



Warwick Academy

Bermuda



Important dates

December 2009

Information meetings in small groups with the Principal, Deputy Principal: Curriculum and Head of Sixth Form

Distribution of IB Prospectus

Preliminary discussions about options with Form Teachers and Class teachers

7th January 2010

IB Parents' Presentation

22nd – 29th January 2010

Mock I/GCSE examinations

4th February 2010

Distribution of mock results at Y11 PTC (opportunity to discuss IB subject choices)

22nd – 26th February 2010

Subject Choices Interviews with Senior Management (DH, MM, JB, AR)

5th March 2010

Deadline for return of Subject Choices Form to Mr Horan

26th August 2010

I/GCSE results published

27th August 2010

I/GCSE results available to be collected from the main school office

Management are available by appointment to interview those who wish to discuss or change their Sixth Form options, subject to timetable considerations.

The IB at Warwick Academy

The two years of your Sixth Form career are an exciting culmination of school education. They are years of transition, looking forward to the experience of Higher Education and preparing for it by the increasing responsibility you have for planning your own work.

Success in the Sixth Form will depend on your ability to assimilate knowledge efficiently from your lessons and reading, the development of logical habits of thought and, perhaps most importantly, on acquiring the confidence to criticise your own performance. The best guarantee of this kind of progress is undoubtedly a commitment to, and equally an enjoyment of, your chosen courses.

Most obviously, the Sixth Form enables you to focus on a course of study which suits your personal aptitude. Smaller classes allow you to develop your own ideas and shape your own progress in close discussion with fellow students and teachers. Additionally homework no longer follows a set weekly pattern, periods in each week are allocated for private study and Sixth Formers have their own base in Barber Hall.

You will be encouraged to play a full part in the life of the School by joining Sixth Form societies and enjoying the many opportunities the school offers. Naturally enough, too, Sixth Formers will want to lead active lives outside the School. In all this, balance is crucial and something for which we help you to take increasing responsibility. Academic work must be protected against too many competing claims on your time and yet, without developing your interests and friendships, you might not be taking full advantage of these two years as a preparation for life at university.

The Sixth Form gives you the opportunity to take significant responsibilities, to set your aspirations for university high and to initiate and support much that is vital in the academic, sporting and cultural life of the School: I look forward to your invaluable share in it.

Through the IB, we are offering a diverse programme in the Sixth Form and, while we cannot guarantee that all courses will run, depending on demand and timetabling, we hope that the IB will provide you with the academic flexibility and rigour which will stand you in good stead at university and in your subsequent professional career.

Mr Dave Horan
Deputy Principal: Curriculum

Welcome from the Head of Sixth Form's desk

On behalf of the Sixth Form students and staff, we hope that this prospectus introduces you to the Sixth Form and the International Baccalaureate Programme at Warwick Academy.

Whilst the Sixth Form at Warwick Academy very much shares the values of the whole School, arrangements for the Sixth Form years are slightly different from those which characterise the GCSE years. Of course, we demand high standards of behaviour and appearance, but within an atmosphere we regard as appropriate for those who will all soon be taking their places at university.

Sixth Form life is incredibly demanding and although it requires a considerable amount of commitment from students, it certainly encourages them to fulfil all aspects of the IB learner profile: to be inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective. Students are challenged both academically and socially; they are supported through this very busy time in a positive and caring environment. Adela Ruberry, IB Coordinator and Academic Guidance Counsellor, and I, work very closely with all students as they enter and progress through the Sixth Form.

On arrival you will be allocated a tutor whose job it will be to guide their pupils through the Sixth Form. Those new to the School will join existing students to enable them to be quickly and easily integrated into school life. Your tutor is responsible for your welfare and individual progress and will keep in regular touch with you and your parents about all matters of common interest.

In addition to the academic studies, we have a superbly run CAS programme (Creativity, Action Service) which encourages students to participate in Bermuda and the global community. We encourage the students to begin to think outside of themselves, not only taking full responsibility for their own actions, but also operate within a community with a sense of social responsibility.

Finally, Y12 and Y13 gain much enjoyment through creation and election of their own social committees which organise many activities and fund raising events including the Sixth Form graduation party. This is a really special part of my work with the students and a large amount of fun for all involved; it is also a good safe space to practice leadership and team-work skills.

We look forward to working with you over the next two years of school life and hope that they are successful, rewarding and enjoyable. Many students refer to the sixth form as being a part of the Warwick Academy family, and we shall endeavour to do our best to continue this tradition for the Class of 2012.

Ms Jess Bowdler
Head of Sixth Form

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Sixth Form Entry at Warwick Academy

By the end of Year 11 students will have completed the I/GCSE component of their secondary education. The Sixth Form is comprised of Year 12 and Year 13. The entry requirement for Year 12 is a minimum of 5 passes at I/GCSE at C or better. Students not satisfying this requirement may be asked to repeat Year 11. To enter the Diploma Programme students should be achieving 7 or more passes at I/GCSE at C or better. Students will be required to have a minimum of a B at I/GCSE (on the Higher Tier) for any Higher Level subject. To maintain Diploma Programme status students must remain on course to achieve a minimum of 24 points by the end of Year 12 and meet any other requirements for the award of the Diploma (TOK, CAS and Extended Essay).

Students who do not fit the Diploma profile will enter the Sixth Form as a Certificate student with a range of subjects appropriate to their I/GCSE results.

Higher Education and University Preparation (U-Prep)

Enrolment in university and college continues to increase and it is likely that in the future all recruits to professional or managerial posts in Bermuda, and overseas, will be graduates. All of our sixth-formers will therefore expect to continue their education beyond school. University entry requirements commence at an early date, at the beginning of their final year with us. Year 11 students are encouraged to start browsing through prospectuses and other literature in Barber Hall and consult the Head of Sixth Form and the Academic Guidance Counsellor. They will receive close guidance in this process.

In addition, all students attend a mandatory, intensive two year 'Uprep' course. The UPrep course has several components which are presented to students throughout this period. Firstly, we ensure students are exposed to as many options as possible for further education through arranging seminars with visiting institutions from the UK, USA and Canada, ensuring students have the opportunity to attend the Careers Fairs and College Fairs on the island and giving as much information as possible about open days and tours available at universities. Wherever possible, we encourage students to meet the admission's officers and establish a personal connection.

Secondly, we coach students (and parents) in the meticulous application processes for any institution in all countries such as the UCAS process for application to the UK universities, the common app for the USA, and taking the required additional tests, plus ensuring students receive as much support as possible to be prepared for these. Thirdly, we focus on teaching students to market themselves effectively in the written applications e.g. personal statements, composing winning resumes and essays to support applications. Additionally, we focus on business etiquette for those lunch interviews, interview skills, mock interviews and other face-to-face selection tests.

UPrep is also a time to explore careers and we are very lucky to have a wide representation of guest speakers, many Warwick Academy alumni, who give their time to talk about specific careers, tell their stories as to how they landed their perfect job and offer contacts for internships and scholarships.

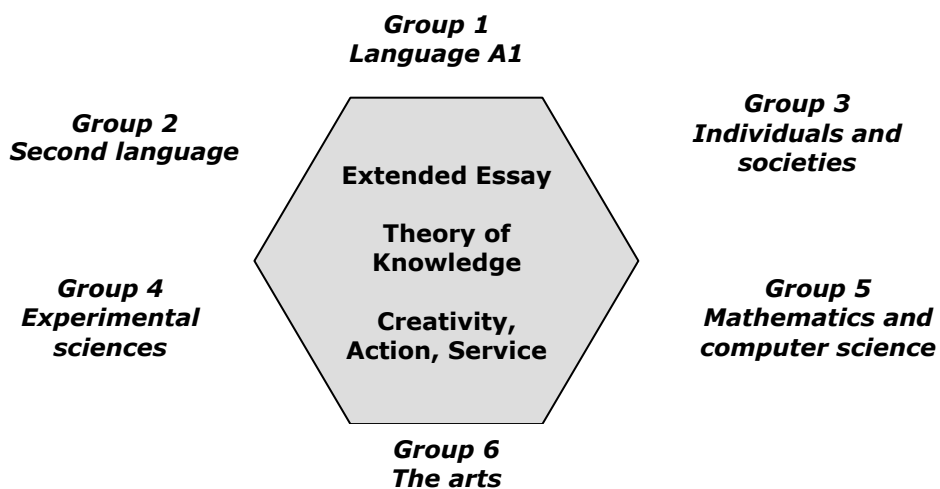
Finally, we advise, promote and coach the scholarship process to encourage students to maximize on the many financial opportunities open to them.

The International Baccalaureate

This is a two-year college preparatory course of study. It provides breadth and academic rigour while developing independent study and initiative. It is sound preparation for university and the world of work. Students will either pursue the full Diploma, or will study for individual subject Certificates

Curriculum and Examinations

Subjects may be offered at higher or standard level, or both. Receipt of the Diploma requires the study of six subjects; three at higher level, the three at standard level. Students must choose one subject from each of the six different groups listed below.



The subjects available at Warwick Academy are:

| | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
|-----------------|----------------|--|---|--|-----------------------------|---|
| HIGHER | English A1 | Spanish French | Business & Management Geography History Information Technology in a Global Society | Physics Chemistry Biology | Mathematics | Theatre Visual Arts *Music <i>Or one free choice from group 2,3 or 4</i> |
| STANDARD | English A1 | French Spanish * Ab Initio Spanish | Business & Management Geography History Environments & Societies Information Technology in a Global Society Psychology | Physics Chemistry Environmental Systems & Societies Design Technology | Mathematics Math Studies | Theatre Visual Arts *Music <i>Or one free choice from group 2,3 or 4</i> |

***Indicates these subjects are only available by arrangement
Please note that certain combinations might not be possible due to timetabling restrictions**

Award of the Diploma

All assessment components for each of the six subjects and the additional International Baccalaureate Diploma requirements must be completed in order to qualify for the award of the Diploma. The Diploma will be awarded to a candidate whose total score is 24, 25, 26 or 27 points, provided all the following requirements have been met.

- Numeric grades have been awarded in all six subjects registered for the Diploma
- An approved programme of CAS has been completed
- Grades A (highest) to D (lowest) have been awarded for both Theory of Knowledge and an Extended Essay
- There is no grade 1 in any subject
- There is no grade 2 at Higher Level
- There is no more than one grade 2 at Standard Level
- Overall, there are no more than three grades 3 or below
- At least 12 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 16 points at higher level)
- At least 9 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 6 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice

The Diploma will be awarded to a candidate whose total score is 28 points or above, provided all the following requirements have been met.

- Numeric grades have been awarded in all six subjects registered for the Diploma
- An approved programme of CAS has been completed
- Grades A (highest) to D (lowest) have been awarded for both Theory of Knowledge and an Extended Essay
- There is no grade 1 in any subject
- There is no more than one grade 2 at Higher Level
- There are no more than two grades 2 at Standard Level
- Overall, there are no more than three grades 3 or below
- At least 11 points have been gained on Higher Level subjects (candidates who register for four Higher Level subjects must gain at least 14 points at higher level)
- At least 8 points have been gained on Standard Level subjects (candidates who register for two Standard Level subjects must gain at least 5 points at standard level)
- The final award committee has not judged the candidate to be guilty of malpractice.

A maximum of seven points may be earned for each subject, regardless of whether it is higher or standard level. A Diploma may be awarded to those scoring 24 points. A maximum of 45 points is available. In addition Creativity, Action, Service (CAS) must be completed.

Award of Certificates

Certificate candidates will receive a certificate indicating the results obtained in individual subjects. An International Baccalaureate Diploma candidate who fails to satisfy the requirements for the award of a Diploma will be awarded a certificate indicating the grades obtained in individual subjects, together with results in Theory of Knowledge and the Extended Essay and the completion of the Creativity, Action, Service programme.

Theory of Knowledge (TOK)

The Theory of Knowledge is an interdisciplinary requirement intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases, and to develop the ability to analyse evidence that is expressed in rational argument. It is a key element in encouraging them to appreciate other cultural perspectives. This course is unique to the International Baccalaureate.

Extended Essay

All students are required to submit an extended essay. The extended essay is defined as an in-depth study (up to 4000 words) of a limited topic within a subject, which is taught as part of the International Baccalaureate. Its purpose is to provide candidates with an opportunity to engage in independent research. Emphasis is placed on the process of engaging in personal research, on the communication of ideas and information in a logical and coherent manner, and on the overall presentation of the extended essay in compliance with these guidelines. Many of these general issues, such as the way in which information is handled, the level of analysis and the quality of argument, are assessed through the general assessment criteria. This is reflected in the relative weighting of 2:1 between the general and subject assessment criteria.

International Baccalaureate students will be assigned a supervisor who will oversee the writing of the essay, which must be completed by the end of the first term in Year 13. Successful completion of the Extended Essay is one of the criterion for awarding the full diploma. If a student fails to achieve a passing grade for the Extended Essay then the candidate cannot receive an IB diploma.

Creativity, Action, Service (CAS)

The International Baccalaureate Organization's goal is to educate the whole person and foster responsible, compassionate citizens. The CAS programme encourages students to share their energy and special talents with others. Students may, for example, participate in theatre or musical productions, sports and community service activities. Students should, through these activities, develop greater awareness of themselves, concern for others and the ability to work cooperatively with other people. All Diploma candidates are required to complete 150 hours in this programme, 50 in each area. All Certificate candidates are required to complete 100 hours. They may begin their activities in the summer before their first year in the International Baccalaureate programme, and they must fulfil the requirements by the end of term two in the second year. All activities require prior approval by the CAS coordinator.

Award of Bonus Points

A maximum of three bonus points can be awarded according to a candidate's combined performance in Theory of Knowledge and Extended Essay in the matrix below.

| | | Theory of knowledge | | | | | |
|----------------|--------------------------|------------------------|--------------------|--------------------------|----------------------|------------------------|---------------|
| | | Excellent A | Good B | Satisfactory C | Mediocre D | Elementary E | Not submitted |
| Extended essay | Excellent A | 3 | 3 | 2 | 2 | 1 + Failing condition* | N |
| | Good B | 3 | 2 | 1 | 1 | Failing condition* | N |
| | Satisfactory C | 2 | 1 | 1 | 0 | Failing condition* | N |
| | Mediocre D | 2 | 1 | 0 | 0 | Failing condition* | N |
| | Elementary E | 1 + Failing condition* | Failing condition* | Failing condition* | Failing condition* | Failing condition* | N |
| | Not submitted | N | N | N | N | N | N |

Example

A candidate who writes a GOOD Extended Essay and whose performance in the Theory of Knowledge is judged to be SATISFACTORY, will be awarded +1 bonus point.

A candidate who fails to submit any work for Theory of Knowledge will be awarded N for the Theory of Knowledge, will score no bonus points, and will not be awarded a Diploma.

ELEMENTARY performance in one of the Extended Essay or Theory of Knowledge will qualify as a failing condition for the award of the Diploma.

Academic honesty

Academic honesty is an expectation and requirement of all students involved in the International Baccalaureate Programme. Teachers and students have access to a web-based plagiarism detection system (Turnitin) to assist with maintaining properly conducted academic research.

Subject Choice and Higher Education

For a number of university courses, admissions tutors demand that particular subjects should have been taken to IB Higher Level; in other cases, certain subjects are preferred rather than required. The list below gives a general idea only of the requirements and preferences set down for the more competitive universities and courses. Comments on the helpfulness of specific subject choices for certain courses have been added, but these should certainly not be taken as having the force of requirements or preferences on the part of the universities concerned.

The purpose of the list is to help you focus your attention on the implications of your choices made now for university entrance. You will find that the entrance requirements for some universities are less exacting than others. It is therefore important that the specific requirements for any given course should be checked before you make any final decision about your choice of university course. However, if you wish to give yourself as much flexibility as possible when choosing degree courses, it would be sensible for you to bear in mind the information given below.

Almost all students at WA take up places at university courses which require good overall IB points score. In some cases, the offer of a place depends upon the attainment of specified points in named subjects. Hence, it is important for you to select a combination of subjects which will allow you to realise your full academic potential during your sixth-form career. The subject recommendations apply to IB higher level choices.

| University Course | Subject(s) required or preferred, with additional comments |
|-----------------------------------|---|
| Accountancy, Finance & Management | Mathematics might be preferred and is sometimes required. |
| Architecture | Mathematics or Physics might be required, along with a portfolio of creative work |
| Art & Design | Art or DT required, with portfolio of work. |
| Biochemistry | Chemistry and Biology often required, with Mathematics often preferred. |
| Biological Sciences | Biology and Chemistry often required. |
| Business | Business & Management |
| Chemistry | Chemistry required; with two of Mathematics, Biology and Physics preferred. |
| Chemical Engineering | Chemistry and Mathematics often required, and Physics preferred. |
| Information Technology | ITGS may be useful |
| Dentistry | Chemistry, with two of Biology, Physics and Mathematics required. |

| | |
|------------------------------|--|
| Engineering (Civil or other) | Mathematics and Physics are required and occasionally Chemistry. |
| English | English Literature required; a Modern Language might be helpful. |
| Environment Sciences | Environmental Systems and Societies may be useful |
| Geography | Geography required. |
| University Course | Subject(s) required or preferred, with additional comments |
| Geology | Two or three of Geography, Chemistry, Physics, Mathematics, Biology required. |
| History | History required; a Modern Language might be helpful for Modern History |
| Law | High grades are more important than specific subjects: in fact, all subjects welcomed. |
| Mathematics | Mathematics required; Physics preferred. |
| Medicine | Chemistry required by most; an additional Science or Mathematics is always preferred with Biology required by many; some admissions tutors regard an essay-based subject or a language as helpful. |
| Music | Technical efficiency in voice, an instrument or in music technology and a strong knowledge base of music theory. |
| Natural Sciences required: | Three of Biology, Chemistry, Physics, and Mathematics |
| Physics | Mathematics and Physics required. |
| Politics | No specific requirements. |
| Psychology | Most courses ask for GCSE Mathematics owing to the statistical analysis involved. Biology can be helpful as is Psychology but not necessary. |
| Social Studies | No specific requirements |
| Theology | No specific requirements; |
| Veterinary Science | Chemistry and Biology typically required; Mathematics or Physics usually required. |

First Language: English A1 HL & SL

Language A1 – World Literature

The Language A1 programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies, at university, as well as at students whose formal study of literature will not continue beyond this level. The former would normally follow the higher level programme and the latter the standard level.

Aims

The aims of the programme at both higher and standard levels are to

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- Develop the students' power of expression, both in oral and written communication, and provide the opportunity of practicing and developing the skills involved in writing and speaking in a variety of styles and situations
- Introduce students to a range of literary works of different periods, genres, styles and contexts
- Broaden the students' perspective through the study of works from other cultures and languages
- Introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- Develop the ability to engage in close, detailed analysis of written text
- Promote in students an enjoyment of, and lifelong interest in, literature

Assessment

Students at higher level study 15 works of literature, students at standard level study 11. These are assessed through the following:

External Assessment

Two written examinations
Coursework assignment(s)

Internal Assessment

One oral commentary
One oral presentation

Examinations at higher level are 2 hours, at standard level 1½ hours.
Two "World Literature" assignments are required at higher level, one at standard level.

Second Language: French B SL and Spanish B HL & SL

Course details

The ability to converse in and appreciate another language is a valuable asset today. Learning a second language requires motivation, and may be a challenge at times, however the benefits and sense of achievement are immeasurable.

This course will involve the study of four skills: listening, speaking, reading and writing. Within 2 years, students should be able to communicate and have an appreciation and awareness of how other cultures differ to theirs.

Students will learn using written stimuli, role-plays, debates, interactive technology and audio-visual stimuli. The course covers a range of topics including: relationships, leisure, health issues and work and technology. In previous years, the MFL department has been able to offer a trip abroad.

Aims

The course aims to prepare students for the following:

- communication by speech and writing within a range of contexts
- understanding and responding to oral and written stimuli

And to provide the students with:

- a sound grammar base and a wide range of vocabulary to enable accuracy of communication
- a cultural insight into French and Spanish speaking countries
- an appreciation of cultures different to their own
- the opportunity to enjoy and experience a foreign language in a creative and intellectual manner.

Objectives

At the end of the course, students will be able to:

- communicate effectively and appropriately in a range of circumstances
- express personal ideas and opinions both orally and in writing
- understand and use information from a variety of sources, both written and oral
- appreciate differences between themselves and people of other cultures

Previous knowledge

Students need a grade B or higher at GCSE for the higher level course and a grade C or above for the standard level course.

Assessment

Assessment will take place in the final year of the course

Written Component- external assessment (70%)

Paper 1: Text handling 1 ½ hours (40%)

- reading comprehension based on a number of texts
- a short writing exercise in response to a written text

Paper 2: Written production 1 ½ hours (30%)

- one writing task

Oral Component- internal assessment (30%)

1) Individual oral: approximately 12 minutes (15%)

- based on a topic chosen by candidate
- presentation followed by questions and general discussion

2) Interactive oral: student's highest mark taken from a range of assessments (15%)

- also assesses listening skills
- debate/ presentation/ role-play

Ab Initio Spanish SL

Ab Initio Spanish is designed for students who have never previously studied Spanish and could be available by arrangement. It is also a useful option for those students wanting to complete the Diploma programme with no previous second language experience.

Business and Management HL & SL

The Business and Management programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resources management and finance. However, a fundamental feature of the programme is the concept of synergy. In its technical sense, it is a concept that means an organization should seek an overall return greater than the sum of its parts.

Students will also appreciate the ethical concerns and issues of social responsibility in the business environment. Students will be able to make sense of the forces and circumstances that drive change in an interdependent and multicultural world. This will enable students to assimilate the principles of business and management, and so become critical and effective participants in local and world affairs.

Assessment

Assessment at the higher level involves two examination papers (75%) and a research project (25%). At the standard level, assessment involves two examination papers (75%) and a written commentary (25%).

Prerequisites

For entry to higher level: A*- B grade at GCSE Business Studies
For entry to standard level: a C grade at GCSE Business Studies

Geography HL & SL

Geography is concerned with the interactions between people, societies and the natural environment. Through Geography we seek to understand the patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. We will develop a global perspective on these patterns and processes and consider contemporary world issues.

The IB course is designed to cover a core theme of Patterns and Change which all students undertake. Accompanying this is a series of options encompassing physical and human Geography. Standard level students will study three optional units and higher level students will cover four. The optional units usually studied at Warwick Academy are listed below:

- Hazards and disasters- risk assessment and response
- Leisure, sport and tourism
- The geography of food and health
- Oceans and their coastal margins

In addition to this higher level students will carry out an extension unit which looks at global interactions in terms of economic flows, environmental change, sociocultural exchanges and political outcomes.

Students will also be required to develop a number of geographical skills throughout the course. These include reading, interpreting, analysing and the production of maps; manipulating and interpreting data; undertaking simple statistical calculations and undertaking geographical fieldwork and investigation.

Assessment

Higher Level

Students will be assessed through three external examination papers and a 2500 word fieldwork assignment.

Standard Level

Students will be assessed through two external examination papers and a 2500 word fieldwork assignment.

History HL & SL

Course Description

The curriculum model for the IB History course is essentially one of a core area of study consisting of various topics in 20th Century World History, and a higher level extension in either 19th Century European History or History of the Americas. Standard level students study only the core elements of the syllabus, while higher level students study both the core elements and choose one of the extension topics. In all areas of study the material is presented, generally speaking, in a chronological manner with an emphasis on the interpretation of events, as well as the analysis of historical documents.

Core Units

- The Great Powers 1890-1914
- World War I
- Peacemaking after WW1
- Russian Revolution and Lenin
- Soviet State under Stalin
- Mussolini and Italy
- Weimar Republic and Nazi Germany
- International Relations, 1919-1939
- World War II
- Origins of the Cold War
- Superpower Rivalry, 1947-1995
- Decolonisation and New States

HL Extension Unit- 19th Century European History

- French Revolution
- Napoleon, France and Europe
- Peace of Vienna and Congresses
- Reaction vs Progress, 1815-1848
- Metternich
- France, 1815-1848
- Revolutions of 1848
- Russia and Eastern Question
- Napoleon III
- Unifications: Italy; Germany
- Bismarck and Germany
- Imperial Russia
- Great Powers, 1870-1890

HL Extension Unit- History of the Americas

- Independence movements
- US Civil War 1840-77
- The Development of modern nations 1865-1929
- The role of and impact on minorities
- First World War
- The Great Depression 1929-39
- Second World War
- The Cold War
- Korean War
- The Cuban Revolution
- Vietnam War
- Civil Rights and social movements

Assessment

Student learning is continuously assessed in the form of essays, presentations, document analysis assignments, and yearly exams.

The final assessment consists of 3 examinations for higher level students and 2 examinations for standard level students. These examinations test historical knowledge, as well as document work and/or essay-writing skills. In addition all students complete a historical investigation (2000 words) on a topic of their choice.

Information Technology in a Global Society HL & SL

ITGS is under review this year please note that some of this information will be amended for the 2010/2012 academic year.

The information technology in a global society (ITGS) course is the study and evaluation of the impact of information technology (IT) on individuals and society. It explores the advantages and disadvantages of the use of digitized information at the local and global level. ITGS provides a framework for the student to make informed judgments and decisions about the use of IT within social contexts.

Although ITGS shares methods of critical investigation and analysis with other social sciences, it also considers ethical questions found in the study of philosophy. Students come into contact with IT on a daily basis because it is so pervasive in the world in which we live. This widespread use of IT inevitably raises important questions about social and ethical issues that shape our society today. ITGS offers an opportunity for a systematic study of these issues, whose range is such that they fall outside the scope of any other single discipline.

Students at HL are required to study all **six** areas of impact. Students at SL are required to study part A and a minimum of **two** other areas of impact chosen from part B.

Business and employment

Education

Health

Arts, entertainment and leisure

Science and the environment

Politics and government

Assessment

HL students will be assessed externally through three written examinations and internally through a portfolio of written work on different areas studied.

SL students will be assessed externally through two written examinations and internally through an IT project where they have to produce an IT solution to a problem set in a social context.

Prerequisites

While a large component of the class is spent on computers, it is not a class designed to teach programming or how to use a computer; it is an exploration of various technologies, what they do, the effects they have on the world, and how they should be used responsibly. No previous computer knowledge is necessary, but it is a definite asset.

Psychology SL

Course outline

An introduction to research in Psychology

- How do we study human behaviour
- What is an experiment?
- How do we measure human behaviour?

The Psychodynamic Perspective

- History of psychology
- Freud's contributions to psychology – and where he got stuck
- Therapy: Psychoanalysis
- Cross-cultural research
- The case study as a research method
- Attachment theory

The Learning Perspective

- Radical Behaviourism & Environmental determinism
- Social Learning Theory: The role of cognition in learning
- The biology of learning
- The observation as a research method
- Therapy: Systematic Desensitization and phobias

The Cognitive Perspective

- Schema theory – and a bit of Piaget
- Gender schema and our behaviour
- Observations of pre-school children
- The Interview as a research method
- Memory Theory: biological, cognitive, and social
- Problem Solving theories

The IB Psychology Curriculum asks that students do the following:

| | <i>Perspectives</i> | <i>Options</i> | <i>Research</i> |
|-----------|-------------------------------------|---|--|
| SL | Biological Learning Cognitive | One of the two options that we do in depth: * Dysfunction * Social Psychology | Internal Assessment: a simple experiment |

Each of the *perspectives* will be explored using the four compulsory topics:

- Historical development and cultural context
- Framework (basic assumptions, key concepts, and strengths/limitations)
- Methodology
- Application

Assessment

The IB Psychology exam is an essay-based assessment. Therefore, we will be doing a lot of writing this year. Assessments include: written exams, précis quizzes, Socratic Seminars, presentations, and take-home essays.

Biology HL

This is a two-year course at higher level designed for able and highly motivated students who have already successfully completed the IGCSE or equivalent course in Biology. To follow the higher level course a grade B at IGCSE is required. The aims of the course are to continue to pursue the scientific method through hypothesis, observation, measurement, interpretation and conclusion. These aims will be pupil centred, society centred and science centred so that each pupil will be allowed to develop to their maximum potential.

The objectives of the course will include the acquisition of knowledge, the development of skills and the fostering of attitudes, which reflect an appreciation of the international social and economic effects and implications of Biology.

Topics

Statistical Analysis Core and HL:

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- Cell Structure and Function
- Biological Molecules and their Chemistry
- Genetics and Cell Division
- Ecology and Evolution
- Human Health and Physiology I
- Nucleic Acids and Proteins
- Biochemistry of Respiration and Photosynthesis
- Plant Science
- Genetics
- Human Health and Physiology II

Options:

- Neurobiology and Behaviour
- Ecology and Conservation

Assessment

Final assessment will be by both external examination (76% weighting) and internal assessment (24%).

Chemistry HL & SL

Throughout the programme there is a structured practical scheme of work. This will give pupils the opportunity to experience a wide variety of phenomena, reinforcing conceptual ideas, provoking original thought and introducing them to more advanced skills and techniques.

Depending on the level studied (higher or standard), the content they will study correlates directly to that outlined in the Syllabus. The topics covered are as follows:

Core syllabus

- Quantitative Chemistry
- Atomic Structure
- Periodicity
- Bonding
- Energetics
- Kinetics
- Equilibrium
- Acids and Bases
- Oxidation and Reduction
- Organic Chemistry
- Measurement and Data Processing

Two of the following options

- Modern Analytical Chemistry
- Human Biochemistry
- Chemistry in Industry and Technology
- Medicines and Drugs
- Environmental Chemistry
- Food Chemistry
- Further Organic Chemistry

Assessment

Students will be assessed internally and externally by written exams and practical coursework.

Physics HL & SL

The International Baccalaureate Physics programme of study is based on 7 topics and two options for standard level and 14 topics and two options for higher level. In order to offer a more diversified curriculum, the Warwick Academy Physics Department scheme of work will comprise of a series of modules designed to teach physics in a cross-curricular manner. In particular, the deviation from simple factual recall to the synthesis and evaluation of multiple methodologies to problem solving will comprise a significant part of the student's assessments. It is these higher level, critical and creative thinking skills that we wish to develop and encourage. Students should only consider this course if they have good grades in both Mathematics and Physics IGCSE. Throughout the year, candidates will also follow a practical scheme of work, cover a wider reading programme and complete a group 4 project. The course also aims to develop important community links relevant to real career options in Bermuda. This includes careers in telecommunications, engineering, construction, architecture and scientific roles.

Core Syllabus

- Physics and Physical Measurement
- Mechanics
- Thermal Physics
- Oscillations and Waves
- Electricity
- Atomic Physics
- Fields and Forces
- Energy and Climate Change
- Motion in Fields
- Wave Phenomena
- Electromagnetic Induction
- Quantum Physics and Nuclear Physics
- Digital Technology

Options

- Astrophysics
- Relativity

Assessment

There are three written exams at the end of Year 13 and a practical assessment based on the student's portfolio of work over the two years.

Environmental Systems and Societies SL

Introduction

This is a new course to be offered and follows on from the present Environmental Systems course. As a trans-disciplinary subject, Environmental Systems and Societies is designed to combine the techniques and knowledge associated with group 4 (the experimental sciences) with those associated with group 3 (individuals and societies).

The impact on the planet of human activities is becoming more significant and is ever more featured in the news. The prime intent of this course is to provide students with a coherent perspective of the interrelationships between environmental systems and people; one that enables them to adopt an informed personal response to the wide range of environmental issues that they will inevitably come to face. Students' attention can be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. The approach therefore will be conducive to students evaluating the scientific, ethical and socio-political aspects of issues.

Note: Students should be able to study this course successfully if they have taken Biology and/or Geography at IGCSE level.

Assessment

a) Practical Work - The systems methodology, with its focus on the formation of quantitative empirical models, parallels very closely the characteristic features of conventional scientific method, and so a scientific rigour may be maintained throughout the course. Students will produce a folder of practical work over the two-year course that assesses their ability to plan, carry out and analyse practical exercises relevant to all elements of the course. The assessments total 20% of their final grade.

b) Examination - Three papers will be taken that total 80% of the student's final mark, involving multiple choice and short answer questions on the syllabus.

Overview of Structure

There are seven main topics to be covered during the course, outlined below;

Topic 1: Systems and models

Topic 2: The ecosystem- including system structure, measuring biotic and abiotic components, the variety of biomes, the types of changes that occur and how to measure those changes

Topic 3: Human population, carrying capacity and resource use- including population dynamics, resources—natural capital, energy, food, water - the soil system, limits to growth and the environmental demands of human populations

Topic 4: Conservation and biodiversity - including evaluating the biodiversity and vulnerability in ecosystems, and measures to conserve that biodiversity.

Topic 5: Pollution – including the nature, detection and management of air pollution, acid rain, ozone depletion, eutrophication of water and solid trash.

Topic 6: The issue of global warming – including how human activities lead to an increase in "greenhouse gases", the effects of increased mean global temperature and strategies to minimize and manage these changes.

Topic 7: Environmental value systems – defined as a particular world view or set of paradigms that shapes the way an individual or group of people perceive and evaluate environmental issues. This will be influenced by cultural (including religious), economic and socio-political context.

Design Technology SL

It is a rigorous pre-university 2 year course of studies for highly motivated students who wish to further their studies in design and who may be planning a career in architecture, industrial design, interior design, fashion, graphics, ceramics and jewellery.

The key study topics are

- Topic 1 – Design Process
- Topic 2 – Product Innovation
- Topic 3 – Green Design
- Topic 4 - Materials
- Topic 5 – Product Development
- Topic 6 – Product Design
- Topic 7 - Evaluation

There are both standard and higher level options. These are studied through in-depth projects and experiments requiring investigation and design solutions. Students undertake a design project and a group project.

Assessment

Students will be assessed through three external written examinations, five internally assessed projects and a design project.

Prerequisites

Although a background in Design Technology would be an advantage, it is not a requirement for entry to the course.

Mathematics HL & SL

Mathematics Higher Level

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 include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering and Technology. Others may take this subject because they have a strong interest in mathematics.

The higher Mathematics programme consists of the study of seven core topics along with one option and a portfolio. The core topics are algebra, functions and equations, circular functions and trigonometry, matrices, vectors, statistics and probability and calculus. Students must take the statistics option.

Assessment

Students will be assessed externally through written examinations and internally through a portfolio.

Prerequisites

An A grade at IGCSE Mathematics and a desire to study a mathematics-related subject at university.

Mathematics Standard Level

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply simple mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as chemistry, economics, psychology and business administration.

The programme consists of the study of seven core topics along with two pieces of portfolio work. The core topics are number and algebra, functions and equations, circular functions and trigonometry, vector geometry, statistics and probability and calculus.

Assessment

Students will be assessed externally through written examinations and internally through a portfolio.

Prerequisites

A minimum of a B grade at IGCSE Mathematics. This course is aimed at those students of good mathematical ability who wish to support a scientific subject at higher level, or intend to follow studies, which require more advanced techniques than those offered in the mathematical studies courses. A particular feature is that calculus is studied.

Mathematical Studies SL

This caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes.

This alternative standard level programme consists of the study of seven core topics and a project associated with this work. The core topics are number and algebra, sets, logic and probability, functions, geometry and trigonometry, statistics, introductory differential calculus and financial mathematics.

Prerequisites

- C grade at IGCSE Mathematics.

Assessment

Students will be assessed externally through written examinations and internally through a project.

Music HL & SL

Aims

The aims of the music programme are to give students the opportunity to:

- Explore and enjoy the diversity of world - wide music
- Encourage the development of perceptual skills through a breadth of musical experiences where students learn to recognize, analyse, identify, discriminate and hypothesize musical relationships
- Develop creatively their abilities, knowledge, and understanding through performance and music creation coursework. This includes all Western Classical instruments and non-western classical instruments, music technology, popular music and improvisation.
- Develop creatively their abilities, knowledge, and understanding through performance and composition
- Have the necessary assistance to develop their full potential as musicians both personally and collaboratively.

Objectives

The music programme is offered at higher and standard Level. Students at higher level and standard level are expected to demonstrate:

- Use of appropriate musical language and terminology to describe and reflect their critical understanding of music
- Development of perceptual skills in response to music
- Knowledge and understanding of music in relation to time and place

Higher level students are expected to demonstrate:

- Performance skills through solo music making
- Composition skills through exploration and investigation

Programme Outline and Assessment

Both groups have a compulsory music perception and analysis section, which includes study of a prescribed work and musical genres. These two areas of study are externally assessed in a 2 hour and 15 minute listening paper for SL and 3 hours listening paper for HL. Students are also required to produce a written media script or other form of mass communication not exceeding 2000 words investigating the relationship between two distinct musical genres.

Higher level students are also required to perform one or more solo recitals and create three pieces of coursework with recordings and written work.

Standard level students are required to either present one or more solo recitals, participate in two or more public performances or create two pieces of coursework with recordings and written work.

Prerequisites

Higher Level

- B grade in GCSE/IGCSE Music

Standard Level

- A minimum of a Grade 4 playing or singing level.
- Grade 5 ABRSM theory or equivalent

Theatre HL & SL

The aims of the Theatre Arts course are to develop an understanding within the students of the nature of the theatre; promote this through active participation; experience this developing awareness through mind, body, the senses and the emotions; understand the nature of the arts in other cultures and, through these processes, come to a better appreciation of themselves, their society and their world.

Assessment

Candidates will be required to demonstrate:

- A knowledge of the major developments and techniques in the theatrical history of more than one culture
- An ability to interpret and illuminate play-scripts and other theatrical texts analytically and imaginatively
- An understanding of the art of the stage and of criticism in relation to it
- An ability to perform before an audience, and to demonstrate an understanding of, and some skill in, acting techniques
- The acquisition of sufficient technical skill to produce satisfactory work in at least one of the theatrical arts or crafts
- An understanding of the process of theatrical production
- An ability to research imaginatively, selectively and with persistence

External Assessment

Research Investigation

The research investigation is an exercise for external assessment, which invites the students to carry out dramaturgical research into an unfamiliar theatre practise. The purpose of this research investigation is to inform the work of a practitioner working on the production of a particular play or theatre piece from the chosen theatre practise.

Practical Performance Proposal

The practical performance proposal is an exercise that invites the student to present the outcomes of the skills and knowledge acquired during the course for external assessment by submitting a rationale and vision of a performance.

Internal Assessment

Theatre Performance and Production Presentation
Oral presentation lasting 30 minutes with 7-10 images

Independent Project Portfolio
3,000 word portfolio on student's own independent project

Visual Arts HL & SL

Many approaches to learning have developed in the visual arts. Typically, these embrace a wide variety of expressive forms from a variety of cultural contexts. Learning and practice in visual arts today invariably extend beyond traditional boundaries to connect many areas of study and human experience through collaborative, as well as individual, production and interpretation.

Artistic learning requires a high level of cognitive activity that is both intellectual and emotional. For students to communicate visually they must locate themselves within a cultural context, or contexts, from which to discover and develop appropriated techniques. Through the visual arts people acquire understandings, which are unique in human development. Engagement in the arts promotes a sense of identity and makes a unique contribution to the development of each student. Study of the visual arts provides students with the opportunity to develop a critical and intensely personal view of themselves in relation to the world.

Aims

- Provide students with opportunities to make personal, socio-cultural and aesthetic experiences meaningful through the production and understanding of art
- Exemplify and encourage an inquiring and integrated approach towards visual arts in their various historical and contemporary forms
- Promote visual and contextual knowledge of art from various cultures
- Encourage the pursuit of quality through experimentation and purposeful creative work in various expressive media
- Enable students to learn about themselves and others through individual and, where appropriate, collaborative engagement with the visual arts

Studio work

- Demonstrate through purposeful exploration an inquiring and integrative approach to a variety of visual phenomena
- Synthesize art concepts and skills in works that are personally, socio-culturally and aesthetically meaningful
- Solve formal and technical problems encountered in studio practice
- Exhibit technical skills and an appropriate use of media
- Produce works of art with imagination and creativity through individual and, where appropriate, collaborative work

Research Workbooks

- Demonstrate clearly in visual and written terms how personal research has led to an understanding of the topics or concepts being investigated
- Analyse critically the meaning and aesthetic qualities of art forms using an informed vocabulary
- Show some awareness of the cultural, historical and social dimensions of themes in more than one cultural context
- Examine the visual and functional qualities of art from their own and other cultures for meaning and significance

Assessment

Higher Level and Standard Level

External Assessment

- Studio work
- Exhibition and interview

Internal Assessment

- Research Workbooks are internally assessed by the teacher and externally moderated by the IBO at the end of the course.

Prerequisites

Students must submit a portfolio of work to take the art course. Students also need to show motivation, an inquiring mind and meet deadlines. They will develop problem-solving skills and produce formative work, inspired by looking at the work of artists and cultures.

The Sixth Form Resource Centre

The Sixth Form Resource Centre is located in the main school library. The stock consists of a large variety of titles recommended by the International Baccalaureate. Our aim is also to train students to become self-sufficient researchers in a university environment.

Resources

The print collection consists of up-to-date books, journals and study skills handouts. Online resources include a library portal and online catalogue available through the web site, searchable databases including Britannica Online and Ebsco Host and e-journals. In addition, an audiovisual collection, inter-library loans, computers, and photocopiers are available to student.

Sixth Form Scholarships

There are scholarships open to current Warwick Academy students, ranging from \$4,000 to \$10,500. Further details are available from the school's financial controller.

I/GCSE results

I/GCSE results for current WA pupils are normally received and then processed by the school on Thursday 26th August 2010 or received directly by students online. They will be available for you to collect in person between specified times on Friday 27th August 2010. Further information about these arrangements will be given later in the year.

External candidates should telephone Mr Horan (239 9473) immediately their I/GCSE results are published and supply a photocopy of all results so that the offer of a Sixth Form place may be confirmed.

If the results are not as good as expected, some students will be advised to repeat Y11 or adjust their initial IB subject choices. Senior management may ask to see those whose results have been disappointing on Friday 27th August 2010. They will also be available on this day to discuss results with concerned pupils and parents and to offer help and advice. Appointments for this should be made by telephoning the Principal's Secretary, Mrs Hassell, on 239 9452.