

New IB courses for 2012-2013

Group 1

IB Language and Literature

The IB language and literature course comprises four parts—two relate to the study of language and two to the study of literature.

The study of the texts produced in a language is central to an active engagement with language and culture and, by extension, to how we see and understand the world in which we live. A key aim of the language and literature course is to encourage students to question the meaning generated by language and texts, which, it can be argued, is rarely straightforward and unambiguous. Helping students to focus closely on the language of the texts they study and to become aware of the role of each text's wider context in shaping its meaning is central to the course. A very wide range of texts will be studied, covering such genres as advertisements, autobiographical writing, scientific writing, journalism, political speeches and radio phone-ins.

As well as covering a number of literary texts written in English, the study of literature in translation is especially important to IB Diploma Programme students because it contributes to a global perspective, thereby promoting an insight into, and understanding of, the different ways in which cultures influence and shape the experiences of life common to all humanity. Works in translation that have been studied here at MGS as part of IB literature courses include: Camus, *The Outsider*, Turgenev, *Fathers and Sons*, Lampedusa, *The Leopard*, Kundera, *The Unbearable Lightness of Being*, Garcia Marquez, *Chronicle of a Death Foretold*.

IB Language and Literature (Standard Level)

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| Core Content: | <p>Part 1: Language in cultural context Texts are chosen from a variety of sources, genres and media.</p> <p>Part 2: Language and mass communication Texts are chosen from a variety of sources, genres and media.</p> <p>Part 3: Literature - texts and contexts Study of two literary texts, one of which is a text in translation.</p> <p>Part 4: Literature – critical study Study of two literary texts.</p> |
| Internal Assessments: | <p>Oral assessments - 30%</p> <ul style="list-style-type: none"> • Individual oral commentary on an extract from a literary text studied for Part 4 of the course – 15% • At least two further oral activities, one based on Part 1 and one based on Part 2 of the course – 15% |
| External Assessments: | <p>Examination papers - 50%</p> <ul style="list-style-type: none"> • Paper 1: Textual analysis of two unseen texts. • Paper 2: An essay based on both the literary texts studied in Part 3. <p>Written task – 20% At least three written tasks of 800 – 1,000 words based on material studied should be produced during the course: one of these will be submitted for external assessment.</p> |

IB Literature and Performance (Standard Level)

Outline details of the Literature and Performance course are given here. Further information can be found under the Group 6 heading. Literature and Performance, which is a joint English and Drama course, nevertheless counts as a Group 1 choice.

IB Literature and Performance (Standard Level)

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| Core Content: | Critical study of a minimum of five texts, to include the three genres of poetry, drama and the novel; exploration of performance potential of texts; realisation of texts in performance. |
| Internal Assessments: | Performance (5 minutes) and individual oral presentation (15 minutes) (40%) Students present one performance during the course. This must be a transformation based on one or more of the poetry and prose texts studied in class. |
| External Assessments: | Examinations (40%) <ul style="list-style-type: none"> • Paper 1: Prose and Performance (20%). Students answer questions about issues involved in the dramatizing of a novel. • Paper 2: Poetry (20%). Students answer one comparative essay question from a choice of six. <p>Written coursework – 1,500-2,000 words (20%).</p> |

Group 3

IB Psychology

Psychology is the systematic study of behaviour and mental processes. Psychology has its roots in both the natural and social sciences, leading to a variety of research designs and applications, and providing a unique approach to understanding modern society.

IB psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB psychology.

IB Psychology

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| Core Content: | The biological level of analysis The cognitive level of analysis The sociocultural level of analysis Introduction to experimental research methodology |
| Options: | One option will be studied, taken from the following list: Abnormal psychology, Developmental psychology, Health psychology, Psychology of human relationships, Sport psychology. |
| Internal Assessments: | 25% A report of a simple experimental study conducted by the student. |
| External Assessments: | Examination papers - 75% <ul style="list-style-type: none"> • Paper 1 (50%): Three shorter questions and one essay question on the core content of the syllabus • Paper 2 (25%): One essay question on the chosen option. |

IB World Religions

Humankind has been concerned throughout recorded history with religious questions, such as the existence of God, the meaning and purpose of life and death, and the sense we make of our lives. In the contemporary world, religion has a significant influence on individuals and societies across the globe. The power of religion to both unite and divide affects believers and unbelievers alike. Therefore, religion in its varied forms is a distinctive realm of human experience that demands academic inquiry. The Diploma Programme world religions course is a systematic, analytical yet empathetic study of the variety of beliefs and practices encountered in nine main religions of the world. The course seeks to promote an awareness of religious issues in the contemporary world by requiring the study of a diverse range of religions.

The religions will be studied in such a way that students acquire a sense of what it is like to belong to a particular religion and how that influences the way in which the followers of that religion understand the world, act in it, and relate and respond to others. The course consists of an introductory unit, exploring five of the nine living world religions that form the basis of the syllabus. This is complemented by an in-depth study of two religions chosen from six world religions. This part of the syllabus is guided by themes, key concepts and key questions. The final component is the investigative study, which provides opportunities for individual research of an aspect of the religious experience, practice or belief of a group and/or individual adherents.

In the study of world religions, the experiential dimension to learning is of great importance, and it is hoped that the course will be a catalyst for visits to and from members of different faith communities.

IB World Religions

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| Core Content: | <p>Part 1: Introduction to world religions Five world religions to be studied from a choice of nine. Study to be guided by three fundamental questions.</p> <p>Part 2: In-depth studies Two world religions to be studied from a choice of six. Study to be guided through themes.</p> <p>Part 3: Investigative study</p> |
| Internal Assessments: | <p>25% Any religion can be the focus of the student's investigative study which should consist of 1,500 – 1,800 words.</p> |
| External Assessments: | <p>Examination papers - 75%</p> <ul style="list-style-type: none"> • Paper 1 (30%): Students answer five stimulus response questions following their work on Part 1 of the course [1 hr 15 mins]. • Paper 2 (45%): Students answer two essay questions in response to their work on Part 2 of the course [1 hr 30 mins]. |

Group 4

IB Sports, Exercise and Health Science (Standard Level)

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

Scientific inquiry conducted over many decades, has accumulated a vast amount of information across a range of sub-disciplines that contribute to our understanding of health and human performance in relation to sport and exercise. The Diploma Programme course in sports, exercise and health science involves the study of the science that underpins physical performance and provides the opportunity to apply these principles.

The course incorporates the traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition, which are studied in the context of sport, exercise and health. Students will cover a range of core and option topics and carry out practical (experimental) investigations in both laboratory and field settings. This will provide an opportunity to acquire the knowledge and understanding necessary to apply scientific principles and critically analyse human performance. Where relevant, the course will address issues of international dimension and ethics by considering sport, exercise and health relative to the individual and in a global context.

IB Sports, Exercise and Health Science (Standard Level)

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| Core Content: | There are six compulsory topics in the core: Anatomy; Exercise Physiology; Energy Systems; Movement Analysis; Skill in Sport; Measurement and Evaluation of Human Performance. |
| Option Topics: | There are four options. Students are required to study two of them. They are: Optimizing Physiological Performance; Psychology of Sport; Physical Activity and Health; Nutrition for Sport, Exercise and Health. |
| Internal Assessments: | Investigations and project work (24%). A mixture of short- and long-term investigations and projects will be set. |
| External Assessments: | Examinations (76%) <ul style="list-style-type: none"> • Paper 1: Multiple choice on core content (20%). • Paper 2: Core content (20%). One data-based question, several short-answer questions and one extended-response question • Paper 3: Several short-answer questions should be answered on each of the two options studied. |

Group 6

Theatre

The IB Theatre and IB Literature and Performance courses are two dynamic new additions to the portfolio of courses available in the MGS sixth form, both of which encourage creative and critical thinking, as well as exploring sophisticated aspects of literature, theatre, and live performance. Throughout the courses, students are encouraged to analyse live theatre performance, texts, and create their own finished performance work. Students will learn new skills (rehearsal systems and techniques, the study of semiotics), as well as reflecting on the rehearsal process and the performances themselves.

The IB Theatre course involves creation of live theatre, as well as a written reflection on this task. This is supplemented by a written coursework portfolio. The IB Literature and Performance course involves close analysis of literature, and then translates the knowledge acquired into a finished performance. Again, written coursework is involved. The time spent in studios allows students to gain confidence in their performance skills, and consider how these can be effectively applied.

It is not a pre-requisite to have studied Drama at GCSE as students are not graded on their performance ability. Rather, it is essential to have a keen and active interest in drama, theatre and literature, and a desire to gain more knowledge about how live theatre is created. Regular live theatre visits will be a feature of the courses, and students are encouraged to see as much live theatre as possible.

For students considering an arts or humanities subject at university, these courses offer an opportunity to showcase a broad range of practical and critical skills, uniting creativity with detailed analysis. The skills gained here (such as effective teamwork, communication, public speaking) are entirely transferable, and can be very useful when applying for universities, jobs, or making public speeches and presentations.

IB Theatre (Standard Level)

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| Core Content: | Theatre in the making; Theatre in the World; Theatre in performance; Journal studies. |
| Option Topics: | Any independent aspect of interest in theatre. |
| Internal Assessments: | 50% on spoken, research and reflective tasks. <ul style="list-style-type: none"> • Theatre performance and production presentation: An oral presentation of 30 mins with 5-7 images (25%). • Portfolio of 2000 words on their independent project and its connection to experience of the Core (25%). |
| External Assessments: | 50% on research and written tasks. <ul style="list-style-type: none"> • Research investigation: 1500-1750 word study with supporting visual materials (25%). • Practical performance proposal of 250 words with supporting visual materials and a report of 1000-1250 words (25%). |

The IB Theatre course seeks to integrate practical approaches to performance with a study of important theatrical theories, texts and practices from a range of cultures and periods. Students engage with a variety of production work, participating in a minimum of one production in different capacities. In class they develop ensemble performance skills, have opportunities to direct, and learn to write informed critiques of live performances. Regular theatre visits are a key component of the course. A variety of World Theatre practices or traditions and play texts from different cultures are studied.

IB Literature and Performance (Standard Level)

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| Core Content: | Critical study of a minimum of five texts, to include the three genres of poetry, drama and the novel; exploration of performance potential of texts; realisation of texts in performance. |
| Internal Assessments: | Performance (5 minutes) and individual oral presentation (15 minutes) (40%) Students present one performance during the course. This must be a transformation based on one or more of the poetry and prose texts studied in class. |
| External Assessments: | Examinations (40%) <ul style="list-style-type: none"> • Paper 1: Prose and Performance (20%). Students answer questions about issues involved in the dramatizing of a novel. • Paper 2: Poetry (20%). Students answer one comparative essay question from a choice of six. Written coursework – 1,500-2,000 words (20%). |

The IB Literature and Performance syllabus is a trans-disciplinary synthesis of English and Drama, but fulfils the requirements for Language A1 Standard Level. The texts studied include an even balance of prose, poetry and drama, and students must study texts from at least two different cultures of origin. The course incorporates the essential elements of literature and performance and aims to explore the dynamic relationship between the two. At the heart of the course is this interaction between a conventional literary emphasis on close reading, critical writing and discussion, and the practical, aesthetic and symbolic elements of performance. A distinctive outcome of this "marriage" is the performance of a piece *transformed* from poetry or prose. In this exciting, creative process text is viewed from different angles in a way that goes beyond what is characteristic of either literary or theatre studies as single disciplines.