

I.B. Middle Years Programme

Course outline: Humanities

Years 10 & 11

2010-2012

Aims: to help the students to

- Develop analytical, critical-thinking, and problem-solving skills
- Recognise the long-term development of civilisation
- Develop stronger reading comprehension skills
- Improve the clarity and focus of student writing
- Recognise both the interconnectedness and uniqueness of world cultures
- Increase awareness of and appreciation for other cultures
- Develop an interest in history and an appreciation of its insight
- Recognise different perspectives in analysis, including an awareness of one's own biases

Objectives to be reached by the end of Year 11: the students should

- Appreciate the interplay of geography, history, religion or business in the development of culture
- Recognise broad patterns in ancient history
- Create clear, logical, and germane points of view
- Recognise the stages of development of civilisation in a number of regions around the world
- Evaluate the impact of technology on the development of civilisation
- Compare and contrast significant milestones in the development of law and ethics in ancient civilisations (history only)
- Identify the contributions of different ancient civilisations (not business)
- Recognise patterns in history and how they might be reflected in the present (history and religion only)

Internationalism:

History should be seen through a two-dimensional model incorporating both space and time. A broad range of geographical places and historical times provides a varied and thorough range of perspectives to consider. The MYP History programme strives to present a truly global study of history. To that end, the courses will consider cultures and societies from all parts of the world. As they become more knowledgeable about other cultures, students will grow more empathetic and broad-minded. Further, students will learn to recognise their society's place among the pantheon of cultures and grow more aware of their own biases in viewing others.

SUBJECT GROUP: HUMANITIES (Option D)

- Students in French Bilingual 1 must choose French Bilingual Geography or French Bilingual History.

- Students in German Bilingual 1 must choose German Bilingual Geography or French Bilingual History.
- Students in French Bilingual 2 may choose any subject except the German courses.
- Students in the parallel sets may choose Geography, History, Business or RE.

SUBJECT: HISTORY (EDEXCEL)

The course followed by students is Edexcel specification B (SHP) course. There are three examinations weighted at 75% of the total mark and an assessment written under controlled conditions which is weighted at 25% of the total grade.

Why study History?

History is the story of people in time. It allows students to understand how our current world developed and to be aware of their cultural identity and heritage. By studying History students are able to interpret the present through a study of the past. History is a recognised academic discipline all over the world. It develops evaluation skills which allow students to form their own opinion. Historians use skills such as evidence handling and report writing which are vital for all forms of careers such as law, journalism or management.

Most importantly- History is fun!

SUBJECT: BILINGUAL HISTORY (EDEXCEL)

Students in the **French and German bilingual sections** must choose to study either History or Geography **in French/German**. The courses followed use authentic French/German material, much of which is purchased in France/Germany and is normally used by French/German students of the same age group. These groups will be taught in French/German during Year 10 and in English during Year 11. All other students will be taught the whole course in English.

The courses lead to a GCSE and are based on the Edexcel specification. As the examination boards are, as yet, unable to examine the students in the French/German language, some of the course will be studied in English. Bilingual research, as well as previous results, has clear evidence that students to whom courses have been delivered in the foreign language perform at least as well and often better than if English had been the medium throughout. This is equally true of students who are finally examined in English although they have studied most of the course in French/German.

Students in the second bilingual group may also choose to study a bilingual Humanity.

History Assessment

The examination units:

1. The Depth Study: Life in Germany c1919-c1945

This enquiry in depth entails an examination of the post-war Weimar Republic in Germany, including the challenges it faced, and how and why Hitler rose to power. We will study Nazi methods of control and how these impacted upon women and the young, the economy, and minorities including the "final solution."

2. The Development Study: Medicine and treatment, and public health c1350 to the present day

We will study changes in ideas about the causes of disease, approaches to the treatment and prevention of disease and illness, and the influence of religion and science upon medicine. You will find out why British towns were such unhealthy places to live and how health standards have improved since medieval times

3. Source enquiries: The transformation of surgery c1845-c1918

Have you heard about the operation with a 300% mortality rate? How a dinner party led to the discovery of anaesthetics? You will use historical sources to discover how the surgical problems of pain, infection, and blood loss were tackled.

The controlled assessment:

The Vietnam War

We will look at the reasons for the US involvement in Vietnam, the course of the war, including the Tet offensive and the My Lai massacre and then at the growing protest movements in the US. It is assessed in two parts: an historical enquiry and then an assessment on the representations of history.

Career Opportunities

There are broadly three areas where a qualification in History is directly relevant:

- Careers where it is important or useful to have knowledge of historical events in order to understand current affairs, e.g.: journalism, broadcasting, politics, civil service, diplomatic service, European Union.
- Careers which can make good use of research, evidence handling and report writing techniques learned in studying History, e.g. law, publishing, management, police work, librarianship, and teaching.
- Careers where you need knowledge of the past e.g. archaeology, antiques, museum work, conservation, heritage, archive work, design, architecture.

For further information see Mrs M Fraser (Head of History/Humanities) or Mr. Capener

SUBJECT: GEOGRAPHY (EDEXCEL)

The full course in Geography consists of five periods per cycle, taught in Years 10 and 11. Students will work towards the GCSE in Geography. The syllabus chosen will be EDEXCEL B. This syllabus is split evenly between Human and Physical Geography. The French and German Section Bilingue will be taught in French during Year 10 and in English during Year 11. All other students will be taught the whole course in English.

IMPORTANT. Geography is changing! It is now modular. Half of the course will be examined at the end of Year 10 and half at the end of Year 11. Students will have the opportunity of retaking the Year 10 examinations in January of Year 11 with a view to improving grades if necessary.

Unit 1. (Examined in June 2010 with retake option in January 2011.)

Introduction to the Dynamic Planet. Volcanoes and Earthquakes.

Climate and Change. Evidence for climate change in the earth's history and how we may cope with climate change in the future.

Battle for the Biosphere and Water World. How should we conserve the earth's great ecosystems? How do we ensure that there is water for everyone in the future?

Coastal Change and Conflict. How is the coast shaped and how should it be protected?

Extreme climates. How do people adapt to increasingly challenging climates?

Unit 2. (Examined in January 2011 with retake option in June 2011.)

Population Dynamics. Reasons for population change and how population growth may be managed.

Resource management. Will the earth's resources run out? How should they be sustainably managed?

Living spaces. What makes a place attractive for settlement? How do we manage settlements in a sustainable way?

Making a Living. Why are jobs changing and how can we develop industry without endangering the environment?

Changing Cities. How are cities changing and how should they be sustainably managed?

Changing Countryside. What are the pressures on the countryside? How can rural areas be sustainably managed?

Development Dilemas. How and why do countries develop in different ways? How might countries develop more sustainably in the future?

Unit 3.

Making Geographical Decisions. (Examined in June 2010 with retake option June 2011.)

You are given a resource booklet and you use the resources to answer a series of questions.

Unit 4.

Coursework.

Examined June 2011.

ASSESSMENT.

Units 1, 2 and 3 will be tiered assessments. The Higher Tier papers are designed for students who are likely to obtain grades A*-D. Coursework, based on a single piece of fieldwork is not tiered. **It is intended that students choosing this course will take part in residential fieldwork based at Swanage in Dorset. This will allow us to consider features and processes from the Coastal module as well as collecting data for the coursework.**

CAREER OPPORTUNITIES.

Apart from the obvious pleasures of a career in teaching, Geography has applications to many career opportunities, notably the following: agriculture and horticulture, surveying, local government, civil aviation, landscape architecture, estate agency work, the merchant navy, the armed services, meteorology, cartography, town and country planning, travel agency work, the road transport and haulage industries, mining and quarrying and conservation. In addition, many employers regard Geography as a useful signpost to the well-educated and well-informed person. Geography has been described as an integrating subject without equal.

FOR FURTHER INFORMATION PLEASE SEE: Mr. A. Marshall (Head of Geography.)

SUBJECT: RELIGIOUS EDUCATION (PHILOSOPHY AND APPLIED ETHICS OCR)

The RE course followed by students is OCR Religious Studies B (Philosophy and Applied Ethics). Students study 4 units and sit an examination at the end of year 11. **They also have the option of sitting 2 of the examinations as modules at the end of year 10.**

Why study Religious Education?

Through the study of RE at GCSE, students will develop their knowledge and understanding of the beliefs, values and traditions of Christianity and up to two other world religions. They will think about religious and secular responses to moral and ethical issues, some of which are extremely topical, and investigate and respond to some of the fundamental questions of life. Questions such as; Do we have the right to create life? How should we respond to social injustice? Is there life after death? Do we have a soul? When attempting to respond to these questions and others, students will learn the various religious responses as well to construct powerful and reasoned arguments of their own. Students will develop their personal, social and cultural being and understand how they themselves relate to the world around them

The following four units will be studied in detail:

- Philosophy 1 - Religious and Spiritual Experience, End of Life.

Topics covered here the concept of worship and the use of art and music to express beliefs about God. How and why do people worship and the power of prayer to deepen faith. Students will explore the relationship between the body and soul and the religious concept of life after death.

- Philosophy 2 - Good and Evil, Religion and Science

Within this unit students study the concept of good and evil as well as explore the idea of natural and human suffering in depth. The relationship between scientific and religious understandings of the origins of the world and humanity will be explored. Other issues include responses to environmental issues and the concept of stewardship along with attitudes to animals and their treatment.

- Ethics 1 - Religion and Human Relationships, Medical Ethics, Poverty and Wealth

The ethics unit covers issues such as the importance of marriage and the family, beliefs about sexual relationships, divorce and remarriage, different attitudes towards abortion, fertility treatment, euthanasia and the use of animals in medical research as well as religious views on wealth, causes of hunger, poverty and disease.

- Ethics 2 - Religion, Peace and Justice, Equality and the Media

Within the second ethics unit students complete an in-depth study of the Just War theory, attitudes towards pacifism, the concept of justice, aims of punishment, teachings about equality and beliefs about forgiveness and reconciliation. The media and its portrayal of religion are studied along with the concept of censorship and freedom of speech.

Career Opportunities

A qualification in Religious Education is valuable in that it reveals an ability to appreciate different points of view and to understand cultural and religious diversity. When living in a multi-cultural society, an understanding of different cultures and beliefs is beneficial for any career that involves working with people. Careers such as the police force and the other emergency services, the medical profession, teaching, journalism, law and the diplomatic service are just some that require knowledge and understanding of beliefs, values and traditions throughout the world.

For further advice please see:

Addressing the Areas of Interaction in Humanities: students should:

Approaches to Learning:

- Assume responsibility for their own learning, including the conducting of additional research to extend understanding
- Organise and maintain careful notes, and use them to structure their thinking
- Conduct research using a variety of means, as well as accurately judging bias in sources

Community and Service:

- Consider concepts and issues from the broader national and international communities, and relate them to local parallels
- Recognise the merits of ancient ethical systems and consider their applications in the present day
- Employ the study of humanities in hypothesising solutions to both local and global problems

Human Ingenuity:

- Recognise the creativity demonstrated by ancient peoples, including pre-civilised peoples, through their art, ideas, and inventions
- Recognise the value of the visual and performing arts in the understanding of culture and note the place of the arts within the broader context of history and culture
- Become aware of the variety of ethical and legal philosophies developed in the ancient world and how they relate to the broader culture
- Consider the meaning of human nature, employing historical examples as evidence, and apply this meaning to facilitate understanding of modern issues

Environment:

- Recognise the impact man has had on his environment across the scope of history
- Extrapolate the previous concepts to their national and local settings

Health and Social Education:

- Consider how the ethical, religious, and philosophical ideas of the ancient world apply to present-day social and personal issues
- Recognise social issues and responses in ancient societies, and extrapolate parallels in the present day
- Consider various ways in which ancient peoples looked after physical and emotional health
- Explore the impact of social class in different places and on historical figures, and extrapolate parallels in local society

Subject specific Assessment Criteria:

Knowledge (0-10)

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills. Knowledge and understanding can be assessed through a wide variety of tasks that involve factual recall or description, and explanation. Tasks may include tests, examinations, written assignments, oral interviews and presentations, extended writing, projects and exhibits.

Level of Achievement	Descriptor
0	The student does not reach a standard described any of the descriptors given below.
1-2	The use of terminology is inconsistent or incorrect . Facts and examples are either absent , or those used are irrelevant or do not show understanding . The student provides descriptions that are inaccurate or that have insufficient detail ; explanations are absent or superficial .
3-4	The use of terminology is mostly accurate and usually appropriate , though some errors remain. Facts and examples used are mostly relevant, and usually show understanding . The student provides basic descriptions that may need more detail; explanations are usually adequate but sometimes superficial.
5-6	Terminology is used accurately and appropriately . Relevant facts and examples are used to show understanding . The student provides accurate descriptions; explanations are adequate but now well developed.
7-8	A range of terminology is used accurately and appropriately. A range of relevant facts and examples are used to show understanding. The student provides accurate and detailed descriptions; explanations are developed .
9-10	The student shown an excellent command of a wide range of terminology, and uses it appropriately. An extensive range of relevant facts and examples are used to show understanding. Descriptions are accurate and detailed and explanations are fully developed .

Concepts (0-10)

Concepts are powerful ideas that have relevance within and across the Middle Years Programme, and students must explore and re-explore these in order to develop understanding. Learners develop their understanding of a concept to increasing levels of sophistication by applying acquired knowledge and skills.

Level of Achievement	Descriptor
0	The student does not reach a standard described any of the descriptors given below.
1-2	Application of concepts is inappropriate . The student

	may demonstrate some conceptual awareness and understanding by recognising basic connections to the subject matter.
3-4	Application of concepts is not always appropriate . The student demonstrates conceptual awareness and understanding by describing basic connections to the subject matter.
5-6	Application of concepts is appropriate but superficial . The student demonstrates conceptual awareness and understanding by describing connections to the subject matter. The student attempts to apply concepts to other situations but is not always successful.
7-8	Application of concepts is appropriate and shows some depth . The student demonstrates conceptual awareness and understanding by explaining connections to the subject matter. The student applies concepts to other situations.
9-10	Application of concepts is appropriate and sophisticated . The student demonstrates conceptual awareness and understanding by explaining in detail connections to the subject matter. The student applies concepts effectively to other situations.

Skills (0-10)

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate an understanding of knowledge and concepts. Developments in the student's technical, analytical, decision-making and investigative skills will be invaluable in transferring these skills to other subject groups in the MYP, and for lifelong learning.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors given below.
1-2	The student can select and use some relevant information. The student displays minimal analytical skills . The student's arguments, decisions or judgments are not always relevant , or may be absent . The student attempts to carry out investigations, demonstrating few skills .
3-4	The student selects and uses mostly relevant information. The student's work lacks the required depth in analysis . The student makes some relevant arguments, decisions or judgments though these are unsupported . The student demonstrates basic investigative skills.
5-6	The student selects and uses relevant information. Work shows satisfactory evidence of analysis . Arguments, decisions and judgments are supported and balanced but superficial . The student demonstrates adequate investigative skills.
7-8	The student selects and uses a range of relevant information. Work shows a good level of critical analysis . Arguments, decisions and judgments are well supported and balanced . The student demonstrates effective investigative skills.
9-10	The student selects and uses a wide range of relevant information. Work shows a high level of critical analysis . Arguments, decisions and judgments are fully supported and well balanced . The student demonstrates sophisticated investigative skills.

Organisation and presentation (0-8)

Students need to develop the ability to organise and present information and ideas in order to be able to demonstrate their grasp of humanities knowledge, concepts and skills.

Level of Achievement	Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student communicates information that may not always be relevant . The student attempts to structure the work, but it may be unclear and/or inappropriate to the format required. Presentation and expression are unclear and imprecise . There may be some evidence of documentation.
3-4	The student communicates information that is mostly relevant . The student attempts to structure and sequence the work but is not always successful . Presentation and expression are occasionally unclear . Sources of information are documented, though there may be omissions or consistent errors in adhering to conventions.
5-6	The student communicates information that is relevant . The student uses a structure appropriate to the task and sequences the content logically . Presentation and expression are clear; attention is paid to the audience and purpose in terms of appropriate language, style and visual representation. Sources of information are documented, with occasional errors in adhering to conventions.
7-8	The student communicates information that is always relevant . The student organizes information into a well-developed and logical sequence , appropriate to the format required. Presentation and expression are clear, concise and effective , and the language, style and visual representation used are always appropriate to the audience and purpose. All sources of information are documented according to a recognised convention .

