



Tonbridge Grammar School

IB Diploma Guide - Entry 2022

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The TGS IB Diploma

Students choose one option from each block, selecting 3 subjects to study at Higher Level and 3 at Standard Level as well as the Core programme.

Each subject attracts a maximum of 7 points, regardless of the level studied, and the Core supplies the extra 3 points to make the maximum mark of 45. The Diploma is awarded to students achieving at least 24 points.

The Core

The Extended Essay (EE) asks students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

Theory of Knowledge (TOK) provides an opportunity to explore the commonalities and differences between the knowledge claims across your IB subjects. In this course, students inquire into the nature of how knowledge is produced and accepted by individuals and academic disciplines.

Creativity, Activity Service (CAS) involves students in a range of activities alongside their academic studies. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for new learning with academic value.

Group 1—Studies in Language and Literature

English Literature, English Language and Literature (SL)

A broad range of texts are studied in a language in which students are competent, engendering a lifelong interest in literature, the nature of Language, and love for the elegance and richness of human expression.

Group 2—Language acquisition

French, Latin or Spanish and ab Initio Languages (SL): Japanese and Spanish

The acquisition and use of language in a range of contexts and for different purposes while also promoting an understanding of another culture through the study of its language. Ab Initio courses are for beginners with very little or no previous experience of the chosen language

Group 3—Individuals and Societies

Economics, Geography, History, Philosophy, Psychology

Developing a critical appreciation of human experience and behaviour, the varieties of physical, economic and social environments that people inhabit and the history of social and cultural institutions. Students develop analytical and evaluative skills.

Group 4—Sciences

Biology, Chemistry, Computer Science, Design Technology, Environmental Systems & Societies (SL), Physics

Exploring the concepts, theories, models and techniques that underpin each subject area and developing understanding of the scientific method. A compulsory project encourages an appreciation of the environmental, social and ethical implications of science.

Group 5—Mathematics

Applications and Interpretation, Analysis and Approaches

Developing mathematical knowledge, concepts and principles, developing logical, critical and creative thinking and employing and refining powers of abstraction and generalisation. Students are also encouraged to appreciate the international dimensions of mathematics and its cultural and historical perspectives.

Group 6—The Arts and electives

Music, Visual Arts - or a second (elective) subject from another group

Understanding the dynamic and changing nature of the arts, exploring the diversity of arts across time, place and cultures.

Tonbridge Grammar School - Autumn Curriculum Offer for entry to the Sixth Form September 2022

English	S	H
Literature		
Language & Literature		

Languages	S	H
French		
Japanese ab initio		
Latin		
Spanish		
Spanish ab initio		

Individuals & Societies	S	H
Economics		
Geography		
History		
Philosophy		
Psychology		

Sciences	S	H
Biology		
Chemistry		
Computer Science		
Design Technology		
Environmental Systems and Societies		
Physics		

Mathematics	S	H
Analysis and Approaches		
Applications and Interpretation		

Arts & Electives	S	H
Music		
Visual Arts		
Spanish		
Economics		
History		
Psychology		
Biology		
Chemistry		
Physics		

Guidance notes

The Core

All students complete: Theory of Knowledge, Creativity Activity Service (CAS) and an Extended Essay.

Subject choices

You will be invited to a one-to-one guidance Meeting to help you choose your individual Diploma Programme

You will study 3 subjects at Higher Level and 3 subjects at Standard Level.

You will study one subject from each of the six groups.

As an alternative to the Arts subjects listed in Group 6, an elective subject may be chosen from subjects marked with an asterisk in Groups 2 - 4.

Due to timetabling constraints it is not possible to study both Higher Level English and Higher-level Mathematics.

Courses starting September 2022 will be confirmed in the Spring following processing of Sixth Form applications (this is the 'Spring' curriculum offer).

Courses with low student numbers may not run.

Subject Entry Requirements Entry September 2022

The general subject entry requirements are:

- All Standard Level courses require a 6 grade at GCSE or equivalent.
- Higher Level Mathematics, Chemistry & Physics courses require 8 grade at GCSE or equivalent.
- All other Higher Level courses require 7 grade at GCSE or equivalent.

For some subjects such as Economics or Psychology, where they may not have been previously studied, the entry requirements are listed below. If you have any questions please contact the School.

Group	Subject	Standard Level	Higher Level	Recommended prior study (if no subject specific GCSE)
1	English Literature	6	7	
	English Language and Literature	6		
2	French	6	7	
	Latin	6	7	
	Spanish	6	7	
	Ab initio: Japanese and Spanish	6		Or meet general entry requirements
3	Economics	6	7	Mathematics
	Geography	6	7	
	History	6	7	
	Philosophy	6	7	RS or English or History
	Psychology	6	7	Biology
4	Biology	6	7	
	Chemistry		8	
	Computer Science	6	7	Mathematics or Computer Science
	Design Technology	6	7	Design Technology
	Environmental Systems and Societies	6		Geography or Science
	Physics		8	
5	Mathematics: Analysis and Approaches		8	
	Mathematics: Applications and Interpretation	6	8	
6	Music	6	7	Or performance equivalent
	Visual Arts	6	7	Or portfolio (if no GCSE taken)

"...if you believe in something, you must not just think or talk, but must act."

Peterson (2003)

Creativity, Activity, Service (CAS) gives students real life experiences outside of the classroom and use skills to help others in the local and international communities. CAS is designed to be a break from academic studies that can be tailored to meet personal life choices.

We have excellent links with many outside organisations which allow unique enrichment opportunities. These include working with the service users of the Scotts Project Trust, a local day and residential care home for adults with profound learning difficulties.

Course content

CAS stands for Creativity, Activity, Service. All IB students must complete a CAS programme which can be documented as early as the first day of Year 12 (but not before) and continues into Year 13 (lasts a minimum of 18 months).

The CAS programme includes documented evidence (via a personal portfolio) of participating in various experiences and at least one long term project (at least 1month duration) with a good balance between creativity, activity and service.

Assessment

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document activities and provide evidence that the learning outcomes have been achieved.

CAS has a pass or fail criteria, there are no points awarded. However, the achievement of 7 learning outcomes must be evidenced via a personal portfolio.

What do students say?

"CAS has given me a more global outlook, and has ultimately influenced what I want to do with my life."

Charlotte

"The CAS component of my IB Diploma has been one of the most rewarding aspects of the whole IB programme. I have enjoyed seeing my skills develop with each of the experiences, building upon the lessons I learnt at every stage and from every angle of the CAS programme." **Benedict**

The Extended Essay gives students the unique opportunity to conduct independent research on a topic in which they have a special interest - it is comparable to a 'dissertation' at university level. It is an inquiry-based experience that is guided by students' personal engagement and interest in the topic that they select to explore.

Students are allocated a personal supervisor to support and guide them through the process.

Course content

The Extended Essay is an independent, self-directed piece of research, finishing with a 4,000-word essay or research project. The IB states that "The essay is to be the authentic, personal work of the student and is to provide the student with the opportunity to engage in independent research. Emphasis is placed on the development of the skills of organising and expressing ideas logically and coherently."

The Extended Essay requires students to identify a topic of their choice, research into it and then write 4000 words on it. Students keep a 'Process Log' which forms the basis of Reflection at the end of the process. The choice of topic is entirely based on personal choice (within reason).

Examples

- To what extent has the third Millennium Development Goal of gender equality and empowerment of women been achieved in Pakistan? World Studies
- To what extent was Jane Austen a voice for social change, or for entertainment? English
- To what extent does boiling time effect the Vitamin C concentration in citrus fruits and vegetables and what are the dietary implications? Biology
- To what extent are there socio-economic disparities between the South East and the North West of England? Geography
- Is Pornography immoral? Philosophy
- To what extent is Psychodynamic Therapy the most effective treatment in helping to relieve the symptoms of Postpartum Depression in mothers? Psychology

Assessment

The Extended Essay is completed in Year 12 and is a compulsory requirement of the Diploma core.

What do students say?

"EE has been really interesting for me because it has allowed me to find out more about the parts of my subject that I am really interested in whilst not having to include the parts I don't like." **Ollie**

Although 4000 words sounds like a lot, once you really get going with it it's hard to stay within the limit because it's so easy to get carried away." **Sarah**

“The greatest obstacle to discovery is not ignorance – it is the illusion of knowledge” Daniel J. Boorstin

Theory of Knowledge (TOK) asks the fundamental question of how we know what we know. This is applied to individuals (can we really trust our senses? Is it possible to be immune from biases?) and disciplines (is certainty possible in the natural sciences? Is the knowledge produced by mathematicians fundamentally different to that produced in art?).

By the end of the course students will be able to draw connections between their subjects and critically evaluate the knowledge claims made in them.

Course content

TOK classes involve a mix of discussion, debate and reflective activities.

We begin the course in Year 12 by exploring the Core Theme, Knowledge and The Knower. This involves critically reflecting on the nature of knowledge as a result of individual and collective methods – issues surrounding problems defining knowledge and the questioning of certainty are discussed.

Following the Core Theme, across the course, we explore the five ‘Areas of Knowledge’ (Natural Science, Human Science, Mathematics, Art and History) and two ‘Optional Topics’ (Knowledge and Technology and Knowledge and Language). In each of these areas we investigate issues surrounding methodology, conflicts and ethics.

Assessment

The Exhibition	Students are required to procure three ‘objects’ which best exemplify a knowledge question (chosen from a published list of 35 questions) This is to be accompanied by a 950 word narrative. This is completed in Year 12.
The Essay	A 1600 word essay chosen from set of 6 prescribed titles published by the IB. Previous essays have included “Do good explanations have to be true?” and “We know with confidence only when we know little; with knowledge doubt increases’. Discuss this statement with reference to two areas of knowledge.” This is completed in Year 13.

What do students say?

“I really enjoy TOK because it enables you to engage with the ways in which we know what we know, and it’s useful as it links into all your other subjects.” **Jasmine**

English Literature

Group	1
Higher Level	✓
Standard Level	✓

“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.” F Scott Fitzgerald

Through the study of English Literature we can make sense of the world and who we are within it. It encourages a deeper level of thought; it challenges and affirms, broadens your perceptions and encourages you to have a deeper empathy with individuals and society around you. The basic skills of reading and writing are also vital to success in almost all career paths. The course has a global context and so, although we consider British texts, we also study literature from around the world. We enjoy Shakespeare and other authors within the English literary canon, but also look at several texts in translation. Recent examples include: 'Therese Raquin', 'Perfume' and 'A Doll's House'. The scope of the course is wide with a large variety and choice of texts across many genres and continents. Students are encouraged to participate in discussions and to offer their opinions and views which makes lessons insightful and very thought-provoking. English offers many inter-disciplinary skills that contribute to other subjects. It focuses on helping students improve their written expression; honing their analytical skills, learning how to be incisive when exploring language and gaining greater confidence in delivering presentations.

Course content

Standard Level	Higher Level
Students are required to study 9 literary works.	Students are required to study 13 literary works and show a deep understanding of content and writers' techniques.

Enrichment

Theatre trips to local venues and the West End theatres, Scripted school magazine and Debating Society.

Assessment

	Standard Level	Higher Level
Internal assessment	Individual Oral Assessment Two texts on one global issue	Individual Oral Assessment Two texts on one global issue
Coursework	None	Literary Essay
Final examination	Paper 1: Unseen Literary Text Paper 2: Extended Comparative Essay	Paper 1: Unseen Literary Text Paper 2: Extended Comparative Essay

Further study

Students pursue English or English combined courses at undergraduate level including Oxford, Cambridge, UCL, Kings, St Andrews, Bristol, Leeds, Exeter and Warwick.

What do students say?

“Higher Level English allows for a great diversity and range of texts all of which are interesting so there is always something you'll love.” **Fuschia**

“Not only is the content highly engaging but you learn how to develop your skills of analysis and interpretation and become confident and independent thinkers and writers.” **Ellen**

English Language and Literature

Group	1
Higher Level	
Standard Level	✓

“Language is the road map of a culture. It tells you where its people come from and where they are going.” Rita Mae Brown

Language plays a crucial role in how we communicate; it reflects human experience, and it allows us to shape the world. Although very similar to the pure Literature course in structure and assessment, it makes space for students to also learn about the complex and dynamic nature of Language and explore both its practical and aesthetic dimensions. Students learn to question the meaning of Language, appreciate its unbroken link with culture, and begin to see literary and non-literary texts as individual pieces of art that relate to culturally determined reading practices. The course retains a close analysis of major literary works but also engages with a range of texts in a variety of different media and forms, from different periods, styles and cultures.

Language and Literature offers students who may not wish to focus purely on Literature, a flavour of other potential degree options such as Linguistics or Media Studies. It also shines a spotlight on the many 21st century career paths that have the appreciation and manipulation of Language at their heart.

Course Content

Literary	Non-Literary
Students are required to study 4 literary works.	Students spend an equivalent amount of class time on a wide variety of non-literary works.

Assessment

Internal assessment	Individual Oral Assessment Two texts (one literary, one non-literary) on one global issue
Final examination	Paper 1: Unseen Literary Text Paper 2: Extended Comparative Essay

Choosing a language

Why study languages?

- To achieve fluency in a language other than my native English.
- To improve job prospects in an increasingly global marketplace.
- To develop transferable skills including decision making, communication, memory and problem solving under pressure.
- To take part in enrichment activities (trips, exchanges, etc.) that improve language learning and cultural appreciation.
- To develop analytical skills by deciphering patterns and rules and applying them to new contexts.
- To apply knowledge to real world situations.

Which language should I choose?

Which descriptors fits best? Not sure? Talk to the Languages Team!

Continue with the language you studied at GCSE if:	Explore an ab initio course if:
<ul style="list-style-type: none"> • I want to further my knowledge and become more fluent in the language(s) I have studied at GCSE. • I would prefer an advanced language qualification rather than an ab initio qualification. • I am considering studying languages at university as part/all of my degree. 	<ul style="list-style-type: none"> • I want to add a new language to my CV in addition to my GCSE(s). • I want a fresh start in language learning and am willing to start from scratch. • I would like to learn about new cultures I haven't yet explored. • I want to build on my Spanish from Years 7-9.

Should I take languages at Higher Level?

- The extra lessons would support greater retention of content between lessons.
- The Higher-Level qualification enables me to study literature in the original language or more literature in the case of Latin.
- Studying at Higher Level gives me more time to consolidate language skills.
- Knowing another language to the highest possible level would help for my degree or could give my university application an advantage.
- Higher Level is usually required to study at university.

Should I take two languages? Yes!

- If you have a GCSE in two languages (from French, Latin and Spanish) you can optimise your ability to make use of them in the future by studying both to a more advanced level.
- What you learn in one language (including content, concepts and skills) will transfer to another making you better at both languages.
- Universities recognise the added value of learning two languages.
- Two languages provide you with more opportunities for employment.
- It improves the functionality of your brain, including memory, perception and decision-making processes and it also helps with multi-tasking.
- Continue with your current GCSE language and pick up an ab initio (timetable permitting).
- The track record of past dual linguists at TGS is excellent. Many of our students have gone on to study a degree with a language element (some doing two languages) at Cambridge, Durham, UCL, Birmingham, Exeter, Warwick, Manchester.

Modern Languages

Group	2
Higher Level	✓
Standard Level	✓

"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart" Nelson Mandela

Today there are 220 million French speakers worldwide, 400 million Spanish native speakers, and 130 million for Japanese. Understanding and communicating in another language is like wearing a different pair of glasses; it allows you to see the world in a different way. It opens your mind, gives you an intercultural understanding and helps you to become a citizen of the world.

We offer a wide range of languages and students often choose to study more than one. French and Spanish are available at Standard or Higher Level. Ab Initio courses allow students to experiment with a new language so they can learn Spanish or Japanese to conversational level. All lessons are taught predominantly in the target language and encourage excellent speaking proficiency linked to the real world. We have an excellent track record in terms of results and last year eight of our students, of which half were dual linguists, went on to study languages as part of their university degree.

Course content

Ab Initio	Standard Level	Higher Level
5 prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet	5 prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet	5 prescribed themes: identities, experiences, human ingenuity, social organisation and sharing the planet Literature: 2 or 3 novels/plays are studied

Enrichment

Exchanges in Normandy (Saint-Lô) and Cantabria (Santander), teach languages at Primary School, run languages clubs and mentor younger students, Languages at University Programme, become an 'ambassador for languages' for our Languages Society.

Assessment

	Ab Initio	Standard Level	Higher Level
Internal assessment	Speaking (25%)	Speaking (25%)	Speaking (25%)
Final examination	Reading & Listening (25% each) Writing (25%)	Reading & Listening (25% each) Writing (25%)	Reading & Listening (25% each) Writing (25%)

Further study

We offer a 'Languages at University Programme' to help students explore the possibilities of learning foreign languages beyond the Sixth Form. Students go on to study languages at Cambridge, Oxford, Birmingham, Durham, UCL, and Kings.

What do students say?

"I have really enjoyed studying HL French because it has helped me to learn more about the culture. Also my speaking skills and confidence have massively improved since my GCSE." **Lauren**

"It is very different from the European language as Japanese use a different writing system but I found it very interesting to learn and never fail to enjoy every lesson." **George**

Latin

Group	2
Higher Level	✓
Standard Level	✓

“*historia vitae magistra*” - “History, the teacher of life” Cicero

Latin in the Sixth Form is very similar to studying at GCSE with translation, literature and source work so students who enjoyed GCSE will find even more enjoyment in the Diploma and there will be no scary surprises! Studying Latin is about so much more than translating though. Exploring the Classical World and the very origins of western society encompasses thinking and discussion from many perspectives and subject disciplines including History, English, Philosophy, Politics, and Law. An education in Latin is never be a bad thing with lawyers, doctors, scientists, writers and politicians all making use of the related linguistic skills in their day-to-day work. Also as English speakers we can exploit our knowledge of Latin to further our own expertise in communication, problem solving and complex thought.

Course content

Higher and Standard Level students study together in the same class. Half the lessons are given over to language revision, consolidation and extension. Students are given regular vocabulary and grammar tests as well as working both collaboratively and independently on a variety of prose and poetry translation passages. Dictionary skills are taught to ensure effective use in the final examination. Literature lessons involve working through the texts, translating collaboratively and analysing the style and meaning of the poems. Higher Level students have some separate lessons to work on their additional literature.

Standard Level	Higher Level
Students study the same units as the Higher Level students but both examinations are shorter. The complexity of the language examination is very similar to Higher Level. The literature examination requires study of fewer passages.	Students study the same units as the Standard Level students but both examinations are longer. The complexity of the translation examination is very similar to Standard Level. The literature examination requires study of additional passages and students write a short essay on the genre they have studied.

Enrichment

Biannual visit to Pompeii, Oxbridge reading/translation/essay competitions, university talks and theatre visits.

Assessment

	Standard Level	Higher Level
Internal Assessment	Research dossier (20%)	Research dossier (20%)
Final Examination	Language (35%) Literature (45%)	Language (35%) Literature (45%)

Further study

Latin students have aspirations to study a variety of subjects at university including English, History, Philosophy, Law, Film, Art, Sciences and Languages; as well as Classics. All find having studied Latin they stand out from the crowd and can use either the skills, content or both directly in their studies. Every year students apply to universities for classical related degrees, including Oxbridge.

What do students say?

"Latin is one of my favourite Highers as you get more of a chance to actively engage with a wide range of literature and discuss opinions and interpretations in a relaxed and friendly environment. I also enjoy the freedom that the IA provides, allowing me to research topics that I am personally interested in that can relate to other subjects and even what you might want to pursue after completing the IB. I would really recommend taking Latin IB!" Tara

Economics

Group	3
Higher Level	✓
Standard Level	✓

Economics is a subject that changes every day and where we can debate issues that really matter to students, from university fees to why footballers are (perhaps) not overpaid!

Economics develops a wide range of skills including structuring an effective argument, cogent writing, quantitative skills, integrating theory and practice and, most of all, a spirit of enquiry about how the world works. Studying Economics will help students understand the issues that lie behind news stories, equip them for debate and help them see aspects of the world in a new – and possibly, more critical – way.

Course content

Students study macro- and microeconomics, international economics and the economics of development.

Standard Level	Higher Level
Standard Level students are presented with a common syllabus that gives a good grounding in basic economic principles based on real life examples.	Higher Level students develop themes, principles and ideas in modern economic science with a strong grounding in real life examples. A great grounding for students wishing to pursue Economics, Politics or Business Studies at university.

Enrichment

Visits to the London Financial district, attending Annual PolEconUK Economics Students' Conference in Central London, Young Enterprise and BASE project.

Assessment

	Standard Level	Higher Level
Internal assessment	Portfolio of 3 commentaries based upon the SL syllabus sections. (30%)	Portfolio of 3 commentaries based upon the SL and HL syllabus sections. (20%)
External assessment	An extended response paper (based on syllabus content: microeconomics, macroeconomics and global economy) - 30% A data response paper based on syllabus content – 40%	An extended response paper (based on syllabus content: microeconomics, macroeconomics and global economy) - 20% A data response paper based on syllabus content – 30% A policy paper – 30%

Further study

Students go on to study Economics and related courses such as Business, International Relations, Politics and Philosophy at university. Destinations include LSE, Cambridge, Durham, Exeter, Bristol and Leeds.

What do students say?

"Economics relates to our everyday lives and pops up in the news so often, by studying it my understanding of world affairs is greater!" **Tabbi**

"I have really enjoyed economics lessons as I have been able to broaden my outlook on the world by connecting economic theory to real life examples. One of my favourite sections has been international economics as I have gained an in-depth understanding of current issues and through my coursework I have become far more analytical and balanced in my arguments, skills that I will find extremely useful at university." **Hannah**

Geography

Group	3
Higher Level	✓
Standard Level	✓

"What is knowledge worth if we know nothing about the world that sustains us nothing about natural systems and climate, nothing about other countries and cultures?" Jonathon Porritt

Geography is recognised by many universities as a subject that creates a bridge between the arts and the sciences. It provides significant knowledge, understanding and skills that apply to a wide and varying range of courses and career paths and enable learners to develop a strong understanding of the world.

Geography is a popular choice and our students attain some of the best results nationally and internationally. Students experience engaging teaching of real-world and relevant content.

Course content

The course aims to develop an understanding of the dynamic interrelationships between people, places, spaces and environment at different scales whilst developing a critical awareness of geographical issues of the past, present and future. The course strives to ensure students gain knowledge of varying viewpoints and how geographical issues could be resolved whilst enabling students to recognise and evaluate the need for sustainable development and resource management in our ever-changing world.

Standard Level	Higher Level
Geographic Themes (2 SL, 3HL) Oceans and Coastal Margins, Geophysical Hazards, Freshwater - drainage basins	
Core Population and its present and potential problems; Climate change - the cause, consequence and challenges of the issue; Global resource consumption and management	
	Core Extension: Power, Places and Networks; Human Development and Diversity; Global Risks and Resilience

Enrichment

Field visits to Haysden Country Park and Pett Levels

Assessment

	Standard Level	Higher Level
Internal assessment	Fieldwork (25%)	Fieldwork (20%)
External assessment	Geographic Themes (35%) Core (40%)	Geographic Themes (35%) Core (25%) HL Core Extension (20%)

Further study

In addition to studying Geography, students also choose a wide range of relevant and geographically applicable courses including Geology, Marine Science, Environmental Science and Tourism.

What do students say?

"I enjoy the course because it allows me to comprehend global issues and possible solutions to these problems, which is useful for anyone who wants to study Geography, International Development, International Relations, Environmental Studies, or for anyone who wants to become more globally aware"

Anne-Marie

History

Group	3
Higher Level	✓
Standard Level	✓

“History increases your understanding of yourself and of contemporary society by encouraging reflection on the past.” Paraphrased from IB History Subject Guide, 2017

History is a subject with relevance to, and resonance in today’s events, giving the context necessary to achieve a clearer understanding of those events, their roots and their effects. History taps into interests in language, literature, cartoons, photography and their uses and abuses as evidence. History opens doors to most subjects and careers, even in sciences, because academics and employers know that the skills of the historian are invaluable in assessing evidence, applying objectivity, reaching reasoned conclusions, dealing with a wealth of information in an effective and clear-minded way.

Course content

At Standard Level we build on existing knowledge of the modern world to explore key topics in greater depth and with an understanding of differing perspectives; at Higher Level we go into less familiar but highly engaging territory, considering some of the changes in a turbulent, earlier period which still resonate today.

Standard Level	Higher Level
Students take a source-based course on rising world tensions in the 1930s; and an essay-based course on Authoritarian States in the 20 th century and on the Cold War.	Standard Level options and an additional paper on the History of the Europe, focusing on the fifteenth and sixteenth centuries through studies of the Renaissance, exploration and discovery, and the political and cultural impact of the Reformation.

Enrichment

IB History Students’ Conference, university lectures, essay competitions, Debate Club.

Assessment

	Standard Level	Higher Level
Internal assessment	Written assignment (25%)	Written assignment (20%)
External assessment	The Move to Global War (30%) Authoritarian States; the Cold War (45%)	The Move to Global War (20%) Authoritarian States; the Cold War (25%) History of Europe: Renaissance, Reformation, Exploration. (35%)

Further study

Students gain places to read History or a related subject at the universities of Oxford, Cambridge, Durham, Exeter, York and Manchester.

What do students say?

“History allows me to form my own opinions on the past. I believe it is very important that humanity can understand our history, because if we don't, there's no way we'll be able to understand our present, or even our future. **Ellen**

Philosophy

Group	3
Higher Level	✓
Standard Level	✓

"The unexamined life is not worth living" Socrates

We explore all kinds of questions examining the deeper meaning of existence and what it means to be human. We also study key ideas such as whether or not God exists, and why do we act in certain ways? Philosophy completely changes the way you look at every aspect of life. It develops invaluable transferable skills such as critical questioning, logical argument, evaluation, analysis and debating. This subject is perfect for students who enjoy debating, presenting persuasive arguments and exploring more abstract questions on the purpose of life. These are applicable to various fields such as Politics, Law, Journalism and Medicine. It is also a fantastic option for those looking to study medicine or veterinary medicine at university, and will really help with those tricky ethical interview questions!

The course is designed to develop students as Philosophers themselves and not merely be able to regurgitate the ideas of famous scholars. The range of topics is excellent and provides students with the ability to make links between different concepts in this entirely interconnected subject.

Course content

Philosophy is the study of the fundamental nature of knowledge, reality and existence. All students undertake the topic on the theme of 'Being human' exploring different aspects of human nature.

Standard Level	Higher Level
Two further elements: <ul style="list-style-type: none"> • Theories and Problems of Ethics • Plato's Republic 	Four further elements: <ul style="list-style-type: none"> • The Philosophy of Religion • Theories and Problems of Ethics • Plato's Republic • The Unseen Analysis

Enrichment

Conference run by scholars affiliated with the New College of Humanities as well as Southampton University (including Simon Blackburn and Richard Dawkins), seminars from the Philosophy Foundation, speakers (Michael Lacewing, Nigel Warburton, Stephen Law and A.C. Grayling).

Assessment

	Standard Level	Higher Level
Internal assessment	Written assignment (25%)	Written assignment (20%)
External assessment	Paper 1: Human nature and Ethics (50%) Paper 2: Text- Plato's Republic (25%)	Paper 1: Human nature, Ethics, Philosophy of Religion (40%) Paper 2: Text- Plato's Republic (20%) Paper 3: Unseen Text Response (20%)

Further study

Students have gone on to study Philosophy at Cambridge, UCL, Kings College, Bath and Bristol (amongst many others!). We also have a number of students who go onto PPE courses at a variety of universities including Oxford, London School of Economics, Durham and Exeter.

What do students say?

Philosophy is annoyingly unanswerable, but also helps you develop a way of thinking that cannot compare to any other subjects. This accompanied by a classroom environment of discussion and structured debate helps with developing valuable life skills. It is, without doubt, my favourite lesson." **Joe**

Psychology

Group	3
Higher Level	✓
Standard Level	✓

“no other discipline is more relevant to life” (Philipchalk & McConnell).

Psychology is an exciting field of study which offers insight into human behaviour. We all observe, comment upon, think about and evaluate ourselves and others many times each day. Psychology allows us to do so in a structured, organized, methodical and scientific way. It aims to understand why humans think, feel, and act the way they do. The core of the curriculum focuses on the interaction of biological, cognitive, and sociocultural systems in the determination of human behaviour. Psychology is a fascinating subject offering a broad insight into the workings of the mind as well as supporting a range of other subjects, such as English, Biology, History, Philosophy, Geography and Theory of Knowledge.

Course content

Students learn to think critically, to write discursively and will develop their research skills. Students should have an enquiring mind, and an interest in human behaviour. In our teaching we draw on real-life examples and offer stimulating, interactive lessons.

Standard Level	Higher Level
<ul style="list-style-type: none"> • Exploration of biological, cognitive, and sociocultural approaches to explaining behaviours, such as memory, aggression & conformity • Research methods in psychology including conducting a simple psychological experiment for the Internal Assessment • Psychology of personal relationships, looking at behaviours such as attraction and communication • Abnormal Psychology which investigates the causes & prevalence rates of a disorder 	<p>In addition to the SL content, HL students will study:</p> <ul style="list-style-type: none"> • The application of research methods in psychology • The use of animals in psychological research and ethical considerations surrounding this • The influence of digital technology on cognitive processes • Social responsibility in relationships, looking at helping & bystanderism • The psychology of health, focussing on the causes and prevalence rates of addiction

Enrichment

Visit to Bethlem Museum of the Mind and UCL’s Centre for Human Neuroimaging. Participation in the Oxford High School Psychology Conference, NCH Psychology Essay competition and the TGS Psychology Club.

Assessment

	Standard Level	Higher Level
Internal assessment	<ul style="list-style-type: none"> • Experimental study and write-up of findings (25%) 	<ul style="list-style-type: none"> • Experimental study and write-up of findings (20%)
External assessment	<ul style="list-style-type: none"> • Paper 1 – Core approaches to Psychology (50%) • Paper 2 – 1 x question from Options (Relationships / Abnormal) (25%) 	<ul style="list-style-type: none"> • Paper 1 – Core approaches in Psychology (40%) • Paper 2 – 2 x questions from Options (Relationships / Health / Abnormal) (20%) • Paper 3 - Approaches to research (20%)

Further study

Our students study Psychology at university, including Experimental Psychology at Oxford and Clinical Psychology at Exeter.

What do students say?

“I chose IB psychology as a new subject, so I started out totally clueless. However, I quickly learned the main concepts and it shortly became my favourite subjects! It’s amazing to learn new things about human behaviour and how we are affected by the world around us - it makes you realise such fascinating things about yourself, whilst gaining skills in critical thinking and essay writing!”

Biology

Group	4
Higher Level	✓
Standard Level	✓

“Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today. An interest in life is natural for humans; not only are we living organisms ourselves, but we depend on many species for our survival, are threatened by some and co-exist with many more.”

IB Diploma Biology Specification 2014-2021

Studying Biology provides students with the opportunity to learn about life while developing a broad range of transferrable skills; from the observational and analytical when recording and processing data, to the creative and problem solving when designing experimental work. A confident Biologist will be able to communicate complex ideas and use logical reasoning to support their conclusions.

We encourage a practical and collaborative approach to the study of the topics covered and there is plenty of opportunity to delve more into areas that are of particular interest. The majority of lessons are inquiry-based, including the use of many lessons for carrying out practical and experimental work. As well as developing knowledge and understanding, practical work allows students to develop manual dexterity and analytical skills.

Course content

Biology covers a very broad and expanding range of scientific endeavour and can be said to be the science of our time. The content of the courses at both Standard and Higher Levels are designed to incorporate such breadth, while ensuring there is time to gain an appreciation of the depth of human understanding in some of the most relevant areas, from Molecules and Cells to Genetics and Ecology.

Standard Level	Higher Level
Cell Biology, Molecular Biology, Genetics, Ecology, Evolution & Biodiversity, and Human Physiology.	Cell Biology, Molecular Biology, Genetics, Ecology, Evolution & Biodiversity, and Human Physiology. Higher Level students also study: Nucleic Acids, Metabolism, Plant Biology, Genetics & Evolution and Animal Physiology.

Enrichment

Optional residential field course, university lectures, Junior Science or Eco Clubs, Medical Society

Assessment

	Standard Level	Higher Level
Internal assessment	Individual Investigation (20%)	Individual Investigation (20%)
External assessment	There are three papers including a range of questions from: multiple choice; databased analysis; short and extended responses (80%)	There are three papers including a range of questions from: multiple choice; data-based analysis; short and extended responses (80%)

Further study

Students take Biology-related degrees including Medicine, biochemically-related degrees and a wide range of other Life Sciences courses.

What do students say?

“I thoroughly enjoyed Biology at TGS. The course is very structured; it was always clear where the lessons were heading and links were frequently made between the different topics. The teachers and staff on the field course were very helpful [and this was] a fantastic way to complete the IA.” **Lauren**

Chemistry

Group	4
Higher Level	✓
Standard Level	

Chemistry is Life! Life is Chemistry!

Chemistry is a challenging subject which provides students with a link between the world around them and the more abstract world of Physics or the cellular world of Biology. It sets out to explain how things work on a molecular level which can help us in terms of understanding processes for industry and in the treatment of disease.

Course content

The course topics are very similar to GCSE and includes topics such as Acids, Bases and Electrolysis and will go into greater detail. Some of these topics will be explored quantitatively using Mathematics to help us solve problems.

The topics studied are:

Quantitative	Equilibrium
Atomic Structure	Acids and Bases
Bonding	Oxidation and Reduction
Periodicity	Organic
Energetics	Measurement and Analysis
Kinetics	Biochemistry or Energy

Enrichment

Chemistry Olympiad, Science Club, Crest Award, Nuffield research placement

Assessment

Internal assessment	Individual Investigation (20%)
External assessment	There are three papers: Multiple Choice, Longer answers and analysis and option (80%)

Further study

Students study Medicine, Chemistry and Biochemically related degrees. The destinations include Oxford and Cambridge and are heavily weighted in favour of Russell Group universities.

What do students say?

"I chose Chemistry because I find it a really interesting and dynamic subject. Although it can be challenging academically, it is so rewarding to understand the concepts explored, and this can lead to thought-provoking discussions, which are applicable in a real world context. The material covered is so diverse that there is something for everyone, and you are given the chance to really understand why something happens the way it does. Don't let the difficulty of Chemistry daunt you - if you love the subject, then you should definitely take it." **Molly**

Computer Science

Group	4
Higher Level	✓
Standard Level	✓

Computing is part of everything we do!

Computer Science requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course is engaging, accessible, inspiring and rigorous. Drawing on a wide spectrum of knowledge it enables and empowers innovation, exploration and the acquisition of further knowledge. Computer Science interacts with and influences cultures, society and how individuals and societies behave, raising ethical issues.

Lessons encourage a high degree of collaboration amongst students and promote creative thinking and problem-solving. This subject enables access to further study and careers in the high demand technology industry of Computer Science, Artificial Intelligence, Software Engineering, Computer Games, Films, Finance and virtually all areas of business and society.

Course content

All students will undertake practical work to develop a solution that demonstrates the application of skills using object orientated programming.

Standard Level	Higher Level
Core: system fundamentals, computer organisation, networks and computational thinking, problem-solving and programming.	
	Extension: Abstract Data Structures, Resource Management, Control.

Enrichment

Work experience placements, Computer Club

Assessment

	Standard Level	Higher Level
Internal assessment	Development of a computational solution (30%)	Development of a computational solution (20%)
External assessment	Paper 1: short answer and structured answer questions (45%) Paper 2: questions relating to Object Orientated Programming (25%)	Paper 1: short answer and structured answer questions (40%) Paper 2: questions relating to Object Orientated Programming (20%) Case study: Annually issued (20%)

Further study

Students go on to study Computer Science at university including Cambridge, Warwick, Birmingham and Bath.

What do students say?

"It's logical, interesting, and an area that is expanding in the technological age. One of the few courses that you can actually get employed from with relative ease and has a wide range of jobs to choose from within the field" **Holly**

Design Technology

Group	4
Higher Level	✓
Standard Level	✓

Design is intelligence made visible” Alina Wheeler

Design Technology is the subject that draws from and relates to all others. It looks at how we function as individuals and societies and helps us to consider how we can change our world for the better. Design helps us to identify problems and solve them using analytical research, conceptual thinking, prototyping, testing and evaluation, and manufacturing.

Course content

This is an engaging course where students gain an in depth understanding of: the properties of materials and their uses; theories of marketing and promotion; the way that products are made in industry; how sustainable design and the future of product production is changing and will change further; modern technology in design and manufacture; and how to design for people- using physical and psychological data.

There is a mix of practical exploration, theory learning and design projects where knowledge and skills can be applied. We encourage students to identify problems and solve them using whichever materials and processes are most suitable. Having a good grounding through study of Design Technology at GCSE level or equivalent is essential for this course.

Standard Level	Higher Level
Core: Human Factors and Ergonomics, Resource Management and Sustainable Production, Modelling, Raw Material to Final Product, Innovation and Design, and Classic Design.	
	Extension: User Centred Design, Sustainability, Innovation and Markets, and Commercial Production.

Enrichment

Visits to practising designers, degree exhibitions, Design Museum, CAS project with students from West Kent College, design competitions.

Assessment

	Standard Level	Higher Level
Internal assessment	Design project (40%)	Design project (40%)
External assessment	Multiple choice (30%) Applied design (30%)	Multiple choice (20%) Applied design (20%) Applied design (20%)

Further study

Students continue their design related studies at university, including Design Engineering (Imperial), Architecture (Nottingham Trent), Costume Design (Nottingham Trent), Marketing with Design (Leeds), and 3D Design (Bournemouth).

What do students say?

“Not only is IB DT great because it allows you to study many different aspects of design and its relationship with the wider world, but it enables you to become a creative thinker and appreciate design in a range of contexts.” **Sophie**

Environmental Systems & Societies

Group	4
Higher Level	
Standard Level	✓

"We have forgotten how to be good guests, how to walk lightly on the earth as its other creatures do." Barbara Ward

Environmental Systems & Societies combines the skills from Biology and Geography, but also includes Economics and Philosophy. Students do not need to have a GCSE in Biology or Geography to do the course, although both are beneficial.

The course recognises that to understand the environmental issues of the 21st century and suggest suitable management solutions, both human and environmental aspects must be studied. Students not only investigate the issues facing the complexities of our planet, but also the actions required for the fair and sustainable use of shared resources.

Course content

Students develop a wide range of skills during the course including practical skills, use of statistics, interpreting, analysing and evaluating information, graphical skills, working systematically, considering opinions and values and independent thinking whilst developing a scientific and ethical understanding of environmental issues and sustainability.

Students study eight units:

- Foundations of environmental systems and societies
- Ecosystems and ecology
- Biodiversity and conservation
- Water and aquatic food production systems and societies
- Atmospheric systems and societies
- Climate change and energy production
- Human systems and resource use

Enrichment

Field visits to Bedgebury National Pinetum.

Assessment

Internal assessment	Research report (25%)
External assessment	Unknown Case Study (25%) Short answer and structured essays (50%)

Further study

Students study a wide range of subjects at university including Languages at Oxford and Architecture at Bath.

What do students say?

"I really like ESS because it's a relevant science to today's society- we study topical issues such as pollution and climate change, and it gives me a better understanding of issues in the news. It is also backed up by some of the other subjects I take, such as Mathematics studies and geography." **Caitlin**

Physics

Group	4
Higher Level	✓
Standard Level	

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

Leon M Lederman

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles - currently accepted as quarks, which may be truly fundamental - to the vast distances between galaxies.

Course content

Students will extend their understanding of all the familiar Physics topics, such as forces, electricity and nuclear physics. All the core topics build upon GCSE understanding and the four additional Higher Level topics build upon the core topics. There is one option topic, we study Astrophysics but there is the opportunity to study the Engineering option for those wishing to study Engineering at University.

Standard Level	Higher Level
Core: Measurements and uncertainties, mechanics, thermal physics, oscillations and waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics and energy production.	
	Extension: Wave phenomena, fields, electromagnetic induction and quantum and nuclear physics.

Enrichment

Lectures, Institute of Physics competitions, Engineering Society

Assessment

	Standard Level	Higher Level
Internal assessment	Individual Investigation (20%)	Individual Investigation (20%)
External assessment	There are three papers: Multiple Choice, Longer answers and analysis and option (80%)	There are three papers: Multiple Choice, Longer answers and analysis and option (80%)

Further study

Students choose related courses at university level, in particular Engineering. The destinations are heavily weighted in favour of Russell Group universities.

What do students say?

“Physics has captured me from a young age. It explains the underlying principles that govern the entire universe. The classes enable me to express my views freely and I can clear up any queries or obtain individual support. The department also offers many extra-curricular opportunities such as helping with the STEM Club for KS4 students. Studying Physics not only allows me to progress into Higher Education but it is also a useful subject to have.” **Si Ling**

Which Mathematics Course Should I do?

Mathematics can be seen as a well-defined body of knowledge, as an abstract system of ideas, or as a useful tool. For many people it is probably a combination of these, but there is no doubt that mathematical knowledge provides an important key to understanding the world in which we live.

Mathematics can enter our lives in a number of ways: we buy produce in the market, consult a timetable, read a newspaper, time a process or estimate a length. Mathematics, for most of us, also extends into our chosen profession: visual artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognise trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics and the adventure in reason that mathematical proof has to offer. Others appreciate mathematics as an aesthetic experience or even as a cornerstone of philosophy.

This prevalence of mathematics in our lives, with all its interdisciplinary connections, provides a clear and sufficient rationale for making the study of this subject compulsory for all students.

Choosing the right course

There are two mathematics courses on offer in the Sixth Form one – Applications and Interpretations at both Higher and at Standard Level. Sometimes students find it difficult to choose the right course for them. The guidance below is based on our experience of teaching the IB for over 10 years at Tonbridge Grammar School. If you are not sure, talk to our Mathematics Team.

Ready reckoner

	Applications and Interpretation	Analysis and Approaches
Higher Level	I enjoy Mathematics, particularly when using it to solve problems in real life contexts and have at least grade 8 at GCSE.	I love algebra and abstract Mathematics and have an 8 or 9 at GCSE.
Standard Level	I have no idea, but want to make sure that I get the highest point score possible	n/a

University study

It is important to look to future study when choosing your Mathematics course. The table below looks at further study in general terms – there will be variation to entry requirements between the universities. It is important that you do some research, especially if you have your heart set on a particular course. If you are not sure, talk to our Sixth Form or Mathematics Team.

	Applications and Interpretation	Analysis and Approaches
Higher Level	Most Engineering, Computer Science, Chemistry, Economics courses. Most courses at most universities that ask for A level Mathematics.	Mathematics. Some Physics and Engineering courses at some universities. Courses that ask for Further Mathematics at A level.
Standard Level	All other courses	n/a

Medicine/Dentistry/Veterinary Science: Standard Level Applications and Interpretations is acceptable for most courses.

It is important to check the mathematics requirements for the course you want to study because it will vary from university to university. The above is only a very broad guideline

Mathematics: Analysis and Approaches

Group	5
Higher Level	✓
Standard Level	

“Mathematics possesses not only truth, but supreme beauty” Bertrand Russell

Studying the Mathematics: Analysis and Approaches course provides students with the opportunity to explore a familiar subject in greater depth and with greater rigour. It allows students to develop an appreciation of the elegance and power of Mathematics by fostering their skills of abstraction and generalisation, and by enhancing their skills to apply Mathematics to unfamiliar real life situations.

All of the Mathematics teachers at TGS have excellent subject knowledge and a lot of experience of teaching the IB. We all love Maths and want share our passion for the subject with you!

Course content

Both courses aim to introduce and develop important mathematical concepts and techniques in a comprehensible and coherent way, with greater rigour required at Higher Level.

Number and algebra, functions, geometry and trigonometry, statistics and probability and calculus

Enrichment

Running Primary Maths Challenge, UKMT Team Maths Challenge, Team Maths Day in the Netherlands, STEM projects.

Assessment

	Higher Level
Internal assessment	Exploration (20%)
External assessment	Paper 1: Non-calculator (30%) Paper 2: Graphical display calculator required (30%) Paper 3: Problem-solving (Graphical display calculator required) (20%)

Further study

Higher Mathematics students go on to study, amongst many other courses, Engineering at Cambridge, Physics at Imperial and Warwick, Economics at Durham, Bristol and Cambridge, Computer Science at Durham, Material Sciences at Oxford and Mathematics at Warwick and Edinburgh.

What do students say?

“Higher level maths is a challenging subject to take, but really rewarding. You don't just learn how to answer questions like in GCSEs, you learn the theory behind the maths and why the methods work. It is a useful subject if you are planning to take a science at higher level, or if you want to do a maths based subject at university. I would definitely recommend higher level maths for anyone who likes maths and is up for a challenge.” **Amelia**

Mathematics: Applications and Interpretation

Group	5
Higher Level	✓
Standard Level	✓

“It is a good foundation for any route life may take you down” Student Feedback

Mathematics: Applications and Interpretation is aimed at students with a wide variety of mathematical backgrounds. It allows students to develop a more sophisticated understanding of Mathematics and has a particular focus on its application to real life problems. A significant part of the course is concerned with statistical techniques to understand and interpret data.

All of the Mathematics teachers at TGS have the experience and knowledge to support and encourage you to be successful in Applications and Interpretations.

Course content

The SL course aims to develop an understanding of how mathematics is applied to describe the world and how technology can be used to explore mathematical models.

Number and algebra, functions, geometry and trigonometry, statistics and probability, calculus

Enrichment Running Primary Maths Challenge, UKMT Team Maths Challenge, Team Maths Day in the Netherlands, STEM projects.

Assessment

	Standard Level	Higher Level
Internal assessment	Exploration (20%)	Exploration (20%)
External assessment	Paper 1 Short response questions (Graphical Display Calculator required) (40%) Paper 2 Longer, multi-step questions (Graphical Display Calculator required) (40%)	Paper 1: Non-calculator (30%) Paper 2: Graphical display calculator required (30%) Paper 3: Problem-solving (Graphical display calculator required) (20%)

Further study

At Higher Level, this course is ideal from students who want to study courses with applied Mathematics content, for example, Computer Science, Economics or Biological Sciences.

Students who have taken an application based route at Standard Level in the past have gone on to study a wide variety of subjects at university and find the mathematical techniques and logical reasoning they have learnt to be particularly useful, something that complements the requirements of many other Diploma subjects and university courses.

In recent years, our students have gone on to study Geography, Law and Philosophy at Durham; Economics at Leeds and Nottingham; Law, Geography, History and PPE at Oxford; Psychology, Languages, Theology, Classics and Music at Cambridge amongst many, many others

What do students say?

“For me, studying Applications and Interpretations has built courage and confidence toward mathematics. My newfound grasp of statistics is of almost everyday use - much of global news is manifested through statistical means, and the ability to understand these important issues to a further extent is one I value” **Isabella**

Music

Group	6
Higher Level	✓
Standard Level	✓

“Music is for everyone, it is creative, it enriches lives and it combines well with other subjects...” The Open University

Course content

Music is a wide-ranging creative subject with a focus on performing, composing, listening and research.

Exploring Music in Context (SL 30% HL 20%)

Students research and present varied musical examples from different styles as written work, performed adaptations and compositions. Areas of inquiry will include protest music and classical instrumental music.

Experimenting with Music (SL 30% HL 20%)

Students perform and compose in a variety of genres and write a short, written report. Areas of inquiry include music technology, music for film and musical theatre.

Presenting Music (SL 40% HL 30%)

Students perform and compose pieces of their own choice from all areas of inquiry above.

Contemporary Music Maker (HL only 30%)

A collaborative musical project with music and other art subjects. Students submit a narrated multi-media presentation containing evidence of the process, planning and outcome with written, audio and video content.

Enrichment

Perform (for example: Senior Choir, Orchestra, Chamber Orchestra and Swing Band), lead groups (such as Ukulele Orchestra, Guitar Club and Music Theatre Club) or mentor other students, learn with TGS specialist private music tutors.

Assessment

	Standard Level	Higher Level
Internal assessment	Performance <u>or</u> composition (50%)	Performance and composition (50%)
External assessment	Listening (30%) Musical links investigation (20%)	Listening (30%) Musical links investigation (20%)

Further study

Students continue their Music studies at university including: King's College London, Cambridge, Royal Holloway or Guildhall School of Music and Drama. Others continue their music whilst studying for other courses including Economics (Durham) and Marketing (Bradford)

What do students say?

"Studying the IB at TGS gave me the opportunity to study a diverse range of musical styles and genres, and exposed me to music that I've grown to love and that has influenced me significantly in my continuing study of music." **Daniel**

Visual Arts

Group	6
Higher Level	✓
Standard Level	✓

“Creativity is Intelligence having fun” Albert Einstein

The course provides thoughtful, meaningful and harmonious balance to academic pursuits by encouraging students to investigate and gain inspiration from the world around them. Through exploring and developing ideas and engaging with the creative process, students aim to locate their ideas within personal and international contexts. Through individual inquiries inspired by cultural art forms, students form their own viewpoint of personal expression.

Course content

From an introduction to new skills, techniques and processes, students begin a personal journey of self-discovery and are encouraged to comment visually on the world in which they live. The initial workshops embed skills and give greater confidence within drawing, painting, printmaking, photography, digital media, sculpture and mixed media. Over a period of time, students identify strengths and weaknesses to allow them to develop their own vision as an artist.

All students keep a sketchbook, which is essential to track their ideas, interests and influences. The key points are selected to create the Process Portfolio which becomes evidence of their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. At the end of the course, the resultant art works are hung to form an exhibition with an accompanying written rationale. During the entire process, students will have been inspired by and respond to art works, 3 of which are then considered in more detail to form the Comparative Study.

Standard Level	Higher Level
<ul style="list-style-type: none"> The Process Portfolio of 9-18 screens. The Comparative Study of 15 screens. The Exhibition is formed by a selection of 4-7 completed artworks. Curatorial Rationale- max 400 words 	<ul style="list-style-type: none"> The Process Portfolio of 13-25 screens The Comparative Study of 15 screens (Higher Level students will make connections to their own creations in an additional 3-5 screens). The Exhibition is formed by a selection of 8-11 completed artworks. Curatorial Rationale- max 700 words

Enrichment

Participation in regional and national competitions, Students run clubs for younger students, involvement with CAS projects with West Kent College and the Scott’s Project in Tonbridge.

Assessment

	Standard Level	Higher Level
Internal assessment	Exhibition & Curatorial Rationale (40%)	Exhibition & Curatorial Rationale (40%)
External assessment	Process portfolio (40%) Comparative Study (20%)	Process portfolio (40%) Comparative Study (20%)

Further study

Many students complete foundation courses before their specified degree. Former students have studied History of Art and Architecture degrees at the Courtauld Institute, UCL and Oxford Brookes.

What do students say?

“Art feels like a complete break from everything else. It is completely unique and stepping into an art room is like a breath of fresh air.” **Jessica**