topic 3 Biodiversity and Conservation</li> <li>• Topic 4 Water</li> <li>• Topic 5 Land</li> <li>• Topic 6 Atmosphere and Climate Change</li> <li>• Topic 7 Natural Resources</li> <li>• Topics 8 Human Populations and Urban Systems</li> </ul> <p><b>Higher Level Lens:</b></p> <ul style="list-style-type: none"> <li>• HL.a. Environmental Law</li> <li>• HL.b. Environmental and Ecological Economics</li> <li>• HL.c. Environmental Ethics</li> </ul> |
| <b>Overall Assessment</b>       | <p>External examination: 80% of final weighting, two papers.</p> <p>Internal examination: 20% of final weighting.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Internal Assessment (IA)</b> | <p>The Internal Assessment (IA) (20%) Duration: 10 hours. The individual investigation will be a single task taking about 10 hours. It will focus on a particular aspect of ESS and apply the results to a broader environmental context. A fieldtrip is undertaken in Term 2 of Year 12 in which data is collected for the IA.</p>                                                                                                                                                                                                                                                                                                                                         |

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>External Assessment</b> | <p><b><u>Paper 1</u></b><br/>Duration: 2 hours. You will be provided with a range of data in a variety of forms relating to a specific unseen case study. Short answer questions will be based on the analysis and evaluation of the data in the case study.</p> <p><b><u>Paper 2</u></b><br/>Duration: 2 hours 30 minutes. Paper 2 consists of two sections, A and B. Section A is made up of short-answer and data-based questions. Section B requires students to answer two structured essay questions from a choice of three.)</p> |
| <b>Fieldwork</b>           | There is a compulsory fieldtrip during which the IA is completed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

#### **CONTACT FOR FURTHER INFORMATION**

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## **SL COMPUTER SCIENCE**

### **COMPUTER SCIENCE – STANDARD LEVEL**

The new updated syllabus commenced in 2025.

#### **AIMS**

The key aims of the Computer Science IB curriculum are:

- Develop an understanding of the fundamental concepts of computing systems.
- Develop an ability to apply computational thinking processes to solve problems in the real world.
- Develop skills in algorithmic thinking and computer programming.
- To enable and empower innovation, exploration and the acquisition of further knowledge.

Computational thinking is at the heart of the course, developing skills to specify and analyse problems, decompose them into manageable sections and develop, test and evaluate their solutions.

#### **COURSE DESCRIPTION**

Studying Computer Science equips students with essential skills for the modern world. It fosters algorithmic thinking and problem-solving abilities, enabling students to tackle complex real-world issues. The course covers a broad spectrum of knowledge, from machine learning to networking, ensuring a comprehensive understanding of existing computing systems alongside the flexibility to embrace emerging technology. Additionally, it encourages innovation and creativity, empowering students to develop new systems and explore new technologies. The ethical considerations and global impact of Computer Science are also emphasised, preparing students to make responsible and informed decisions. Computer Science is a dynamic and versatile field that opens numerous career opportunities and drives technological advancement, as well as developing fundamental problem solving and processing skills that will support students both academically and beyond.

The course is broken down into two written exam papers (70%) and an internal assessment (30%). Standard level students will study the following:

|                           |                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Syllabus Content</b>   | Concepts of Computer Science <ul style="list-style-type: none"><li>• Computer Fundamentals.</li><li>• Networks.</li><li>• Databases.</li><li>• Machine Learning.</li></ul> Computational Thinking & Problem Solving <ul style="list-style-type: none"><li>• Computational Thinking.</li><li>• Programming.</li><li>• Object Oriented Programming (OOP).</li><li>• Case Study.</li></ul> |
| <b>Overall Assessment</b> | External Assessment: 70% of final weighting. Two Papers.<br>Internal Assessment: 30% of final weighting.                                                                                                                                                                                                                                                                                |

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Internal Assessment (IA)</b> | Students will develop a computational solution to a real-world problem of their own choosing. The solution will use the concepts, skills and tools acquired during the course to design, implement and test a program following the computational thinking process.                                                                                                                                                                                                                |
| <b>External Assessment</b>      | <p>External Examination 1 – 35%<br/>Duration: 1 hour 15 minutes. You will answer questions focused on the four topics covered in “Concepts of Computer Science”, as well as questions related to the Case Study.</p> <p>External Examination 2 – 35%<br/>Duration: 1 hour 15 minutes. You will answer questions focused on the three topics covered in “Computational Thinking &amp; Problem Solving”. These questions will be answered using the Python programming language.</p> |

## REQUIREMENTS

Past experience shows that students will be able to successfully study Standard level Computer Science with no background in, or prior experience of, Computer Science. Of more importance is a high level of curiosity in the subject, as well as the motivation and willingness to work hard to develop their computational thinking and programming skills outside of the classroom environment. Due to the methodical and logical approaches required for successful problem solving, a solid grounding in Maths can be advantageous.

## POTENTIAL CAREERS

Studying Computer Science provides a robust foundation in a field that is integral to modern society. The curriculum emphasises critical thinking, problem-solving, and creativity. Students gain hands-on experience with programming, algorithms, and data structures, preparing them for a variety of careers such as software development, cybersecurity, data analysis, and artificial intelligence.

Pursuing further studies in Computer Science can lead to advanced degrees and research opportunities, opening doors to specialized fields like machine learning, robotics, and bioinformatics. The interdisciplinary nature of Computer Science also allows students to combine their technical skills with interests in other areas, such as business, healthcare, and environmental science, making it a versatile and valuable field of study.

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The Standard level IB course is designed to be an introduction to Computer Science and is therefore not as challenging as the Higher level or A-Level.

The syllabus focuses on the building blocks of computer theory, allowing students to develop a strong sense of computational thinking and understanding of computer fundamentals. The inclusion of the internal assessment offers students the opportunity to complete a practical project, gaining valuable experience of and insight into the development of a complex and substantial computer system.

## CONTACT FOR FURTHER INFORMATION

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## **HL COMPUTER SCIENCE**

### **COMPUTER SCIENCE – HIGHER LEVEL**

The new updated syllabus commenced in 2025.

#### **AIMS**

The key aims of the Computer Science IB curriculum are:

- Develop an understanding of the fundamental concepts of computing systems.
- Develop an ability to apply computational thinking processes to solve problems in the real world.
- Develop skills in algorithmic thinking and computer programming.
- To enable and empower innovation, exploration and the acquisition of further knowledge.

Computational thinking is at the heart of the course, developing skills to specify and analyse problems, decompose them into manageable sections and develop, test and evaluate their solutions.

#### **COURSE DESCRIPTION**

Studying Computer Science equips students with essential skills for the modern world. It fosters algorithmic thinking and problem-solving abilities, enabling students to tackle complex real-world issues. The course covers a broad spectrum of knowledge, from machine learning to networking, ensuring a comprehensive understanding of existing computing systems alongside the flexibility to embrace emerging technology. Additionally, it encourages innovation and creativity, empowering students to develop new systems and technologies. The ethical considerations and global impact of Computer Science are also emphasised, preparing students to make responsible and informed decisions. Computer Science is a dynamic and versatile field that opens numerous career opportunities and drives technological advancement, as well as developing fundamental problem solving and processing skills that will support students both academically and beyond.

The course is broken down into two written exam papers (80%) and an internal assessment (20%). Higher level students will study the following:

|                         |                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Syllabus Content</b> | <p>Concepts of Computer Science</p> <ul style="list-style-type: none"><li>• Computer Fundamentals.</li><li>• Networks.</li><li>• Databases.</li><li>• Machine Learning.</li></ul> <p>Computational Thinking &amp; Problem Solving</p> <ul style="list-style-type: none"><li>• Computational Thinking.</li><li>• Programming.</li><li>• Object Oriented Programming (OOP).</li><li>• Abstract Data Types.</li><li>• Case Study.</li></ul> |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall Assessment</b>       | External Assessment: 80% of final weighting. Two Papers.<br>Internal Assessment: 20% of final weighting.                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Internal Assessment (IA)</b> | Students will develop a computational solution to a real-world problem of their own choosing. The solution will use the concepts, skills and tools acquired during the course to design, implement and test a program following the computational thinking process.                                                                                                                                                                                                                                                                                   |
| <b>External Assessment</b>      | External Examination 1 – 40%<br>Duration: 2 hours. You will answer questions focused on the four topics covered in “Concepts of Computer Science”, as well as questions related to the Case Study.<br>External Examination 2 – 40%<br>Duration: 2 hours. You will answer questions focused on the three topics covered in “Computational Thinking & Problem Solving”. These questions will be answered using the Python programming language. There will also be additional questions on Object Oriented Programming, as well as Abstract Data Types. |

## REQUIREMENTS

As with Standard level it is possible to successfully study Higher level Computer Science with no background in, or prior experience of, Computer Science. This would mean however there would need to be a more significant emphasis on the students motivation and willingness to work hard to develop their computational thinking and programming skills outside of the classroom environment. Due to the methodical and logical approaches required for successful problem solving, especially with the increased challenge of the Higher level topics, a solid grounding in Maths would be advantageous.

## POTENTIAL CAREERS

Studying Computer Science provides a robust foundation in a field that is integral to modern society. The curriculum emphasises critical thinking, problem-solving, and creativity. Students gain hands-on experience with programming, algorithms, and data structures, preparing them for a variety of careers such as software development, cybersecurity, data analysis, and artificial intelligence.

Pursuing further studies in Computer Science can lead to advanced degrees and research opportunities, opening doors to specialized fields like machine learning, robotics, and bioinformatics. The interdisciplinary nature of Computer Science also allows students to combine their technical skills with interests in other areas, such as business, healthcare, and environmental science, making it a versatile and valuable field of study.

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

The Higher level IB course is designed to stretch a student’s understanding of Computer Science and potentially prepare them for a University Computer Science course, making it comparatively closer in in terms of complexity to the A-Level.

The inclusion of the internal assessment offers students the opportunity to complete a practical project, gaining valuable experience of and insight into the development of a complex and substantial computer system.

**CONTACT FOR FURTHER INFORMATION**

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## GROUP 5: MATHEMATICS

### SL MATHS – APPLICATIONS & INTERPRETATIONS

#### COMPARISON BETWEEN THE TWO COURSES

| MATHEMATICS:<br>ANALYSIS AND APPROACHES                                                                                                                                                                                                                                                                                                    | MATHEMATICS:<br>APPLICATIONS AND INTERPRETATION                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on algebraic methods</li><li>• Develop strong skills in mathematical thinking</li><li>• Real and abstract mathematical problem solving</li><li>• For students interested in mathematics, engineering, physical sciences, and some economics</li></ul> | <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on modelling and statistics</li><li>• Develop strong skills in applying mathematics to the real-world</li><li>• Real mathematical problem solving using technology</li><li>• For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design</li></ul> |

This is a course which had its first examination in 2021 and is appropriate for students who intend studying a course at University with little or no mathematical content. For example, social sciences, humanities, English, psychology, the arts. It is not recommended for any courses which have some calculus content.

#### AIMS

The mathematics courses aim to contribute to students' personal attributes, subject understanding and global awareness by enabling them to:

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem-solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics

## **COURSE DESCRIPTION**

Students taking this course will normally follow courses at university which do **not** relate directly to Mathematics. Others may take this subject because they have an interest in Mathematics, enjoy meeting its challenges and engaging with its problems and want to extend their understanding or skills. It is contained within the HL Applications course and covers approximately 60% of the content. The course covers five broad areas of Mathematics: number and algebra, geometry and trigonometry, functions, statistics and probability, and calculus. The students will need a graphical display calculator (GDC) which will be used throughout the course. Students will complete an internal assessment worth 20% of their final grade. Students will learn to develop their mathematics for **describing our world and solving practical problems**. They will also learn to harness the power of technology alongside exploring mathematical models. They will enjoy mathematics in more practical contexts such as statistics.

## **GRAPHIC DISPLAY CALCULATOR (GDC)**

Students are required to use a GDC throughout the course and during their exams. In Tanglin we use the **TI n Spire CX** and all students are expected to buy this particular model. It is available for sale in the school shop.

## **REQUIREMENTS**

Students will have completed (I)GCSE Mathematics or equivalent and have been accepted on to the IB Diploma course. They are sure they do not want to follow a course that relies on pure Mathematics at university. It is important that all students discuss which Mathematics course they should follow with an informed person prior to making a final decision. Students need to be particularly careful about choosing between Maths Applications SL and Maths Analysis SL. These two courses may be viewed differently by different universities around the world.

## **POTENTIAL CAREERS**

Students will probably be looking at careers which do not involve Mathematics. If the student is unsure, it is advisable to check with the university the student would like to attend to ensure that Maths Applications SL is acceptable for their prospective course.

## **COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

This is a Mathematics course designed for those students not formally needing Mathematics beyond the school level. A primary aim is to ensure that students retain, or if necessary, develop, a solid understanding of those simple numerical and algebraic techniques which will be of use to them in future life, and the internal assessment allows students to develop an interest in an area of their choosing.

## **ASSESSMENT**

The course is assessed with two papers, one non-calculator and one calculator worth 80% and an "exploration" worth 20%. The exploration is a piece of written work undertaken in Term 3 of Year 12 which investigates an area of mathematics of their choosing.

## **CONTACT FOR FURTHER INFORMATION**

Mr Chris Hollingworth, [Chris.Hollingworth@tts.edu.sg](mailto:Chris.Hollingworth@tts.edu.sg)

Mr David Cox, [David.Cox@tts.edu.sg](mailto:David.Cox@tts.edu.sg)

## **HL MATHS – APPLICATIONS & INTERPRETATIONS**

### **COMPARISON BETWEEN THE TWO COURSES**

| <b>MATHEMATICS:<br/>ANALYSIS AND APPROACHES</b>                                                                                                                                                                                                                                                                                            | <b>MATHEMATICS:<br/>APPLICATIONS AND INTERPRETATION</b>                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on algebraic methods</li><li>• Develop strong skills in mathematical thinking</li><li>• Real and abstract mathematical problem solving</li><li>• For students interested in mathematics, engineering, physical sciences, and some economics</li></ul> | <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on modelling and statistics</li><li>• Develop strong skills in applying mathematics to the real-world</li><li>• Real mathematical problem solving using technology</li><li>• For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design</li></ul> |

This is a course which had its first examination in 2021 and is appropriate for students who wish to take a HL course in mathematics but prefer the more practical side with modelling using technology, statistics and algorithms. Their preferred choice of study at university will probably have significant mathematical content. For example, business, economics, natural sciences.

### **AIMS**

**The mathematics courses aim to contribute to students' personal attributes, subject understanding and global awareness by enabling them to:**

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem-solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others independently and collaboratively extend their understanding of mathematics

## **COURSE DESCRIPTION**

This course caters for students with a very good background in Mathematics who are confident in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as economics, physics, engineering and technology. Others may take this subject because they have a very strong interest in mathematics and enjoy meeting its challenges and engaging with its problems. There is also a strong emphasis on statistics and mathematical modelling, particularly using technology.

The course covers five broad areas of Mathematics: number and algebra, geometry and trigonometry, functions, statistics and probability, and calculus. The students will need a graphical display calculator (GDC) which will be used throughout the course. Students will complete an internal assessment worth 20% of their final grade.

Students will learn to develop their mathematics for describing our world and solving practical problems. They will also learn to harness the power of technology alongside exploring mathematical models. They will enjoy mathematics in more practical contexts such as statistics and using algorithms to solve problems.

## **GRAPHIC DISPLAY CALCULATOR (GDC)**

Students are required to use a GDC throughout the course and during their exams. In Tanglin we use the TI nSpire CX and all students are expected to buy this particular model. It is available for sale in the school shop.

## **REQUIREMENTS**

To follow the Maths Applications HL course, students should be expecting to achieve a level 9 or 8 at IGCSE Mathematics. Most importantly they need to be very motivated and interested in mathematics, in particular modelling, using technology and statistics, but still with a firm understanding of functions and calculus.

## **POTENTIAL CAREERS**

The study of mathematics is excellent for developing critical thinking, problem solving and being analytical in one's response to a number of diverse problems. It requires application and dedication and helps students develop independence. As such, it is invaluable in any career but particularly important in careers requiring Mathematics as a major component. These careers include engineering, the actuarial profession and other financial sectors, economics, IT, computer programming and systems administration, research and development and statistical analysis. Intelligence agencies require top class mathematicians, as do many other careers. HL Applications particularly suits courses containing practical uses of Mathematics e.g. engineering, Computer Science, Biology, Chemistry, Geography and some Economics courses.

## **COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The main difference is in the assessment. A Level questions can be more structured. IB questions vary in style and bring many topics into one problem. Sometimes there are aspects that a student may not have seen before in order to test problem solving skills. Another difference is the internal assessment that is required for IB. No coursework is required for A Level. Also, A Level does not require confident use of a graphical calculator, whereas IB does.

**ASSESSMENT**

The course is assessed with three papers, one non-calculator and one calculator worth 60%, a third paper with two extended modelling questions worth 20% and an "exploration" worth 20%. The exploration is a piece of written work undertaken in Term 3 of Year 12 which investigates an area of mathematics of their choosing.

**CONTACT FOR FURTHER INFORMATION**

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Mr David Cox: [David.Cox@tts.edu.sg](mailto:David.Cox@tts.edu.sg)

## **SL MATHS – ANALYSIS & APPROACHES**

### **COMPARISON BETWEEN THE TWO COURSES**

| <b>MATHEMATICS:<br/>ANALYSIS AND APPROACHES</b>                                                                                                                                                                                                                                                                                            | <b>MATHEMATICS:<br/>APPLICATIONS AND INTERPRETATION</b>                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on algebraic methods</li><li>• Develop strong skills in mathematical thinking</li><li>• Real and abstract mathematical problem solving</li><li>• For students interested in mathematics, engineering, physical sciences, and some economics</li></ul> | <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on modelling and statistics</li><li>• Develop strong skills in applying mathematics to the real-world</li><li>• Real mathematical problem solving using technology</li><li>• For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design</li></ul> |

This is a course which had its first examination in 2021 and is appropriate for students who intend studying a course at university with some mathematical content. For example, physical sciences or economics.

### **AIMS**

The mathematics courses aim to contribute to students' personal attributes, subject understanding and global awareness by enabling them to:

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem-solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics

### **COURSE DESCRIPTION**

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to follow a university course where Mathematics is used to support the subject area, for example, courses such as medicine, biology, chemistry, business, psychology, or ICT. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting

its challenges and engaging with its problems. The course covers five broad areas of Mathematics: number and algebra, geometry and trigonometry, functions, statistics and probability, and calculus. The students will need a graphical display calculator (GDC) which will be used throughout the course. Students will complete an internal assessment worth 20% of their final grade. Students will learn to become fluent in the **construction of mathematical arguments and proofs**. They will enjoy mathematics in its more abstract form such as calculus and functions.

### **GRAPHIC DISPLAY CALCULATOR (GDC)**

Students are required to use a GDC throughout the course and during their exams. In Tanglin we use the **TI n Spire CX** and all students are expected to buy this particular model. It is available for sale in the school shop.

### **REQUIREMENTS**

To follow the SL Analysis course, students must be motivated and interested in mathematics. Students need to be particularly careful about choosing between Maths Applications SL and Maths Analysis SL, as these two courses may be viewed differently by different universities around the world.

### **POTENTIAL CAREERS**

The study of mathematics is excellent for developing critical thinking, problem solving and being analytical in one's response to a number of diverse problems. It requires application and dedication and helps students develop independence. As such, it is invaluable in any career but particularly important in careers requiring Mathematics as a major component. These careers include engineering, the actuarial profession and other financial sectors, economics, IT, computer programming and systems administration, research and development and statistical analysis. Intelligence agencies require top class mathematicians, as do many other careers. Analysis particularly suits courses with a high Mathematical content e.g. Maths, Physics, Economics.

### **COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The main difference is in the assessment. A Level questions can be more structured. IB questions vary in style and bring many topics into one problem. Sometimes there are aspects that a student may not have seen before in order to test problem solving skills. Another difference is the internal assessment that is required for IB. No coursework is required for A Level. Also, A Level does not require confident use of a graphical calculator, whereas IB does.

### **ASSESSMENT**

The course is assessed with two papers, one non-calculator and one calculator worth 80% and an "exploration" worth 20%. The exploration is a piece of written work undertaken in Term 3 of Year 12 which investigates an area of mathematics of their choosing.

### **CONTACT FOR FURTHER INFORMATION**

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Mr David Cox, [David.Cox@tts.edu.sg](mailto:David.Cox@tts.edu.sg)

## HL – ANALYSIS & APPROACHES

### COMPARISON BETWEEN THE TWO COURSES

| MATHEMATICS:<br>ANALYSIS AND APPROACHES                                                                                                                                                                                                                                                                                                    | MATHEMATICS:<br>APPLICATIONS AND INTERPRETATION                                                                                                                                                                                                                                                                                                                                                                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on algebraic methods</li><li>• Develop strong skills in mathematical thinking</li><li>• Real and abstract mathematical problem solving</li><li>• For students interested in mathematics, engineering, physical sciences, and some economics</li></ul> | <ul style="list-style-type: none"><li>• Offered at both SL and HL</li><li>• Emphasis on modelling and statistics</li><li>• Develop strong skills in applying mathematics to the real-world</li><li>• Real mathematical problem solving using technology</li><li>• For students interested in social sciences, natural sciences, medicine, statistics, business, engineering, some economics, psychology, and design</li></ul> |

This is a course which had its first examination in 2021 and is appropriate for students who intend studying a course at university with substantial mathematical content. For example, mathematics itself, engineering, economics. They should enjoy the thrill of mathematical proofs and abstract application of ideas. We recommend that they should have studied an additional mathematics course at KS4.

### AIMS

**The mathematics courses aim to contribute to students' personal attributes, subject understanding and global awareness by enabling them to:**

1. develop a curiosity and enjoyment of mathematics and appreciate its elegance and power
2. develop an understanding of the concepts, principles and nature of mathematics
3. communicate mathematics clearly, concisely and confidently in a variety of contexts
4. develop logical and creative thinking, and patience and persistence in problem solving to instil confidence in using mathematics
5. employ and refine their powers of abstraction and generalization
6. take action to apply and transfer skills to alternative situations, to other areas of knowledge and to future developments in their local and global communities \
7. appreciate how developments in technology and mathematics influence each other
8. appreciate the moral, social and ethical questions arising from the work of mathematicians and its applications
9. appreciate the universality of mathematics and its multicultural, international and historical perspectives
10. appreciate the contribution of mathematics to other disciplines, and as a particular “area of knowledge” in the TOK course
11. develop the ability to reflect critically upon their own work and the work of others
12. independently and collaboratively extend their understanding of mathematics

### COURSE DESCRIPTION

This course caters for students with a very good background in Mathematics who are confident in a range of analytical and technical skills. The majority of these students will be

expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as economics, physics, engineering and technology. Others may take this subject because they have a very strong interest in mathematics and enjoy meeting its challenges and engaging with its problems.

The course covers five broad areas of Mathematics: number and algebra, geometry and trigonometry, functions, statistics and probability, and calculus. The students will need a graphical display calculator (GDC) which will be used throughout the course. Students will complete an internal assessment worth 20% of their final grade. Students will learn to become fluent in the **construction of mathematical arguments and proofs**. They will **develop strong skills in mathematical thinking**. They should enjoy mathematics in its more abstract form such as calculus and functions.

### **GRAPHIC DISPLAY CALCULATOR (GDC)**

Students are required to use a GDC throughout the course and during their exams. In Tanglin we use the **TI n Spire CX** and all students are expected to buy this particular model. It is available for sale in the school shop.

### **REQUIREMENTS**

To follow the Maths Analysis HL course, students must be given the appropriate POP endorsement with a teacher recommendation and will be expecting to achieve grade 8 or 9 at IGCSE and a grade 7 in the AQA Further Maths qualification. Most importantly they need to be very motivated and interested in mathematics, relishing proofs and abstract form, in particular calculus and functions.

### **POTENTIAL CAREERS**

The study of mathematics is excellent for developing critical thinking, problem solving and being analytical in one's response to a number of diverse problems. It requires application and dedication and helps students develop independence. As such, it is invaluable in any career but particularly important in careers requiring Mathematics as a major component. These careers include engineering, the actuarial profession and other financial sectors, economics, IT, computer programming and systems administration, research and development and statistical analysis. Intelligence agencies require top class mathematicians, as do many other careers. Analysis particularly suits courses with a high Mathematical content e.g. Maths, Physics, Economics.

### **COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The main difference is in the assessment. A Level questions can be more structured. IB questions vary in style and bring many topics into one problem. Sometimes there are aspects that a student may not have seen before in order to test problem solving skills. Another difference is the internal assessment that is required for IB. No coursework is required for A Level. Also, A Level does not require confident use of a graphical calculator, whereas IB does.

### **ASSESSMENT**

The course is assessed with three papers, one non-calculator and one calculator worth 60%, a third paper with two extended investigative questions worth 20% and an "exploration"

worth 20%. The exploration is a piece of written work undertaken in Term 3 of Year 12 which investigates an area of mathematics of their choosing.

**CONTACT FOR FURTHER INFORMATION**

Mr Chris Hollingworth, [Chris.Hollingworth@tts.edu.sg](mailto:Chris.Hollingworth@tts.edu.sg)

Mr David Cox, [David.Cox@tts.edu.sg](mailto:David.Cox@tts.edu.sg)

# GROUP 6: THE ARTS

## SL FILM STUDIES

### FILM STUDIES – STANDARD LEVEL

#### AIMS

- Understand and engage in the processes of interpreting and communicating in film language.
- Explore film through personal, theoretical and cultural contexts and understand how these contexts inform and shape filmmaking practice and reception.
- Develop and creatively apply a range of filmmaking skills and techniques.

#### COURSE DESCRIPTION

IB Film Studies is an ideal Group 6 option because of the sheer breadth of creative skills and practical experiences it offers. Pre-production tasks include pitching, storyboarding, location scouting and script writing. At the film production stage, students will need to consider sound, lighting, cinematography, actor performance, as well as make numerous logistical and directorial decisions. In post-production, the film will be edited, overdubs added, and music composed. Filmmaking is challenging, which is why 50% of the final mark at SL is awarded for this practical element of the course.

Undoubtedly, Film is the most significant new art form of the last century. It functions as a mass form of entertainment, but also as a powerful ideological tool that should never be viewed passively. With this in mind, students will watch and then deconstruct a rich array of films: from Hollywood, Bollywood, Asia, Europe and all points in between, each offering a different representation of the world. The films chosen for study will offer challenging opportunities for analytical investigation and discussion. Through the pastiche of some of the most famous scenes in film history, students will develop their own filmmaking skills by engaging in the same planning processes as Hitchcock, Eisenstein and Kurosawa.

#### REQUIREMENTS

Students do not need to have studied GCSE Film Studies. They should be very interested in both the process of making and editing films and the analysing of films from a range of genres and historical periods.

#### POTENTIAL CAREERS

The most obvious career choices for the student who takes Film Studies are in the media: advertising, web-based video programming, film and television. Moreover, audio-visual literacy is becoming an increasingly important skill and an individual who can make professional video presentations and who understands the way narrative can be shaped to appeal to a specific audience will be in high demand.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b>        | <p><b>*Higher and Standard levels require the same core assessment items to be completed. Higher level students must also produce a collaborative film project.</b></p> <p><b><u>Term 1</u></b></p> <ul style="list-style-type: none"> <li>• An introduction to the micro elements of film grammar, such as mise en scene, cinematography, sound and editing.</li> <li>• An introduction to the macro elements of narrative and genre.</li> <li>• How to make a comparative video essay in Film Studies.</li> </ul> <p><b><u>Term 2</u></b></p> <ul style="list-style-type: none"> <li>• Film in context: this unit will explore the national cinemas of, for example, Hong Kong, Mexico and Japan. Issues of representation and context will be explored closely.</li> <li>• Film theory and history.</li> <li>• Submission of film analysis essay.</li> </ul> <p><b><u>Term 3</u></b></p> <ul style="list-style-type: none"> <li>• Film Production Skills: treatment and script development.</li> <li>• Making the pitch.</li> <li>• Technical Planning: concept and script.</li> <li>• Visualization – storyboarding and shot selection.</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>• Principal photography and sound recording.</li> <li>• Submission of Comparative Study</li> </ul> <p><b><u>Term 5</u></b></p> <ul style="list-style-type: none"> <li>• Post-production: editing, selection of music, titles and effects.</li> <li>• Submission of Production Journal and Production Showreel.</li> </ul> |
| <b>Option Topics</b>       | Students must, as a minimum, experience working in one role from at least three of the core areas of exploration derived from: Picture, Sound, Assembly, Organisation. They can also choose to complete animation in 2d or 3d.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Internal Assessment</b> | SL 40% Production Showreel                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>External Assessment</b> | SL Film Analysis 30% and SL Comparative Study Video Essay 30%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The IB Film Studies course differs from its A-Level equivalent in some key ways. Firstly, it has a video essay comparative study component. This is a challenging part of the course that enables students to develop their audio-visual presentational skills, a key to success in the world of work. Secondly, the IB Film Production Showreel can be formally presented to university admissions officers. Most importantly, unlike A-Level, there is no end-of-course formal written examination.

**CONTACT FOR FURTHER INFORMATION**

Mr. Benjamin Astley, [Benjamin.Astley@tts.edu.sg](mailto:Benjamin.Astley@tts.edu.sg)

## **HL FILM STUDIES**

### **FILM STUDIES – HIGHER LEVEL**

#### **AIMS**

- Understand and engage in the processes of interpreting and communicating in film language.
- Explore film through personal, theoretical and cultural contexts and understand how these contexts inform and shape filmmaking practice and reception.
- Develop and creatively apply a range of filmmaking skills and techniques.
- Participate collaboratively in the production of film in order to fulfil intentions.

#### **COURSE DESCRIPTION**

IB Film Studies is an ideal Group 6 option because of the sheer breadth of creative skills and practical experiences it offers. Pre-production skills include pitching, storyboarding, location scouting and script writing. At the film production stage, students will need to consider sound, lighting, cinematography, actor performance, as well as make numerous logistical and directorial decisions. In post-production, the film will be edited, overdubs added, and music composed. Film making is challenging, which is why 60% of the final mark at HL is awarded for this practical element of the course. Undoubtedly, Film is the most significant new art form of the last century. It functions as a mass form of entertainment, but also as a powerful ideological tool that should never be viewed passively. With this in mind, students will watch and then deconstruct a rich array of films: from Hollywood, Bollywood, Asia, Europe and all points in between, each offering a different representation of the world. The films chosen for study will offer challenging opportunities for analytical investigation and discussion. Through the pastiche of some of the most famous scenes in film history, students will develop their own filmmaking skills by engaging in the same planning processes as Hitchcock, Eisenstein and Kurosawa.

#### **REQUIREMENTS**

Students do not need to have studied GCSE Film Studies. They should be very interested in both the process of making and editing films and the analysing of films from a range of genres and historical periods.

#### **POTENTIAL CAREERS**

The most obvious career choices for the student who takes Film Studies are in the media: advertising, web-based video programming, film and television. Moreover, audio-visual literacy is becoming an increasingly important skill and an individual who can make professional video presentations and who understands the way narrative can be shaped to appeal to a specific audience will be in high demand.

## 5 TERM OVERVIEW

|                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b>       | <p><b>*Higher and Standard levels require the same core assessment items to be completed. Higher level students must also produce a collaborative film project.</b></p> <p><b><u>Term 1</u></b></p> <ul style="list-style-type: none"> <li>• An introduction to the micro elements of film grammar, such as mise en scene, cinematography, sound and editing.</li> <li>• An introduction to the macro elements of narrative and genre.</li> <li>• How to make comparative study video essays in Film Studies.</li> </ul> <p><b><u>Term 2</u></b></p> <ul style="list-style-type: none"> <li>• Film in context: this unit will explore the national cinemas of, for example, Hong Kong, Mexico and Japan. Issues of representation and context will be explored closely.</li> <li>• Film theory and history.</li> <li>• Submission of film analysis essay.</li> </ul> <p><b><u>Term 3</u></b></p> <ul style="list-style-type: none"> <li>• Film Production Skills: treatment and script development.</li> <li>• Making the pitch.</li> <li>• Technical Planning: concept and script.</li> <li>• Visualisation – storyboarding and shot selection.</li> </ul> <p><b><u>Term 4</u></b></p> <ul style="list-style-type: none"> <li>• Principal photography and sound recording.</li> <li>• Submission of Comparative Study</li> </ul> <p><b><u>Term 5</u></b></p> <ul style="list-style-type: none"> <li>• Post-production: editing, selection of music, titles and effects.</li> <li>• Submission of Production Journal, Collaborative Film Project and Production Showreel.</li> </ul> |
| <b>Option Topics:</b>      | Students must, as a minimum, experience working in one role from at least three of the core areas of exploration derived from: Picture, Sound, Assembly, Organisation. They can also work in 2d or 3d animation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Internal Assessment</b> | HL 25% Production Showreel and HL 35% Collaborative Film Project                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>External Assessment</b> | HL Film Analysis 20% and HL Comparative Study Video Essay 20%                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

The IB Film Studies course differs from its A-Level equivalent in some key ways. Firstly, it has a comparative study component. This video essay is a challenging part of the course that enables students to develop their audio-visual presentational skills, a key to success in the world of work. Secondly, the IB Film Production Showreel can be formally presented to university admissions officers. Most importantly, unlike A-Level, there is no end-of-course formal written examination.

**CONTACT FOR FURTHER INFORMATION**

Mr. Benjamin Astley, [Benjamin.Astley@tts.edu.sg](mailto:Benjamin.Astley@tts.edu.sg)

## SL MUSIC

### MUSIC - STANDARD LEVEL



#### AIMS

The IB Music course has been rewritten and aligned with the other DP arts subjects. There is no final examination. The aims of the new DP Music course at SL & HL are to enable students to:

- Explore a range of musical contexts and make links to, and between, different musical practices.
- Develop as imaginative and skilled creators and collaborators.
- Express ideas creatively and with confidence.
- Critically reflect on the process of creating and experiencing music.
- Evaluate and develop critical perspectives on their own music and the work of others.

#### COURSE DESCRIPTION

The new DP course has been designed to prepare 21<sup>st</sup> century musicians for a world in which global musical cultures and industries are rapidly changing. It teaches students to be able to strategize, plan, execute and justify their creative choices. It will equip students with strongly developed creative thinking skills, holistic mindsets and flexible design-and project-based skills, all of which are highly sought after by universities and employers. Throughout the course, students embody three roles: the researcher, the creator and the performer. They will have the freedom to personalize their learning. There is no written exam, and assessment is based on the following tasks:

##### Exploring music in context: 30%, externally assessed

- Written work (2,400 words)
- Practical creating exercise (32 bars or 1 minute)
- Performance (max. 2 minutes)

##### Experimenting with music: 30%, internally assessed

- Written report (1,500 words)
- Three excerpts of creating (total max. 5 minutes)
- Three excerpts of performing (total max. 5 minutes)

**Presenting music: 40%, externally assessed**

- Programme notes (600 words)
- Composition and/or improvisation (6 minutes)
- Performance – solo and/or ensemble (12 minutes)

**REQUIREMENTS**

Students who have studied music at GCSE or IGCSE level or have done formal practical or theory examinations (such as ABRSM/Trinity Guildhall) would be at an advantage for taking IB SL Music. However, students who have secure musical skills and a strong interest in the subject can certainly succeed at IB SL Music. This subject can be accessed by any student who has an interest in music, plays a musical instrument or sings to a reasonable standard. The ability to read music is desirable but not essential.

**POTENTIAL CAREERS**

The Diploma Programme Music course at Standard level provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. Potential pathways for Careers in music are Music Production and Studio Engineering, Composing and Arranging, Performance and Live Music, Legal/Business/Management aspects of Music, Recording Labels, Media, TV, Radio and Print, Education and Music Therapy. For students not wishing to pursue Music at University, Music is very highly regarded by top universities around the world.

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

- IB Standard Level Music gives you more flexibility and personal choice.
- IB SL requires all students to complete performing, composing and research tasks.
- In place of prescribed music, IB SL Music students and teachers are able to personalize unique approaches to musical forms, genres and pieces.
- There is no written examination for IB SL Music. All components are coursework with portfolio submissions for both internal and external assessment.

**CONTACT FOR FURTHER INFORMATION:**

Ms Helen Owain, [Helen.Owain@tts.edu.sg](mailto:Helen.Owain@tts.edu.sg)

## **HL MUSIC**

### **MUSIC - HIGHER LEVEL**



### **AIMS**

The IB Music course has been rewritten and aligned with the other DP arts subjects. There is no final examination. The aims of the new DP Music course at SL & HL are to enable students to:

- Explore a range of musical contexts and make links to, and between, different musical practices.
- Develop as imaginative and skilled creators and collaborators.
- Express ideas creatively and with confidence.
- Critically reflect on the process of creating and experiencing music.
- Evaluate and develop critical perspectives on their own music and the work of others.

### **COURSE DESCRIPTION**

The new DP course has been designed to prepare 21<sup>st</sup> century musicians for a world in which global musical cultures and industries are rapidly changing. It teaches students to be able to strategize, plan, execute and justify their creative choices. It will equip students with strongly developed creative thinking skills, holistic mindsets and flexible design-and project-based skills, all of which are highly sought after by universities and employers. Throughout the course, students embody three roles: the researcher, the creator and the performer. They will have the freedom to personalize their learning. There is no written exam, and assessment is based on the following tasks:

#### **Exploring music in context: 20%, externally assessed**

- Written work (2,400 words)
- Practical creating exercise (32 bars or 1 minute)
- Performance (max. 2 minutes)

#### **Experimenting with music: 20%, internally assessed**

- Written report (1,500 words)
- Three excerpts of creating (total max. 5 minutes)
- Three excerpts of performing (total max. 5 minutes)

**Presenting music: 30%, externally assessed**

- Programme notes (600 words)
- Composition and/or improvisation (6 minutes)
- Performance – solo and/or ensemble (12 minutes)

**The contemporary music-maker: 30% internally assessed**

- Multi-media presentation documenting a real-life project

**REQUIREMENTS**

Students who have studied music at GCSE or IGCSE level or have done formal practical or theory examinations (such as ABRSM/Trinity Guildhall) would be at an advantage for taking IB HL Music. However, students who have secure musical skills and a strong interest in the subject can certainly succeed at IB HL Music. This subject can be accessed by any student who has an interest in music, plays a musical instrument or sings to a reasonable standard. The ability to read music is desirable but not essential.

**POTENTIAL CAREERS**

The Diploma Programme Music course at Higher level provides an enriching and valuable course of study for students who may pursue other careers. This course also provides all students with the opportunity to engage in the world of music as lifelong participants. Potential pathways for Careers in music are Music Production and Studio Engineering, Composing and Arranging, Performance and Live Music, Legal/Business/Management aspects of Music, Recording Labels, Media, TV, Radio and Print, Education and Music Therapy. For students not wishing to pursue Music at University, Music is very highly regarded by top universities around the world.

**COMPARISON BETWEEN THIS COURSE AND A-LEVEL**

- IB Higher Level Music gives you more flexibility and personal choice.
- IB HL requires all students to complete performing, composing and research tasks.
- In place of prescribed music, IB HL Music students and teachers are able to personalize unique approaches to musical forms, genres and pieces.
- There is no written examination for IB HL Music. All components are coursework with portfolio submissions for both internal and external assessment.

**CONTACT FOR FURTHER INFORMATION:**

Ms Helen Owain, [Helen.Owain@tts.edu.sg](mailto:Helen.Owain@tts.edu.sg)

## SL THEATRE

### THEATRE - STANDARD LEVEL



#### AIMS

- explore the diversity of theatre across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- develop and practically apply theatre performance and production skills and elements, led by intentions
- create, present and evaluate theatre work both independently and collaboratively
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- acquire the perspectives and intentions of an internationally-minded theatre-maker
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.

#### COURSE DESCRIPTION

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

## REQUIREMENTS

You will need to enjoy the processes of making theatre: designing, directing, and performing, as well as the theory and practice upon which performance and production skills are based. You should be able to work collaboratively as the majority of the course content will be delivered through practical workshops and projects, that are supported by independent reading, research and journal work. You will need to be self-motivated and possess good time management skills. GCSE Drama is certainly valuable preparation for this course though it is not a requirement. You may be asked to show your ability and passion for the subject by attending an interview. It is important to note that students taking SL Theatre attend HL lessons as three of the assessments are the same. In the past SL Theatre students have finished their Theatre course early, at the end of Term 1 in the second year and have really appreciate this extra time going into Term 2.

## POTENTIAL CAREERS

The Arts industry is of one the world's largest and most diverse employers, from production and performance to events management and creative marketing. The study of theatre is fundamental for pursuing careers in theatre, acting, film, television and radio. However the transferable skills which IB Theatre offers, such as critical thinking, problem solving, risk taking, versatility and flexibility, resourcefulness and being able to contribute as team player, allows students to enter a career not necessarily in the arts; many students with this qualification have progressed into careers in law, journalism, politics, public relations, media, business, education, drama/speech therapy, community/social work, advertising, event organisation and marketing.

## 5 TERM OVERVIEW

|                     |                                                                                                                                                                                                                                               |                                                                                                                                                                             |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b> | <b><u>Term 1</u></b><br><b>Collaborative Theatre</b><br>Involves the application of knowledge and skills through participation in theatre performances/productions.                                                                           | <b><u>Possible areas of exploration</u></b><br>Voice, Movement, Proxemics, Improvisation, Peter Brook, Augusto Boal, Gecko Theatre Company, Complicite and Frantic Assembly |
|                     | <b><u>Term 2</u></b><br><b>Working with Play Texts</b><br>Allows students to develop knowledge and skills in areas of theatre such as directing and design as a basis for the Production Proposal.                                            | <i>Four Loves (Koch), The Trial (Berkoff), Woyzeck (Buchner), The Lion and The Jewel (Soyinka).</i>                                                                         |
|                     | <b><u>Term 3</u></b><br><b>Examining World Theatre Traditions for Research Presentation - Task 2</b> Involves a practical and theoretical exploration of further theatre practices. This represents diverse cultural and historical contexts. | Ritual Theatre, Kathakali, Chinese Opera, Balinese Theatre, Japanese Butoh.                                                                                                 |

|  |                                                                                                                             |                                                                                                            |
|--|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
|  | <b>Term 4 and 5</b><br><b>Assessment Tasks:</b><br>Collaborative Theatre Project- Task 3 &<br>Production Proposal – Task 4. | Assessment tasks will take many forms including journaling, essay writing, performances and presentations. |
|--|-----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|

|                            |                                                                           |
|----------------------------|---------------------------------------------------------------------------|
| <b>Option Topics</b>       | Each area of assessment involves a degree of choice when selecting topics |
| <b>Internal Assessment</b> | 30% Production Proposal                                                   |
| <b>External Assessment</b> | 30% Research Presentation<br>40% Collaborative Theatre Project            |

#### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

- IB Theatre does not involve a written exam; assessment tasks are in the form of process based practical and written work, in a range of formats.
- IB Theatre does not formally assess students on performance abilities; assessment is based on contributions to workshops and practical projects based on the strengths and areas of interest of the particular student.
- IB Theatre students will encounter a wider range of production roles than in A-Level and have a broader sense of theatre in an international context.
- The fundamental difference from A-Level lies in the more flexible and varied approach to the curriculum and methods of student assessment.

#### CONTACT FOR INFORMATION

Ms Dawn Smith, [Dawn.Smith@tts.edu.sg](mailto:Dawn.Smith@tts.edu.sg)

## **HL THEATRE**

### **THEATRE - HIGHER LEVEL**



This is a multifaceted creative course, largely directed by the individual student's interests. It offers many opportunities to make theatre as designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives and learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

#### **AIMS**

- explore the diversity of theatre across time, cultures and contexts
- develop as imaginative and skilled creators and collaborators
- develop and practically apply theatre performance and production skills and elements, led by intentions
- create, present and evaluate theatre work both independently and collaboratively
- express ideas creatively and with competence in forms appropriate to the artistic discipline
- acquire the perspectives and intentions of an internationally minded theatre-maker
- develop as informed, perceptive and analytical practitioners
- enjoy lifelong engagement with the arts.

#### **COURSE DESCRIPTION**

Theatre is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. The Theatre course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the

opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre— as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international mindedness.

## REQUIREMENTS

You will need to enjoy the processes of making theatre: designing, directing, and performing, as well as the theory and practice upon which performance and production skills are based. You should be able to work collaboratively as the majority of the course content will be delivered through practical workshops and projects, that are supported by independent reading, research and journal work. You will need to be self-motivated and possess good time management skills. GCSE Drama is certainly valuable preparation for this course though it is not a requirement. You may be asked to show your ability and passion for the subject by attending an interview.

## POTENTIAL CAREERS

The arts industry is one of the world's largest and most diverse employers, from production and performance to events management and creative marketing. The study of theatre is fundamental for pursuing careers in theatre, acting, film, television and radio. However the transferable skills which IB Theatre offers, such as critical thinking, problem solving, risk taking, versatility and flexibility, resourcefulness and being able to contribute as team player, allows students to enter a career not necessarily in the arts; many students with this qualification have progressed into careers in law, journalism, politics, public relations, media, business, education, drama/speech therapy, community/social work, advertising, event organisation and marketing.

## 5 TERM OVERVIEW

|                     |                                                                                                                                                                     |                                                                                                                                                                                              |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content</b> | <b><u>Term 1</u></b><br><b>Collaborative Theatre</b><br>Involves the application of knowledge and skills through participation in theatre performances/productions. | <b><u>Possible areas of exploration</u></b><br>Voice, Movement, Proxemics, Improvisation, Peter Brook, <i>Commedia dell' Arte</i> , Physical Theatre, Complicite, Gecko and Frantic Assembly |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                                                                                                                                                                                                          |                                                                                                                                                                                                 |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>Term 2</b><br><b>Working with Play Texts</b><br>Allows students to develop knowledge and skills in areas of theatre such as directing and design.                                                                                     | <i>Four Loves (Koch), Woyzeck (Buchner), The Trial (Berkoff), The Lion and The Jewel (Soyinka).</i>                                                                                             |
|  | <b>Term 3</b><br><b>Examining World Theatre Traditions for Research Presentation – Task 2</b><br>Involves a practical and theoretical exploration of further theatre practices. This represents diverse cultural and historical contexts | Ritual Theatre, Kathakali, Chinese Opera, Balinese Theatre, Japanese Butoh                                                                                                                      |
|  | <b>Term 4 and 5</b><br><b>Assessment Tasks:</b><br>Collaborative Theatre Project- Task 3 & Production Proposal – Task 4. Solo Theatre Project (HL)- Task 1                                                                               | The theories of Anne Bogart, Constantin Stanislavski, Bertolt Brecht and Antonin Artaud.<br><br>Assessment tasks will take the form of journals, essay writing, performances and presentations. |

|                            |                                                                                  |
|----------------------------|----------------------------------------------------------------------------------|
| <b>Option Topics</b>       | Each area of assessment involves a degree of choice when selecting topics        |
| <b>Internal Assessment</b> | 20% Production Proposal                                                          |
| <b>External Assessment</b> | 35% Solo Theatre Piece<br>25% Collaborative Project<br>20% Research Presentation |

#### COMPARISON BETWEEN THIS COURSE AND A-LEVEL

- IB Theatre does **not involve a written exam**; assessment tasks are in the form of process based practical and written work, in a range of formats.
- IB Theatre does not formally assess students on performance abilities; assessment is based on contributions to workshops and practical projects based on the strengths and areas of interest of the particular student.
- IB Theatre students will encounter a wider range of production roles than in A-Level and have a broader sense of theatre in an international context.
- The fundamental difference from A-Level lies in the more flexible and varied approach to the curriculum and methods of student assessment.

#### CONTACT FOR INFORMATION

Ms Dawn Smith, [Dawn.Smith@tts.edu.sg](mailto:Dawn.Smith@tts.edu.sg)

## **SL VISUAL ARTS**

### **VISUAL ARTS – STANDARD LEVEL**



*Tanglin IB SL Visual Artwork*

### **LEARNING OBJECTIVES**

#### **Create**

This core area requires learning and teaching about:

- Nurturing art-making practice and developing a personal visual language
- Engaging with concepts, experiences, and the world, through art-making
- Developing observation skills
- Completing investigations with and about a variety of creative strategies and art-making forms
- Understanding different media, materials, techniques, and conventions
- Selecting and organising resources and materials appropriate to artistic intentions
- Synthesizing concepts and form to communicate meaning
- Reviewing, evaluating, refining, and documenting the development of art-making
- Participating in, and responding to, dialogue and critique
- Persisting when encountering difficulties, but also pausing, reflecting, restarting, and repurposing
- Pursuing artworks to a point of resolution.

#### **Connect**

This core area requires learning and teaching about:

- Situating art-making in personal, local, and global contexts
- Making links between one's own creative processes and the work of other artists
- Investigating visual artworks from different contexts to support one's own art-making
- Developing intercultural understanding, critical reflexivity, and self-reflexivity
- Identifying and analysing how formal qualities and creative strategies convey meaning
- Researching the function and meaning of art and artworks
- Considering the cultural significance of artworks, both in their original context and across time and place

- Participating in dialogue and critique
- Considering connections between one's own art-making and real or potential audiences

## Communicate

This core area requires learning and teaching about:

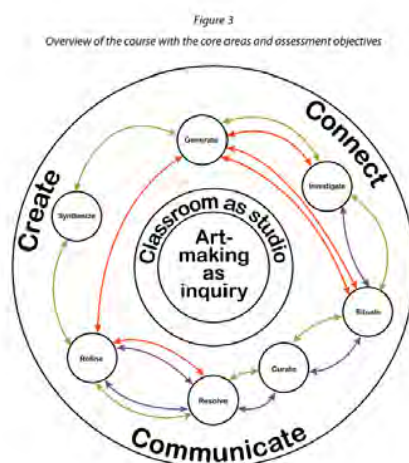
- Sharing art-making with others
- Acquiring a subject-specific language to articulate artistic intentions
- Articulating critical analysis and one's own artistic and curatorial choices
- Curating artworks coherently to enhance meaning
- Exploring strategies for selecting and organising visual materials
- Organising and presenting lines of inquiry to document the development of personal artwork
- Engaging in dialogue and critique with other artists and with an audience
- Exploring the potential of different forms of display and exhibition to showcase artworks to an audience

## SYLLABUS OVERVIEW

### A practice-based syllabus

The visual arts course is a creative, practice-based course. Students work in the classroom as they would in an art studio and are encouraged to engage, transform and emerge as young artists. Learning and teaching experiences are shaped by inquiry and focused on authentic engagement in art-making. During the two years of the course, students are supported and guided by their teachers to deepen their understanding of the visual arts and become increasingly more independent in their art-making practice.

As illustrated in Figure 3 (on the next page), **art-making as inquiry** is at the centre of the syllabus. Learning through three core areas—**create**, **connect**, and **communicate**—in the **classroom as studio** allows students to fulfil the **seven assessment objectives** for the course while engaging with the creative process as they choose. Figure 3 illustrates some possible ways to do this, but there is no prescribed path and not all objectives need to be fulfilled in every inquiry the student undertakes.



**REQUIREMENTS**

There is no need to have studied Art at GCSE in order to follow this programme, although the skills and working practice gained will of course be an asset. More important is a genuine interest in the visual arts, an enjoyment of experimentation and exploration and a willingness to think creatively. You should be enthusiastic, willing to work with a wide range of media and keen to discuss your ideas and progress. Pace and commitment are crucial.

**POTENTIAL CAREERS**

The study of visual arts is useful in a wide range of careers. As well as being desirable for careers within the arts such as fine art, graphics, fashion, product design, theatre design, textiles, architecture, photography, advertising/marketing, ceramics, metalwork, education, curation and art history, it encourages creative approaches to problem solving, promotes dexterity and control on a practical level and a sequential development of ideas.

## COURSE STRUCTURE

### First Assessment 2027

| Assessment Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Weighting  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>External Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>60%</b> |
| <p><b>Art-making inquiries portfolio (32 marks)</b><br/>This is an SL and HL task focused on the student's art-making as inquiry.</p> <p>The student selects and organises visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a <b>variety</b> of art-making forms and creative strategies.</p> <p>The portfolio demonstrates how the student developed and refined their visual language through one or more <b>lines of inquiry</b> and must explicitly include the <b>inquiry questions or generative statements</b> they worked with.</p> <p>SL students submit <b>two</b> mandatory files.</p> <ul style="list-style-type: none"> <li>• <b>One</b> PDF file of <b>up to 15 screens</b> including visual evidence accompanied by written materials. The total word count must not exceed <b>3,000 words</b>.</li> <li>• <b>One</b> separate text file listing the sources.</li> </ul>                                                                                                                                                                                    | 40%        |
| <p><b>Connections study (24 marks)</b><br/>This is a SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA.</p> <p>The study presents curated visual and written evidence to demonstrate the <b>connections</b> between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and <b>at least two artworks by different artists</b>. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists.</p> <p>SL students submit <b>two</b> mandatory files.</p> <ul style="list-style-type: none"> <li>• <b>One</b> PDF file of <b>up to 10 screens</b> including visual evidence and supporting written materials. The total word count must not exceed <b>2,500 words</b>.</li> <li>• <b>One</b> separate text file listing the sources.</li> </ul>                                                                                                                                                                                                                                                    | 20%        |
| <p><b>Internal Assessment</b><br/>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Resolved artworks (32 marks)</b><br/>This is a SL-only task focused on the student's ability to create a <b>coherent body of work</b>. Each student submits <b>five resolved artworks</b> to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a <b>rationale</b> to articulate their artistic intentions and the choices that informed the making of their <b>coherent</b> body of artworks.</p> <p>SL students submit <b>six</b> mandatory files.</p> <ul style="list-style-type: none"> <li>• <b>Five</b> image or video files (<b>each up to three minutes long</b>) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.</li> <li>• <b>One PDF file of up to two screens</b> for the rationale (which must not exceed <b>700 words</b>)</li> </ul> | <b>40%</b> |

## 4 TERM OVERVIEW

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b>  | <p><b>Term 1</b><br/> <b><u>Core Essentials- Ways of Thinking in Visual Arts</u></b></p> <ul style="list-style-type: none"> <li>• What are lines of inquiry?</li> <li>• Understanding generative statements</li> <li>• Understanding the Artist Inquiry Portfolio</li> <li>• Practical skills exploration</li> </ul> <p><b>Term 2</b><br/> <b><u>Art making through inquiry</u></b><br/> Students make independently driven artwork using their own choice of materials lead by their personal line of inquiry.</p> <p><b>Term 3</b><br/> <b><u>Connections Study</u></b><br/> <b>Weighting: SL 20%</b><br/> This is an SL-only task focused on the student situating <b>one</b> of their own resolved artworks and investigating significant connections for this chosen piece. For their study, students investigate and reflect on the links between artist, artwork and audiences, and the context(s) of each.</p> <p>The student first considers how their artwork connects with and communicates their own context(s). They then situate their chosen artwork in relation to at least <b>two</b> artworks by two or more different artists—<b>at least one artwork by one artist, and one artwork by another artist</b>—and evidence the connections with these pieces.</p> <p>The study must demonstrate that the established connections are informed not only by practical investigation but also by investigation and understanding of the cultural significance of the two selected artworks in their original context as well as across time and place.</p> <p><b>Term 4 -5</b><br/> <b><u>Art making through inquiry</u></b></p> <ul style="list-style-type: none"> <li>• Students make independently driven artwork using their own choice of materials led by their personal line of inquiry.</li> <li>• Students curate their submission.</li> </ul> |
| <b>Option Topics:</b> | No prescribed content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

- A-Level is assessed by the teacher and moderated by an external moderator. 60% of IB is examined by uploading images of candidate work.
- With A-Level, the balance of marks favours research and development as does the IB Visual Arts course.
- A-Level has effective moderator training and supervision/moderation built into the assessment system; IB has none of this and relies heavily on standardisation of work samples by senior examiners.

## CONTACT FOR FURTHER INFORMATION

Mrs Elizabeth Anstiss, [Elizabeth.Anstiss@tts.edu.sg](mailto:Elizabeth.Anstiss@tts.edu.sg)

## HL VISUAL ARTS

### VISUAL ARTS – HIGHER LEVEL



*Tanglin student IB HL Visual Artwork*

### LEARNING OBJECTIVES

#### Create

This core area requires learning and teaching about:

- Nurturing art-making practice and developing a personal visual language
- Engaging with concepts, experiences, and the world, through art-making
- Developing observation skills
- Completing investigations with and about a variety of creative strategies and art-making forms
- Understanding different media, materials, techniques, and conventions
- Selecting and organising resources and materials appropriate to artistic intentions
- Synthesizing concepts and form to communicate meaning
- Reviewing, evaluating, refining, and documenting the development of art-making
- Participating in, and responding to, dialogue and critique
- Persisting when encountering difficulties, but also pausing, reflecting, restarting, and repurposing
- Pursuing artworks to a point of resolution.

#### Connect

This core area requires learning and teaching about:

- Situating art-making in personal, local, and global contexts
- Making links between one's own creative processes and the work of other artists
- Investigating visual artworks from different contexts to support one's own art-making
- Developing intercultural understanding, critical reflexivity, and self-reflexivity
- Identifying and analysing how formal qualities and creative strategies convey meaning
- Researching the function and meaning of art and artworks
- Considering the cultural significance of artworks, both in their original context and across time and place

- Participating in dialogue and critique
- Considering connections between one's own art-making and real or potential audiences

## Communicate

This core area requires learning and teaching about:

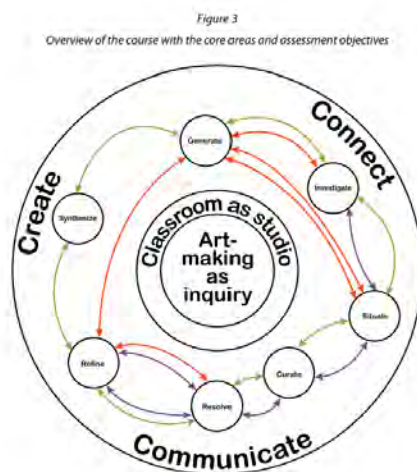
- Sharing art-making with others
- Acquiring a subject-specific language to articulate artistic intentions
- Articulating critical analysis and one's own artistic and curatorial choices
- Curating artworks coherently to enhance meaning
- Exploring strategies for selecting and organising visual materials
- Organising and presenting lines of inquiry to document the development of personal artwork
- Engaging in dialogue and critique with other artists and with an audience
- Exploring the potential of different forms of display and exhibition to showcase artworks to an audience

## SYLLABUS OVERVIEW

### A practice-based syllabus

The visual arts course is a creative, practice-based course. Students work in the classroom as they would in an art studio and are encouraged to engage, transform and emerge as young artists. Learning and teaching experiences are shaped by inquiry and focused on authentic engagement in art-making. During the two years of the course, students are supported and guided by their teachers to deepen their understanding of the visual arts and become increasingly more independent in their art-making practice.

As illustrated in Figure 3 (on the next page), **art-making as inquiry** is at the centre of the syllabus. Learning through three core areas—**create**, **connect**, and **communicate**—in the **classroom as studio** allows students to fulfil the **seven assessment objectives** for the course while engaging with the creative process as they choose. Figure 3 illustrates some possible ways to do this, but there is no prescribed path and not all objectives need to be fulfilled in every inquiry the student undertakes.



**REQUIREMENTS**

There is no need to have studied Art at GCSE in order to follow this programme, although the skills and working practice gained will of course be an asset. More important is a genuine interest in the visual arts, an enjoyment of experimentation and exploration and a willingness to think creatively. You should be enthusiastic, willing to work with a wide range of media and keen to discuss your ideas and progress. Pace and commitment are crucial.

**POTENTIAL CAREERS**

The study of visual arts is useful in a wide range of careers. As well as being desirable for careers within the arts such as fine art, graphics, fashion, product design, theatre design, textiles, architecture, photography, advertising/marketing, ceramics, metalwork, education, curation and art history, it encourages creative approaches to problem solving, promotes dexterity and control on a practical level and a sequential development of ideas.

## COURSE STRUCTURE

### First Assessment 2027

| Assessment Task                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Weighting  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>External Assessment</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>60%</b> |
| <p><b>Art-making inquiries portfolio (32 marks)</b><br/>This is an SL and HL task focused on the student's art-making as inquiry.</p> <p>The student selects and organises visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a <b>variety</b> of art-making forms and creative strategies.</p> <p>The portfolio demonstrates how the student developed and refined their visual language through one or more <b>lines of inquiry</b> and must explicitly include the <b>inquiry questions or generative statements</b> they worked with.</p> <p>SL students submit <b>two</b> mandatory files.</p> <ul style="list-style-type: none"> <li>• <b>One</b> PDF file of <b>up to 15 screens</b> including visual evidence accompanied by written materials. The total word count must not exceed <b>3,000 words</b>.</li> <li>• <b>One</b> separate text file listing the sources.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 30%        |
| <p><b>Artist project (40 marks)</b><br/>This is a <b>stand-alone</b>, HL-only task focused on the student creating and situating in context an artwork that they ideate and realise 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 <b>at least two artworks by different artists, and by dialogues</b>. A <b>short video</b> curated by the student shows where and how the project was realised to communicate with the audience in the chosen context.</p> <p>HL students submit <b>three</b> mandatory files.</p> <ul style="list-style-type: none"> <li>• <b>One</b> PDF file of <b>up to 12 screens</b> including visual evidence and supporting written materials. The total word count must not exceed <b>2,500 words</b> and the student must comply with the exact word counts for each section.</li> <li>• <b>One</b> video file <b>up to three minutes long</b> presenting the project artwork realised in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalised artistic intentions (<b>100 words maximum</b>).</li> <li>• <b>One</b> separate text file listing the sources.</li> </ul>                                                                                                                                                                                                                                                                                           | 30%        |
| <p><b>Internal Assessment</b><br/>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p><b>Selected resolved artworks (40 marks)</b><br/>This is a HL-only task focused on the student's ability to create a <b>coherent body of work selected from their wider production</b>. Each student submits <b>five selected resolved artworks</b> to demonstrate their best achievements in communicating their artistic intentions coherently. The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a <b>rationale</b> to articulate how they realised their artistic intentions through a selection process for the <b>five resolved artworks, from at least eight</b> of their works. <b>Five artwork texts</b> situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice.</p> <p>SL students submit <b>six</b> mandatory files.</p> <ul style="list-style-type: none"> <li>• <b>Five</b> image or video files (<b>each up to three minutes long</b>) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views.</li> <li>• <b>One PDF file of up to eight screens</b> including the rationale (which must not exceed <b>700 words</b>) and <b>five</b> artwork texts (with a total word count not exceeding <b>1,000 words</b>).</li> </ul> | <b>40%</b> |

## 4 TERM OVERVIEW

|                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Core Content:</b>  | <p><b>Term 1</b><br/> <b><u>Core Essentials- Ways of Thinking in Visual Arts</u></b></p> <ul style="list-style-type: none"> <li>• What are lines of inquiry?</li> <li>• Understanding generative statements</li> <li>• Understanding the Artist Inquiry Portfolio</li> <li>• Practical skills exploration</li> </ul> <p><b>Term 2</b><br/> <b><u>Art making through inquiry</u></b><br/>           Students make independently driven artwork using their own choice of materials lead by their personal line of inquiry.</p> <p><b>Term 3</b><br/> <b><u>Artist's Project</u></b><br/>           This task allows students to follow their interests without the constraints of responding to the requirement of producing work that is coherent with other artworks they have produced. The artist project offers students the opportunity to expand on previous work, embrace personal interests, and most importantly, focus on work they are excited about and fully engage with. It allows them to be free to even create art that may be connected with what they see as the next step in their career, whether or not this might be in the arts.</p> <p>Each student submits for assessment curated evidence of how they developed their project, and a short video documenting how and where the resolved artwork they created as their project was realised and made available to an audience. As part of the artist project, students must undertake investigations and make intentional choices to create an artwork that engages with context(s), connects with the work of other artists and communicates with audiences. Throughout the project, students must consider how to situate their work and how to communicate artistic intentions to real or potential audience(s).</p> <p>Each student must start their project writing a proposal—in which they present initial ideas and how they engaged with and researched the context of their work, justifying their initial plans and artistic intentions.</p> <p><b>Term 4 -5</b><br/> <b><u>Art making through inquiry</u></b></p> <ul style="list-style-type: none"> <li>• Students make independently driven artwork using their own choice of materials led by their personal line of inquiry.</li> <li>• Students curate their submission.</li> </ul> |
| <b>Option Topics:</b> | No prescribed content.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

## COMPARISON BETWEEN THIS COURSE AND A-LEVEL

- A-Level is assessed by the teacher and moderated by an external moderator. 60% of IB is examined by uploading images of candidate work.
- With A-Level the balance of marks favours research and development as does the IB Visual Arts course.
- A-Level has effective moderator training and supervision/moderation built in to the assessment system; IB has none of this and relies heavily on standardisation of work samples by senior examiners.

## CONTACT FOR FURTHER INFORMATION

Mrs Elizabeth Anstiss, [Elizabeth.Anstiss@tts.edu.sg](mailto:Elizabeth.Anstiss@tts.edu.sg)