



6TH FORM
PRE-UNIVERSITY STUDY
A LEVELS & THE IB DIPLOMA PROGRAMME



2025-2026



INTRODUCTION

Dear Parents and Students,

A very warm welcome to Thames British School Warsaw.

As the Executive Head of Schools, I warmly welcome you to Thames British School, Warsaw. Whether it's your first encounter or you're already part of our community, we're a diverse group of learners from around the world, bound by our home in Warsaw, shared values and purpose: our dedication to the young people in our care.

What defines an international British-style education? It blends British education traditions and values, providing a global outlook while respecting local customs. Following the British curriculum, students benefit from exposure to various subjects, cultivating a well-rounded education enriched by learning the Polish language and understanding local traditions. Emphasising critical thinking, creativity, and effective communication, this education prepares students for a competitive and interconnected world, striving to create globally aware individuals.

A hallmark of British education is the emphasis on examinations and assessments. Thames students undergo assessments to ensure alignment with international and British standards.

In the final four years, we offer the Cambridge IGCSE as a stepping stone for A Levels or the International Baccalaureate Diploma Programme. Our diverse programmes provide students with equally rigorous pathways to world-leading institutions, focusing on what they need for what comes next.

"We are called to be the architects of our future, not its victims" (Buckminster Fuller). This embodies Thames' mission — to empower young people with the knowledge, skills, and agency to shape their futures, and our values — Responsibility, Integrity, Compassion, Resilience, and Collaboration — are at the core.

Our dedicated professionals tirelessly provide meaningful and impactful learning opportunities. Strong home-school partnerships, built on shared values define Thames learners, emphasising character traits alongside academic success. Trust is earned through authentic communication consistent with our values, and our commitment to safeguarding every young person entrusted to us. After all, "It takes a village to raise a child".

As a young, ambitious school with 4 campuses, we bring the best of International British Education to Warsaw. Striving for constant improvement, each campus has its unique character. Still, we work together as one village, one community united by a common purpose — to prepare young people for whatever comes next.

Yours in partnership,



Berrin Schofield
Executive Head of School

Caring today | Shaping tomorrow

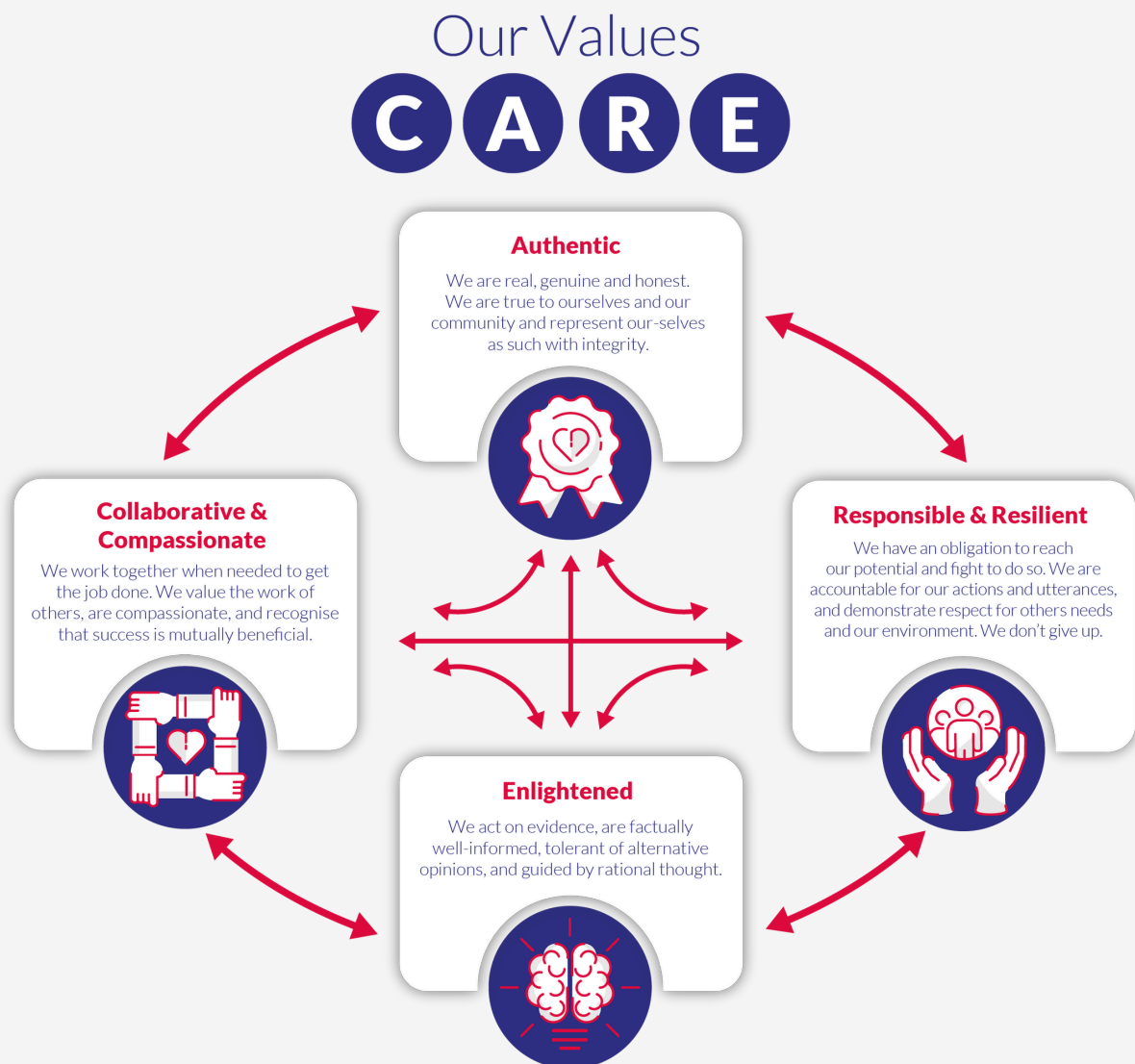


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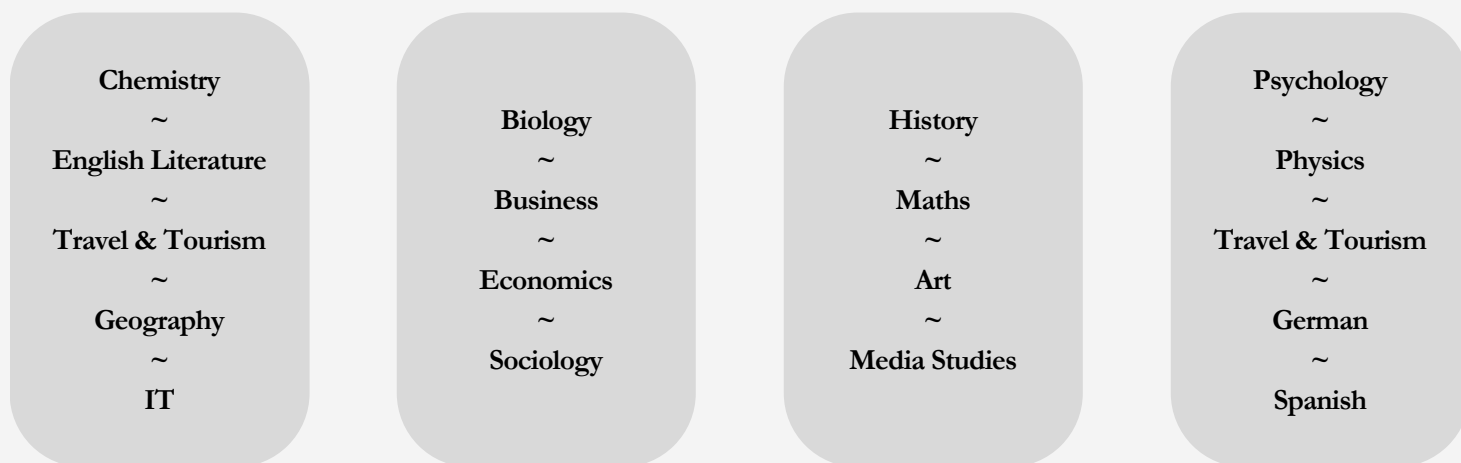
THE A LEVEL CURRICULUM

Cambridge International A Levels is a two-year course with a rigorous, highly flexible pathway to matriculation recognised by leading universities and colleges across the world including in the UK, US, Europe, Australia, Canada, and New Zealand. The curriculum develops a deep understanding of the subjects, independent thinking, and research skills. Students undertaking the Cambridge International A Level programme learn how to present ordered and coherent arguments and gain higher order thinking skills such as analysis, critical thinking, and problem solving. These skills and attributes are highly sought after and valued by universities when considering student applications.

A Level curriculum at Thames British School

We strongly advise most students to opt for three subjects at A Level as part of our pathway to success counselling programme. Every effort is made to accommodate our students' choices but some subjects may not always be available due to class size, staffing and timetabling constraints. As a general rule, the **minimum group size for a subject is 5 students**.

Year 11 students select from the following subjects:



Apart from their A Level options, students will be required to attend subjects resulting from local requirements and school policies: **Polish and PSHE** (includes Ethics) are compulsory for all. The **Geography and History of Poland** are legally required for all Polish nationals.

The following requirements will apply to Year 11 students applying for the A level programme:

- Entry to the A Level programme is subject to the IGCSE results.
- Students are strongly advised to select subjects that they are good at and enjoy to maximise success and matriculation options.
- For Science and Mathematics, a grade C or above is recommended at the IGCSE level; students who obtain a C will be subject to review.
- As a general rule, students who study English as a Second Language are not encouraged to select the A Level or DP English Literature options.
- Results other than IGCSEs or GCSEs will be subject to consideration.

Cambridge International Project Qualification (IPQ)

Our A Level students can opt to obtain the Cambridge International Project Qualification (IPQ) which develops their skills in research, planning, analysis, and evaluation. The development of these skills will facilitate their A Level studies and at university and is a great asset in the admission process. Students complete a 5,000 word research project on a topic of their choice. They can choose a subject to complement one of their Cambridge International AS or A Levels or a topic that they are passionate about. They devise and develop a research question, conduct research to answer this question, record their progress in a research log, and write a report.

International Award

At Thames British School, A Level students have the chance to obtain the Duke of Edinburgh International Award – an internationally recognised programme that acts as an enriching balance to the academic requirements of the A Level curriculum. The award pushes students to leave their comfort zone and reach their fullest potential.

There are three levels of the award: Bronze, Silver, and Gold – each of them contains four sections, including physical recreation, skill development, voluntary service, adventurous journey, and residential project (Gold Level only). To obtain the award, candidates must show regular participation over a fixed period of time, demonstrating their commitment and progress in each section.

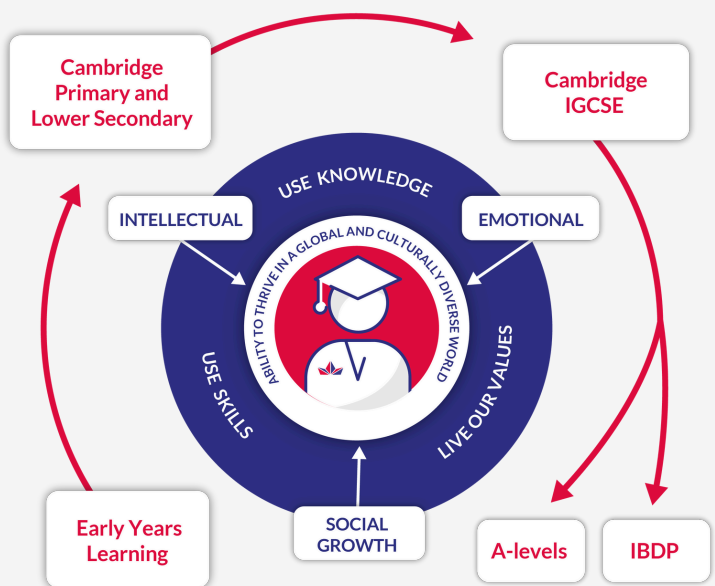
PATHWAYS TO SUCCESS

CAREER COUNSELLING SERVICE

With a whole world to choose from, finding the most suitable university and career pathways can be daunting. Thames British School provides students and their families with a complete, 360-degree university transition and career counselling service, covering every aspect of university and career preparation.

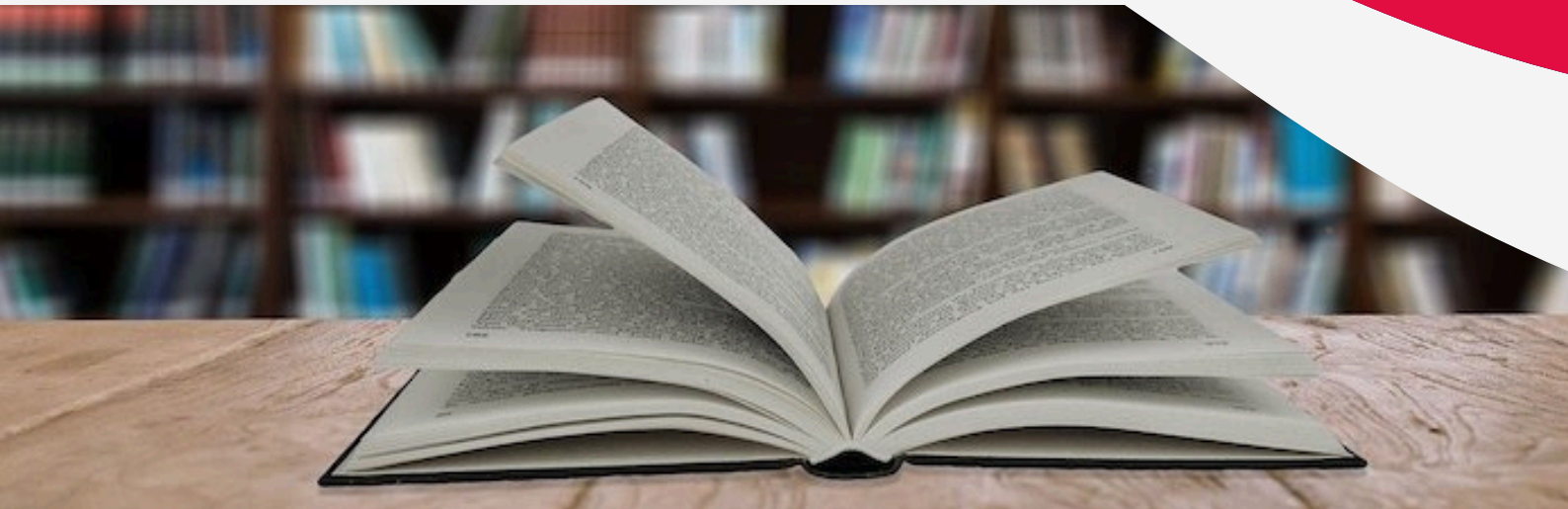
Our clear, adaptable five-stage process (see below) ensures that you and your child are fully focused on preparing and submitting first-rate university applications, instead of wasting time, money and energy on navigating the myriad qualifications, countries, institutions and career options available to High School graduates today.

1. Initial needs analysis: students meet professional university admissions counsellors, complete questionnaires and aptitude tests and identify initial goals.
1. Know yourself: further meetings with counsellors for a series of one-on-one conversations; aptitude testing and assignments; these sessions help students identify their unique traits and gain a deeper understanding of their university and career-oriented motivations.
1. Research pathways: our counsellors provide students with insight into the skill sets that are most valuable to their future university and career pathways; students are given advice and information about the university courses and careers in which they have shown interest; to ensure students have realistic expectations and understand the implications of their choices, they are matched with university and/or career-specific experts who answer any remaining questions.
4. Action plan: our counsellors prepare a detailed report summarising the first 3 stages of the process with an overview of the student's best university and career options. The student, in partnership with the career leaders, completes an action plan and receives a certificate of completion that serves as a valuable addition to their CV.
5. Application: our team works with the student and their family to ensure the effective implementation of their action plan (i.e. successful entry to the targeted university or career); this involves a bespoke range of activities from resume and cover letter writing workshops and coaching on internship and job search strategies. We also host a variety of university and career fairs and networking events throughout the year, giving our students the opportunity to meet with university and career representatives.



For further information about our university and career counselling service, please email unicounselling@thames.pl

ENGLISH LITERATURE



What do students study?

Learners following the Cambridge International AS and A Level English syllabus study a range of texts in three main forms: prose, poetry, and drama. Set texts are offered from a wide range of periods and cultures. Learners develop reading and analysis skills, and are encouraged to undertake wider reading to aid their understanding of the studied texts. They learn effective and appropriate communication skills including the ability to discuss the critical context of texts.

What leads to success in this course?

- Enjoying the experience of reading literature.
- Developing an appreciation of and an informed personal response to literature in English in a range of texts.
- Communicating effectively, accurately, and appropriately in written form.
- Developing the interdependent skills of reading, analysis, and communication.
- Analysing and evaluating the methods writers use in creating meaning and effects.

What does this qualification lead to?

The English Literature course provides a foundation for the study of literature or related courses in higher education. It is also suitable as part of a general education course. The skills teach students to think critically, research, apply analytical models, and communicate. This can lead to careers including law, communications, HR, copywriting, administration, marketing/PR, teaching, editing/publishing, journalism and advertising. Students can find up-to-date entry requirements for their courses here: www.cambridgeinternational.org/recognition.

How is the course assessed?

Paper 1: Drama and Poetry – 25% of the A Level.

Candidates answer two questions – one question from Section A: Drama and one question from Section B: Poetry.

Paper 2: Prose and Unseen – 25% of the A Level.

Candidates answer two questions – one question from Section A: Prose and one question from Section B: Unseen.

Paper 3: Shakespeare and Drama – 25% of the A Level.

Candidates answer two questions – one question from Section A: Shakespeare and one question from Section B: Drama.

Paper 4: Pre- and Post-1900 Poetry and Prose – 25% of the A Level.

Candidates answer two questions – one question from Section A: Pre-1900 Poetry and Prose, and one question from Section B: Post-1900 Poetry and Prose. Candidates respond to both a poetry and a prose question.

MATHEMATICS



What do students study?

Cambridge International A Level Mathematics develops a set of transferable skills. These include working with mathematical information, thinking logically and independently, modelling situations mathematically, analysing results, and reflecting on findings. Learners can apply these skills across a wide range of subjects and the skills equip them well for progression to higher education or directly into employment. It is also suitable as part of a general education course.

What leads to success in this course?

Mathematics requires a great deal of hard work and effort by students in order to be successful. Regular attendance and full involvement in all the tasks and activities is essential. Independent learning must be completed to a high standard and submitted on time. It must be accurate and well organised. Support is always available when required.

What does this qualification lead to?

Cambridge International A Level Mathematics provides a foundation for the study of Mathematics or related courses in higher education. It is also suitable as part of a general education course. Students can find up-to-date entry requirements for their courses here: www.cambridgeinternational.org/recognition.

How is the course assessed?

Candidates take four components for Cambridge International A Level Mathematics.

All candidates take: Paper 1: Pure Mathematics 1 and **Paper 3:** Pure Mathematics 3.

Then, candidates take either: **Paper 4:** Mechanics and **Paper 5:** Probability & Statistics 1 or **Paper 5:** Probability & Statistics 1 and **Paper 6:** Probability & Statistics 2.

It is not possible to combine Paper 4 and Paper 6. This is because Paper 6 depends on prior knowledge of the subject content for Paper 5.

GERMAN SPANISH OR FRENCH



What do students study?

These courses encourage students to develop an understanding of the spoken and written forms of German, Spanish, and French to communicate confidently in a variety of situations. Students are exposed to authentic materials from a variety of sources including magazines, literary works, films, and television. They also gain insights into the cultural background and heritage of countries and communities where German and Spanish are spoken. Topics of study include the importance of family, the world of work, media, music, traditions, tourism, immigration, multiculturalism, history, and politics.

What leads to success in these courses?

Students who take up either of the two courses should have previously completed a Cambridge O Level or Cambridge IGCSE or equivalent in these subjects. Learning German, Spanish, or French requires a great deal of systematic work and effort to learn vocabulary and grammar and develop fluency in speaking, writing, reading, and listening. Students are expected to engage fully to achieve greater fluency, accuracy, and confidence in these languages.

What does this qualification lead to?

Cambridge International A Levels in languages provide a foundation for the study of languages or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in languages, or as part of a general education course. Students can find up-to-date entry requirements for their courses here: www.cambridgeinternational.org/recognition.

How is the course assessed?

Component 1: Speaking test

Presentation followed by a conversation with the examiner – 20% of the A Level.

Component 2: Reading and Writing

Candidates answer specific and general comprehension questions on two passages, and respond to a task requiring a summary or comparison of issues raised – 35% of the A Level.

Component 3: Essay

Candidates choose one question and write an essay in the target language of 250–400 words – 15% of the A Level.

Component 4: Texts

Candidates answer three questions in the target language – 30% of the A Level.

BIOLOGY



What do students study?

A Level Biology builds on the skills acquired at Cambridge IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts that are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout the course is on understanding concepts and the application of biology in novel contexts and on the acquisition of knowledge. The course encourages creative thinking and problem-solving skills which are transferable to any future career path. A Level Biology is ideal for learners who want to study biology or a wide variety of related subjects at university or to follow a career in science.

What leads to success in the course?

Students who choose A Level Biology must demonstrate interest in learning about science, questioning ideas, and using scientific language to communicate their views and opinions. They should enjoy solving unfamiliar problems confidently and creatively, be keen to develop scientific skills, and be curious about scientific issues that affect the individual, the community, and the environment. Last but not least, students need to work both individually and collaboratively whilst respecting all the required safety principles.

What does this qualification lead to?

Cambridge International A Level Biology provides a foundation for the study of biology or related courses in higher education. It is recognised as a contributing entry qualification for a wide range of higher education courses such as Biology, Environmental Science, Medicine, Nursing, Dentistry, Psychology, Pharmacology, Ecology, Genetics, Microbiology, Zoology, Botany, Marine Biology, Biomedicine, Biotechnology, and Bioinformatics.

How is the course assessed?

Paper 1: Multiple Choice: 40 four-option multiple-choice questions – 15.5% of the A Level.

Paper 2: Structured questions based on the syllabus content – 23% of the A Level.

Paper 3: Advanced Practical Skills: questions based on experimental skills in the practical assessment section of the syllabus – 11.5% of the A Level.

Paper 4: Structured questions based on the syllabus content – 38.5% of the A Level.

Paper 5: Planning, Analysis and Evaluation: questions based on the experimental skills of planning, analysis and evaluation – 11.5% of the A Level.

CHEMISTRY



What do students study?

A Level Chemistry aims to explain the observable properties of matter using atomic and molecular theories. The course encompasses topics such as physical chemistry, inorganic, and organic Chemistry. Studying Chemistry develops the students' practical skills and their ability to think logically and critically about the underlying theory. The course is a combination of theory and discovery through practical investigations.

What leads to success in the course?

Chemistry develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Students develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative, and inventiveness. To succeed in Chemistry, the student must demonstrate competence in the subject up to (I)GCSE level or similar.

What does this qualification lead to?

Chemistry can work in combination with any other subjects, but Chemistry is considered essential for Medicine, Veterinary Medicine and Dentistry, and for this it should be studied with Biology, often with Mathematics as well. Chemistry is recognised as an entry qualification for a wide range of higher education courses, including Chemistry, Environmental Science, Medicine, and Pharmacy.

How is the course assessed?

Paper 1: Multiple Choice: 40 four-option multiple-choice questions – 15.5% of the A Level.

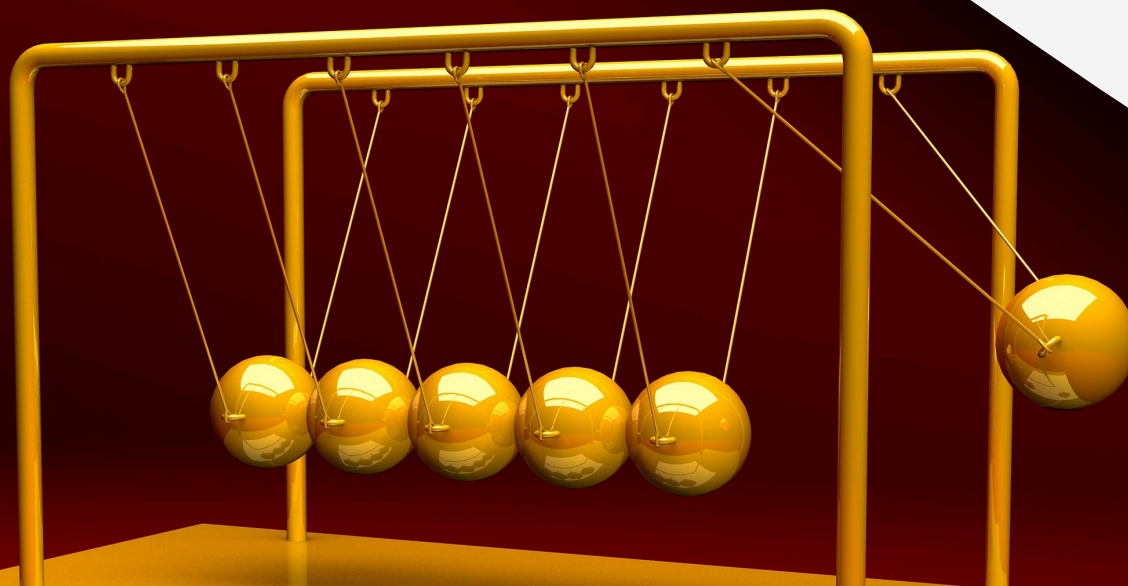
Paper 2: Structured questions based on the syllabus content – 23% of the A Level.

Paper 3: Advanced Practical Skills: questions based on experimental skills in the practical assessment section of the syllabus – 11.5% of the A Level.

Paper 4: Structured questions based on the syllabus content – 38.5% of the A Level.

Paper 5: Planning, Analysis and Evaluation: questions based on the experimental skills of planning, analysis and evaluation – 11.5% of the A Level.

PHYSICS



What do students study?

A Level Physics is focused on the understanding of concepts and the application of physics in novel contexts and on the acquisition of knowledge. The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of physics, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. A Level Physics aims to provide explanations for natural phenomena from the very big (motion of planets) to the very small (interactions of sub-atomic particles). The study of Physics develops the students' ability to think logically and apply mathematical techniques.

What leads to success in the course?

A Level Physics is ideal for learners who want to study physics or a wide variety of related subjects at university or to follow a career in science. The candidate must demonstrate competence in the subject up to (I)GCSE level or similar. A sound comprehension of Mathematics is also required for a student to succeed in this course.

What does this qualification lead to?

Physics is recognised as an entry qualification for a wide range of higher education courses including Physics, the Sciences, Medicine, and Engineering. Physics can also lead directly into employment in fields such as radiography and biotechnology. A few complementary subjects include Mathematics, Chemistry, Biology, Geography, and Art. Students can find up-to-date entry requirements for their courses here: www.cambridgeinternational.org/recognition.

How is the course assessed?

Paper 1: Multiple Choice: 40 four-option multiple-choice questions – 15.5% of the A Level.

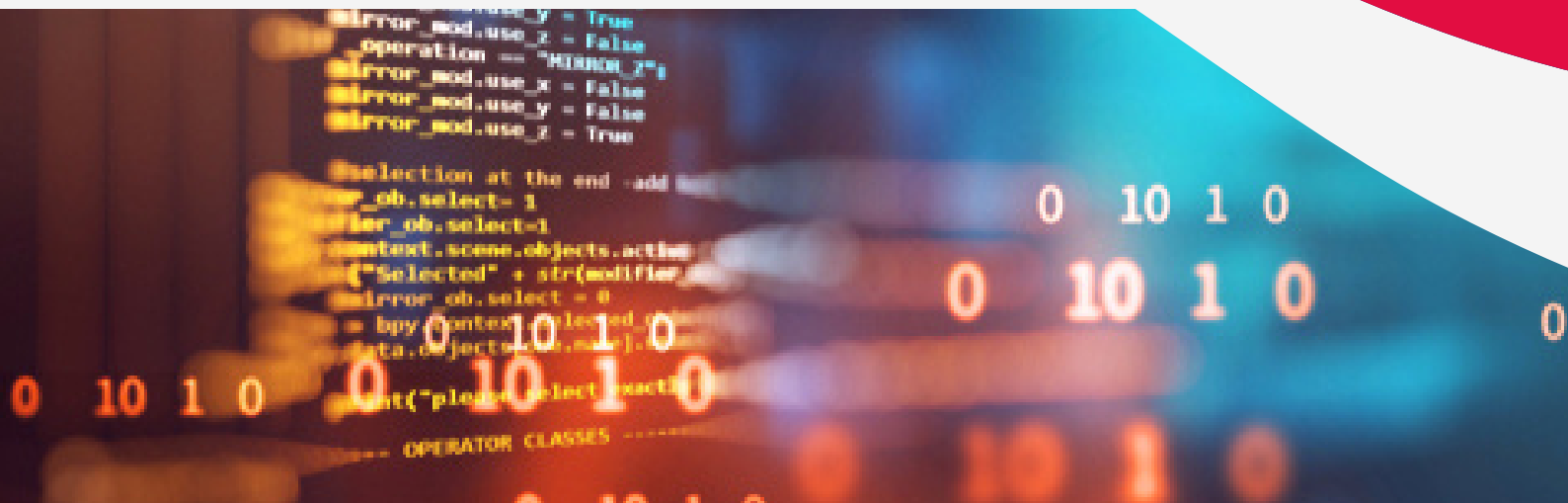
Paper 2: Structured questions based on the syllabus content – 23% of the A Level.

Paper 3: Advanced Practical Skills: questions based on experimental skills in the practical assessment section of the syllabus – 11.5% of the A Level.

Paper 4: Structured questions based on the syllabus content – 38.5% of the A Level.

Paper 5: Planning, Analysis and Evaluation: questions based on the experimental skills of planning, analysis and evaluation – 11.5% of the A Level.

COMPUTER SCIENCE



What do students study?

The aim of the A Level Computer Science syllabus is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programmes work in a range of contexts. Learners study topics including information representation, communication, internet technologies, hardware, software development, and relational database modelling. As they progress, learners develop their computational thinking and use problem solving to develop computer based solutions using algorithms and programming languages.

What leads to success in the course?

Students who wish to do A Level Computer Science should be interested in learning about computer science and using technical language to communicate their knowledge and understanding. They must be engaged and keen to develop computer science skills and further their understanding of developments in the use of technology. The course requires students to solve unfamiliar problems and design computer programmes creatively and independently, and demonstrating engagement with these tasks are essential to succeed.

What does this qualification lead to?

Cambridge International A Level Computer Science provides a suitable foundation for the study of computer science or related courses in higher education. It is also suitable for candidates intending to pursue careers or further study in computer science or ICT, or as part of a general education course.

How is the course assessed?

Paper 1: Theory Fundamentals

Short-answer and structured questions – 25% of the A Level.

Paper 2: Fundamental Problem-solving and Programming Skills

Short-answer and structured questions – 25% of the A Level.

Paper 3: Advanced Theory

Short-answer and structured questions – 25% of the A Level.

Paper 4: Further Problem-solving and Programming Skills

Short-answer and structured questions – 25% of the A Level.

HISTORY



What do students study?

The A Level History course enables students to explore the significance of events, individuals, issues, and societies in history. It also develops their ability to understand the different interpretations and representations of history and the nature of historical judgements. The course ranges from early modern history to the twentieth century and covers the developments and impacts of key ideological and historical changes that shaped these periods. The emphasis is on both historical knowledge and the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

What does this qualification lead to?

History is particularly helpful for students planning to study Government, Politics, and Philosophy courses and combines effectively with Economics, Business Studies, Geography, Modern Foreign Languages, and English. Its recognised academic status stands it in good stead with any combination. History has clear links with careers in research and education as well as journalism, media, and administration. The skills acquired are also highly favoured in law and accountancy.

What leads to success in the course?

A Level History has a reputation for developing the students' analytical and critical skills, which is a great preparation for university. In order to succeed in the course, students must develop essay writing skills, read and critically evaluate resources, formulate sophisticated arguments, and justify their opinions.

How is the course assessed?

Paper 1: Document question – 20% of the A Level.

Candidates answer one two-part document question on one of the options given.

Paper 2: Outline study – 30% of the A Level.

Candidates answer two two-part questions from three on one of the options given.

Paper 3: Interpretations question – 20% of the A Level.

Candidates answer one interpretations question on one of the options given in the syllabus.

Paper 4: Depth study – 30% of the A Level.

Candidates answer two questions on their chosen depth study.

ECONOMICS



What do students study?

In A Level Economics, students learn how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly. The syllabus covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

What leads to success in the course?

Students need to have a sound level of numeracy and literacy. Students have to be able to write in extended prose, analyse information in numerical, graphical or textual form, and learn subject content thoroughly enough to be able to answer supported choice questions.

What does this qualification lead to?

Economics can be studied at some universities in conjunction with ICT, Languages, History, and Geography, or Science based courses such as Engineering. Career opportunities for students with Economics-based degrees are many and varied within business, the civil service, journalism, and education.

How is the course assessed?

Paper 1: Multiple Choice questions – 17% of the A Level, Externally assessed.

Paper 2: Data Response and Essays – 33% of the A Level, Externally assessed.

Paper 3: Multiple Choice questions – 17% of the A Level, Externally assessed.

Paper 4: Data Response and Essays – 33% of the A Level, Externally assessed.

BUSINESS



What do students study?

The syllabus teaches students to understand and appreciate the nature and scope of business and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organisations. They learn about business and its environment, human resource management, marketing, operations management, and finance and accounting. At Cambridge International A Level, students also learn how to develop a business strategy.

Who does this course suit?

This course is especially suited to those who want to pursue a career in business, or to complement other A Level courses. They will be well equipped to apply for a university course in Business Management, Accountancy, Law, or International Business. The nature of the subject and its methods of assessment are such that students need to have a sound level of numeracy and literacy. Students have to be able to write analytical answers to questions on a wide range of topics and be confident in their handling of numerical information.

What does this qualification lead to?

A Level Business provides a foundation for the study of business or related courses in higher education. There are a large number of Business based courses available at universities that can be linked to accountancy, computing, food science, languages, mathematics, psychology and much more, and a similar range of courses can be found linked to management studies and marketing degrees. It is also suitable as part of a general education course.

How is the course assessed?

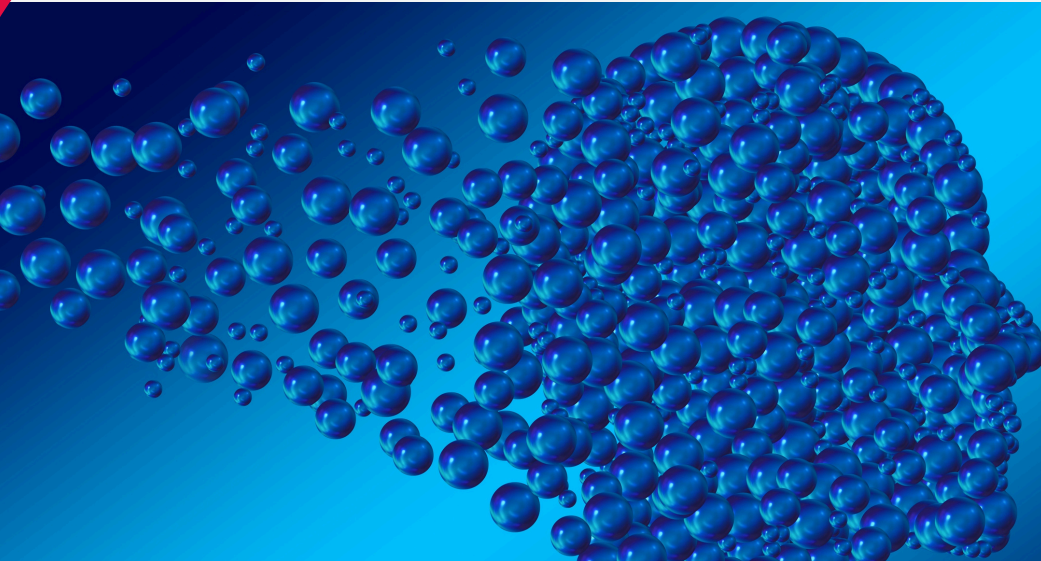
Paper 1: Business Concepts 1 Questions based on the subject content – 20% of the A Level.

Paper 2: Business Concepts 2 Two data response questions – 30% of the A Level.

Paper 3: Business Decision-Making Five questions based on a case study – 30% of the A Level.

Paper 4: Business Strategy Two essay questions based on a case study – 20% of the A Level.

PSYCHOLOGY



What do students study?

A Level Psychology encourages students to develop their appreciation of the subject by exploring the ways in which psychology is conducted. As part of their studies, students also review important research, and this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key approaches, research methods, issues and controversies. The syllabus reflects four core areas of psychology, namely biological, cognitive, learning, and social; it also relates psychology to abnormality and consumer behaviour. A Level Psychology provides candidates with opportunities to consider approaches, issues and controversies and research methods that underpin all aspects of psychology.

What leads to success in the course?

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

What does this qualification lead to?

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

How is the course assessed?

Paper 1: Approaches, Issues and Debates Short answer and extended response questions – 25% of the A Level.

Papers 2: Research Methods Short answer questions, scenario based questions, planning questions – 25% of the A Level.

Paper 3: Specialist Options: Approaches, Issues and Debates Answers to two questions from two specialised options – 25% of the A Level.

Paper 4: Specialist Options: Application and Research Methods Answers to two questions from two specialised options – 25% of the A Level.

SOCIOLOGY



What do students study?

A Level Sociology explores the complexities of human society, focusing on key themes such as socialisation, identity, inequality, and power. Students critically analyse social structures, cultural diversity, and contemporary global issues through varying sociological perspectives. They develop essential skills in research, evaluation, and critical thinking by examining topics such as education, the family, media, religion, and globalisation. The course encourages students to question societal norms, engage in meaningful discussions, and apply sociological theories to real-world challenges.

What leads to success in the course?

Success in A Level Sociology requires strong analytical and evaluative skills alongside a willingness to engage with sociological theories and contemporary social issues. Independent study, critical reading, and the ability to interpret and apply sociological research are essential. Students should be prepared to discuss key sociological debates, develop structured arguments, and apply theoretical perspectives to real-world contexts. Strong essay-writing skills and an ability to assess contrasting viewpoints will support academic progress. The course also encourages collaboration and independent inquiry, providing a strong foundation for higher education and careers in social sciences, law, education, and public policy.

How is the course assessed?

Paper 1: Socialisation, Identity and Methods of Research – 25% of the A Level.

A written exam (1 hour 30 minutes) with three compulsory questions and one extended essay question.
Externally assessed.

Paper 2: The Family – 25% of the A Level.

A written exam (1 hour 30 minutes) with three compulsory questions and one extended essay question.
Externally assessed.

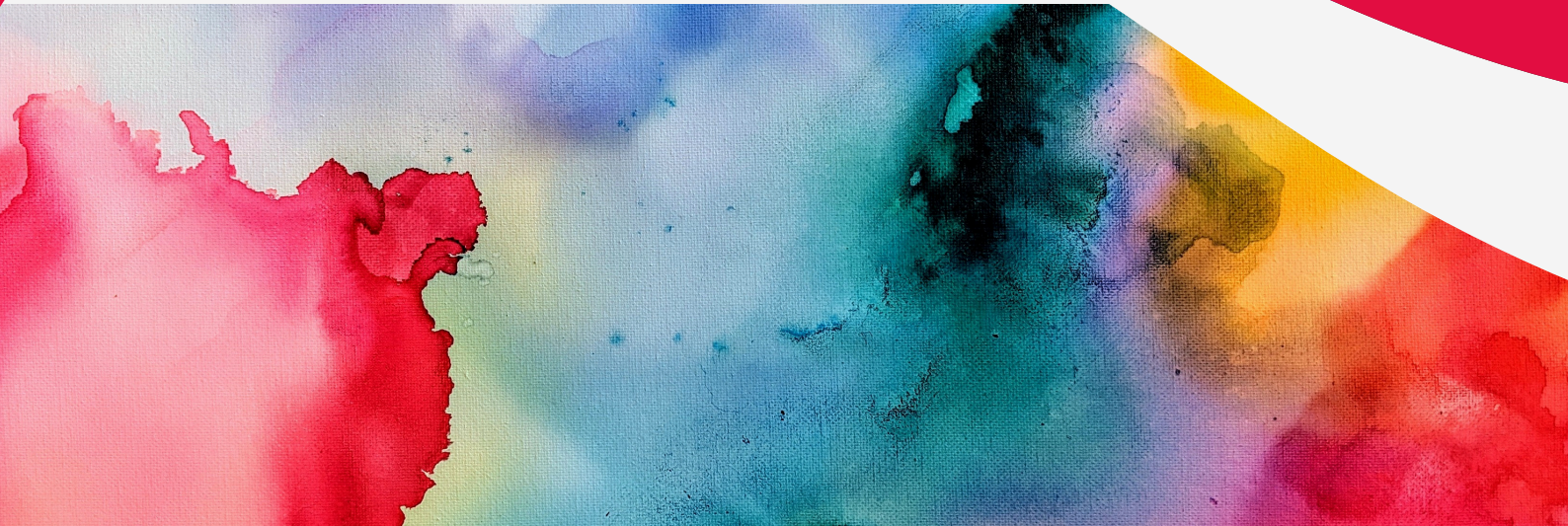
Paper 3: Education – 20% of the A Level.

A written exam (1 hour 15 minutes) with structured short-answer and extended-response questions.
Externally assessed.

Paper 4: Globalisation, Media and Religion – 30% of the A Level.

A written exam (1 hour 45 minutes) requiring two extended essay responses, chosen from three topic areas.
Externally assessed.

ART & DESIGN



What do students study?

The A Level Art & Design syllabus is about expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression, and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

What leads to success in the course?

A successful Art & Design student must demonstrate an interest in and enthusiasm for art. They need analytical, intellectual, imaginative, and creative capabilities. The course encourages students to develop their aesthetic understanding and critical judgement, and they must be ready for experimental, practical, technical, and expressive tasks. Last but not least, knowledge and understanding of art, craft and design, media, and technologies in contemporary and past societies and cultures are essential to succeed in this course.

What does this qualification lead to?

Art & Design can lead to an array of artistic fields including fine art, graphics, fashion, product design, theatrical design, textiles, architecture, photography, advertising, marketing, ceramics, metalwork, education, curation, art history, but is also desirable in that it encourages creative approaches to problem solving, promotes dexterity and control on a practical level, and the sequential development of ideas.

How is the course assessed?

Component 1: Coursework – 25% of the A Level, Externally assessed.

There are two parts to the coursework: a portfolio and a final outcome.

Component 2: Externally Set Assignment – 25% of the A Level, Externally assessed.

There are two parts to the assignment: supporting studies, created during the preparation period and a final outcome, produced during a supervised test lasting 15 hours.

Component 3: Personal Investigation – 50% of the A Level, Externally assessed.

There are two parts to the investigation: practical work and an written analysis (1,000–1,500 words).

GEOGRAPHY



What do students study?

Cambridge A Level Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in space and time. It encourages learners to understand contemporary issues and the complexity of environmental systems. Students gain an understanding of the impacts of human activity on environments and how these impacts can be managed sustainably. The course emphasises the study of real examples and case studies to show the diversity and interdependence of various environments at different scales. Both physical and human geography are represented to form a balanced, relevant and meaningful content. The syllabus gives the flexibility to design a course that will interest, challenge, and engage learners.

What leads to success in the course?

A successful candidate will present a wide array of geographical skills. During the course, students excel in identifying, describing, and explaining geographical trends and patterns. They must also be able to evaluate and select information and produce reasoned conclusions. A so-called “capex and bays approach” is definitely not promoted, however, a sound and specific geographic knowledge, especially when it comes to the case studies and examples are key to success.

What does this qualification lead to?

Geography opens up careers in a range of fields, including in the spatial planning and management, tourism, education, commerce, industry, transport, and public sectors. It equips graduates with many transferable skills that are highly valued by universities and employers. A particularly attractive and prospective academic path is connected with spatial information systems developed in numerous branches of the economy.

How is the course assessed?

Paper 1: Core Physical Geography – 25% of the A Level, Externally assessed.

Section A: Three data response questions (30 marks).

Section B: One structured question from a choice of three (30 marks).

Paper 2: Core Human Geography – 25% of the A Level, Externally assessed.

Section A: Three data response questions (30 marks).

Section B: One structured question from a choice of three (30 marks).

Paper 3: Advanced Physical Geography Options – 25% of the A Level, Externally assessed.

One structured question (10 marks) and a choice of essay questions (20 marks).

Paper 4: Advanced Human Geography Options – 25% of the A Level, Externally assessed.

One structured question (10 marks) and a choice of essay questions (20 marks).

TRAVEL AND TOURISM



What do students study?

A Level Travel & Tourism explores the dynamic and ever-evolving nature of the global travel industry. Students examine key concepts such as destination management, marketing strategies, customer service, and sustainable tourism practices. The course provides insight into the impact of travel and tourism on economies, communities, and the environment. By analysing real-world case studies, students develop an understanding of industry trends, challenges, and innovations. The syllabus fosters skills in critical thinking, research, and planning, preparing students for further studies and careers in the global travel and tourism sector.

What leads to success in the course?

A successful candidate develops strong analytical and problem-solving skills relevant to the travel and tourism industry. During the course, learners excel in identifying and evaluating key trends, understanding the factors influencing tourism development, and applying industry-specific concepts to real-world scenarios. The ability to interpret data, assess the impact of tourism activities, and present well-reasoned conclusions is essential. A broad understanding of case studies, including destination management, marketing strategies, and sustainability practices is key to achieving success in this course.

What does this qualification lead to?

A Level Travel & Tourism provides a strong foundation for careers in the tourism, hospitality, and event management industries. It equips students with transferable skills valued by universities and employers, including problem-solving, research, communication, and business planning. Graduates can pursue further studies or careers in tourism management, destination marketing, airline and hotel industries, sustainable tourism development, and customer service roles. This qualification also supports pathways into entrepreneurship and international business, preparing students for opportunities in a globally connected industry.

How is the course assessed?

Paper 1: Themes and Concepts – 25% of the A Level.

A written exam (2 hours) with three compulsory questions based on topics such as tourism trends, customer service, and sustainability. Externally assessed.

Paper 2: Planning and Managing a Travel and Tourism Event – 25% of the A Level.

A coursework-based assessment where students work in teams to plan, execute, and evaluate a travel and tourism event. Internally assessed and externally moderated.

Paper 3: Destination Marketing – 25% of the A Level.

A written exam (1 hour 30 minutes) with two structured questions based on marketing strategies, branding, and customer engagement. Externally assessed.

Paper 4: Destination Development and Management – 25% of the A Level.

A written exam (1 hour 30 minutes) with two structured questions covering sustainable tourism development, management strategies, and impacts on local economies. Externally assessed.

MEDIA STUDIES



What do students study?

A Level Media Studies provides students with an in-depth understanding of the role of media in contemporary society. Students explore key media concepts, including language, representation, industry, and audience, across a variety of media such as film, music, print, video games, radio, and digital media. They examine how media texts are produced, distributed, and consumed, as well as the impact of technology and regulation on media industries. The course also includes practical media production, enabling students to apply their knowledge through creative projects that develop technical and analytical skills.

What leads to success in the course?

Success in A Level Media Studies requires a combination of critical thinking, independent research, and creative skills. Students should be prepared to analyse media texts in detail, apply media theories, and develop their own media productions. Keeping up with current trends in the media industry and being able to evaluate different perspectives on media issues is essential. Strong communication skills and the ability to present well-structured arguments also contribute to success, as does an interest in how media shapes public opinion and social values.

What does this qualification lead to?

A Level Media Studies opens pathways to careers in journalism, broadcasting, advertising, film production, digital media, and public relations. The analytical, research, and communication skills gained through the course are highly valued in university programs such as media and communication, film studies, marketing, and cultural studies. With the increasing influence of media in the digital age, this qualification provides students with a strong foundation for further studies and a wide range of career opportunities in the creative industries.

How is the course assessed?

Component 1: Foundation Portfolio – 25% of the A Level.

Students create a media product (e.g., a film opening or magazine) and document their research, planning, and production process in a digital portfolio. Internally assessed and externally moderated.

Component 2: Media Texts and Contexts – 25% of the A Level.

A written exam (2 hours) with two sections:

Section A: Analysis of a moving image extract.

Section B: Essay on media contexts.

Externally assessed.

Component 3: Advanced Portfolio – 25% of the A Level.

Students produce a media campaign using a combination of different media formats (e.g., video, print, social media) and present their work in a portfolio. Internally assessed and externally moderated.

Component 4: Critical Perspectives – 25% of the A Level.

A written exam (2 hours) with two sections:

Section A: Media debates (e.g., media regulation, postmodern media, power and the media).

Section B: Media ecology.

Externally assessed.

INFORMATION TECHNOLOGY



What do students study?

A Level Information Technology provides students with a comprehensive understanding of IT systems, their applications, and their impact on society. Students explore key topics such as hardware and software, networking, cybersecurity, databases, programming, and emerging technologies. The course develops problem-solving skills through practical applications, including data analysis, project management, and web programming. Learners gain insights into IT's role in modern industries, ethical considerations, and future technological advancements. The syllabus balances theoretical knowledge with practical skills, preparing students for higher education and careers in IT-related fields.

What leads to success in the course?

Success in A Level Information Technology requires strong analytical thinking, problem-solving, and technical skills. Students engage in independent research, logical reasoning, and hands-on practical work to develop their understanding of IT concepts. The ability to apply knowledge to real-world scenarios, critically evaluate technological solutions, and adapt to emerging trends are key. Effective time management and attention to detail in practical tasks, such as database management and programming, further contribute to success in this course.

What does qualification lead to?

A Level Information Technology opens doors to various career paths in software development, cybersecurity, data analysis, IT management, and digital marketing. Universities and employers highly value the problem-solving, research, and analytical skills developed in this course. Graduates can pursue higher education in fields such as computer science, artificial intelligence, business IT, and network engineering. With technology playing an essential role in modern industries, this qualification provides a strong foundation for careers in both IT-focused roles and broader sectors that rely on digital innovation.

How is the course assessed?

Paper 1: Theory – 25% of the A Level.

A written exam (1 hour 45 minutes) assessing core IT concepts, including hardware, software, networking, cybersecurity, and system lifecycle. Externally assessed.

Paper 2: Practical – 25% of the A Level.

A practical exam (2 hours 30 minutes) testing the students' ability to apply IT knowledge in spreadsheets, databases, and digital tools. Externally assessed.

Paper 3: Advanced Theory – 25% of the A Level.

A written exam (1 hour 45 minutes) covering advanced IT topics, including data analysis, artificial intelligence, and IT in society. Externally assessed.

Paper 4: Advanced Practical – 25% of the A Level.

A practical exam (2 hours 30 minutes) requiring students to develop IT-based solutions, web programming, and multimedia projects. Externally assessed.

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

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

The Programme has three core requirements: Creativity Action Service (CAS), Extended Essay (EE), and Theory of Knowledge (ToK). These are mandatory for all students who pursue the IBDP. They broaden the educational experience and support the six academic disciplines.

Creativity, Activity, Service (CAS)

Creativity, Activity, Service (CAS) is one of the three essential elements that every student must complete as part of the Diploma Programme. Studied throughout the Diploma Programme, CAS involves students in a range of activities alongside their academic studies. It is not formally assessed. However, students reflect on their CAS experiences as part of the DP, and provide evidence of achieving the seven learning outcomes for CAS.

Extended Essay (EE)

The extended essay is an independent, self-directed piece of research, culminating with a 4,000-word paper. Through the research process for the extended essay, students develop a range of skills in formulating an appropriate research question, engaging in the personal exploration of the topic, communicating ideas, and developing an argument. Participation in this process develops the capacity to analyse, synthesise, and evaluate knowledge.

Theory of Knowledge (ToK)

The Theory of Knowledge plays a special role in the IBDP by providing an opportunity for students to reflect on the nature of knowledge and on how we know what we claim to know. It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.



IB DIPLOMA PROGRAMME

Diploma Programme Subjects

IBDP subjects are organised into subject groups:

- Group 1, Language A, – language and literature.
- Group 2, Language Acquisition – Language B or *Ab initio*.
- Group 3, Individuals and Societies.
- Group 4, Sciences.
- Group 5, Mathematics.
- Group 6, The Arts.

In addition to completing the core requirements, students are required to study 6 subjects in total, at least one subject from Groups 1,3,4 and 5. They may elect to study two languages from Group 1 OR one language from Group 1 and one from Group 2.

Additionally, students are required to study three subjects at Higher Level.

Block 1 Literature	Block 2	Block 3	Block 4	Block 6	Block 5 Mathematics
English A Literature ~ Polish A Literature ~ Language A Literature Self-Taught option	English Literature A ~ German or Spanish B or <i>Ab initio</i> ~ French <i>Ab initio</i>	Geography ~ Economics ~ Psychology ~ History	Chemistry ~ Computer Science ~ Environmental Systems & Societies	Visual Arts ~ Business Management ~ Global Politics ~ Biology ~ Physics	Analysis & Approaches SL/HL ~ Applications & Interpretation SL only

Apart from their IBDP subjects, students are required to attend courses resulting from the local requirements and school policies:

- Polish Language – legally required from Polish and foreign nationals.
- Geography and History of Poland – legally required from Polish nationals

LANGUAGE A: LITERATURE

English, Polish, or Self-taught



What do students study?

Students focus exclusively on literary texts, adopting a variety of approaches to textual criticism. They explore the nature of literature, the aesthetic function of literary language and textuality, and the relationship between literature and the world.

Course objectives:

1. Know, understand and interpret:

- A range of texts, works and/or performances, and their meanings and implications.
- Contexts in which texts are written, and/or received.
- Elements of literary, stylistic, rhetorical, visual, and/or performance craft.
- Features of particular text types and literary forms.

2. Analyse and evaluate:

- Ways in which the use of language creates meaning.
- Uses and effects of literary, stylistic, rhetorical, visual, or theatrical techniques.
- Relationships among different texts.
- Ways in which texts may offer perspectives on human concerns.

3. Communicate

- Ideas in clear, logical, and persuasive ways.
- In a range of styles, registers, and for a variety of purposes and situations.

How is the course assessed?

SL students are required to study 9 works, while HL students are required to study 13. In paper 1, both SL and HL students are presented with two previously unseen literary extracts or texts from different literary forms, each accompanied by a guiding question. SL students are required to write a guided analysis of one of these, while HL students write guided analyses of both literary extracts or texts. In addition, HL students have a fourth assessment component – the higher level (HL) essay – a written coursework task that requires students to explore a line of inquiry in relation to a studied literary text or work. The outcome is an 1,200–1,500 word essay in which HL students are expected to demonstrate a deeper understanding of the nature of literary study.

LANGUAGE ACQUISITION: GERMAN/SPANISH AB INITIO



What do students study?

Students acquire productive and interactive communicative skills at a beginner's level, while also training their receptive skills such as listening and reading comprehension. Students are exposed to short extracts of literature and cultural experiences with the main purpose of enriching their knowledge of language and the cultures enclosed in it while developing an appreciation of cultures different from their own. Students use critical thinking and inquiry among other skills to develop their IB learner profile.

NB: Ab initio Languages can only be studied at Standard Level (SL)

How is the course assessed?

External assessment 75%

Paper 1: 25%

Assesses the candidate's written productive skills. It is designed to determine to what extent the candidate is able to demonstrate conceptual understanding by responding appropriately in written tasks using a variety of text types, appropriate language, register, and format. The candidate is also assessed on the ability to develop a coherent and organized response.

Paper 2: 50%

The responses are assessed according to paper-specific and component-specific (listening comprehension or reading comprehension) marking schemes. The candidates are assessed on comprehension of the texts, not on language skills. However, if the language used impairs the communication and makes the answer incomprehensible or ambiguous, no mark can be gained for that answer).

Internal assessment: 25%

Oral interview (With the use of a visual stimuli, students present their ideas about it and start a conversation in which the teacher can get involved and ask questions).

LANGUAGE ACQUISITION: GERMAN B / SPANISH B



What do students study?

Language B is offered in **German and Spanish**. The Language B acquisition course is designed for students with previous experience of Spanish or German who have not yet developed academic fluency in this language. As students who can use a language to analyse and respond to complex text and other forms of communication are not eligible for studies in Language B and these skills are a requirement for all other subjects delivered in English at Thames British School IBDP, English B is not offered. Students further develop their language fluency through the study of five prescribed themes: identities, experiences, human ingenuity, social organisation, and sharing the planet.

The goals of Language B are to develop international mindedness through the study of languages, cultures, ideas, and issues of global significance, to enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes, to encourage an awareness and appreciation of a variety of perspectives of people from diverse cultures, to develop the students' understanding of the relationship between the languages and cultures with which they are familiar, to develop the students' awareness of the importance of language in relation to other areas of knowledge, and to provide students with opportunities for intellectual engagement and the development of critical and creative thinking skills through the study of a second or third language.

How is the course assessed?

External Assessment

Paper 1: One writing task from a choice of three 30 marks – 25% of final grade.

Paper 2: Listening (25 marks) and reading (40 marks) – 25% each for a total of 50% of the final grade.

Students who study Language B come from a broad variety of language backgrounds. The course is advised for students who score below a C1 on their initial proficiency tests, but is open to all non-native speakers of the language. This course is essential for those who plan to study at universities where English is the language of instruction, and for those who are not confident in their ability to function academically or socially in English.

Internal Assessment

Individual Oral Presentation (IO): present and interact on a relevant course theme using either a photo (SL) or a text extract (HL).

BUSINESS MANAGEMENT



What do students study?

The teaching of Business Management is always contextualised and internationally minded since companies are both global and national. When looking at human resources or marketing, students look at the challenges companies face and the impact of cultural differences on decision making. These skills in turn are used for formative and summative assessment activities during the students' study.

The course encourages the appreciation of ethical concerns at both a local and global level. It aims to develop relevant and transferable skills, including the ability to think critically, make ethically sound and well-informed decisions, appreciate the pace, nature and significance of change, think strategically, and undertake long term planning, analysis and evaluation. The course also develops subject-specific skills, such as financial analysis.

How is the course assessed?

Internal Assessment

Practical Project – assessed by a teacher and moderated by an external moderator – 15 hrs.

SL

Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organisation – 25%

HL

Students research and report on an issue facing an organisation or a decision to be made by an organisation – 25%

External Assessment

SL

Paper 1: 1 hr 15 mins – 35%

Structured questions

Paper 2: 1 hr 45 mins – 40%

Structured and extended response questions

HL

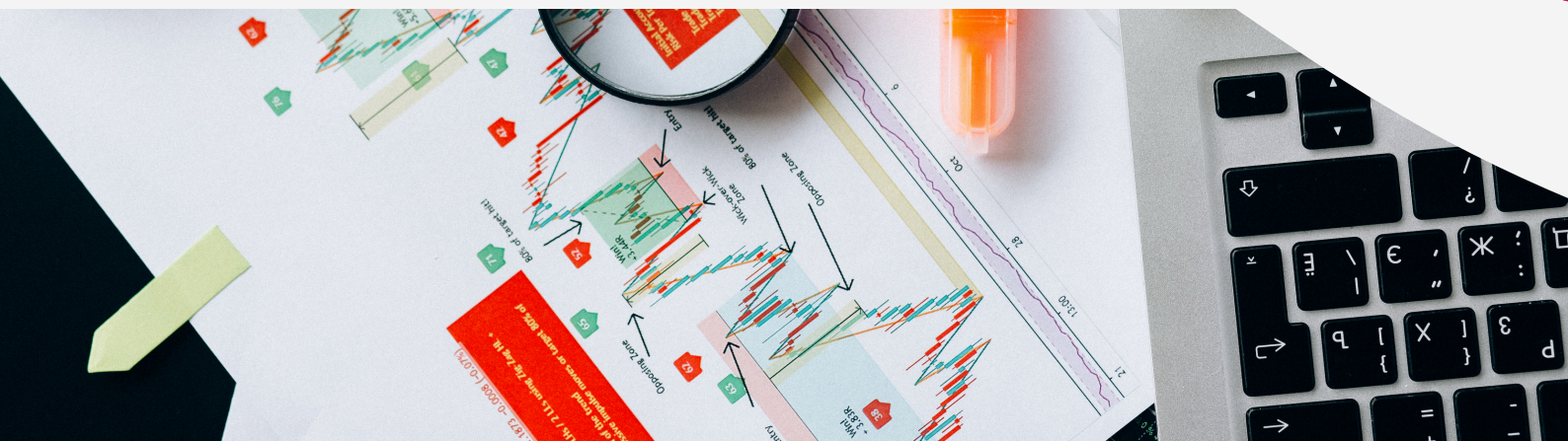
Paper 1: 2 hrs 15 mins – 35%

Structured and extended response questions

Paper 2: 2 hrs 15 mins – 40%

Structured and extended response questions

ECONOMICS



What do students study?

Economics is a science about trade-offs. It studies the ways in which we can reconcile our unlimited needs and wants with the limited amounts of resources that are available to us at any point in time. It explains how our choices define our success as individuals, firms and societies. Economics is also a science about the unlimited creativity of the human mind and social technologies that allow us to harness this creative energy to push the boundaries of what is possible. It explains how an additional human is not just another mouth to feed or an additional emitter of carbon dioxide, but a potential genius that can cure cancer, find technological solutions to climate change and push human progress and prosperity to new heights. As Economics Nobel Prize Laureate Simon Kuznets summarised “Population growth . . . would, therefore, produce an absolutely larger number of geniuses.” Economics uncovers the magic behind the progress that allows us to feed a large population using an ever smaller land area and become more and more prosperous every decade using ever fewer natural resources.

How is the course assessed?

Assessment (HL)

Internal assessment 20%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words x 3 (45 marks).

External assessment 80%

Paper 1 – 20%

An extended response paper (25 marks)

Students answer one question from a choice of three. (25 marks)

Syllabus content including HL extension material.

Paper 2 – 30%

A data response paper (40 marks)

Paper 3 – 30%

A policy paper (60 marks)

Assessment (SL)

Internal assessment 30%

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus (excluding the introductory unit) and on published extracts from the news media. Maximum 800 words x 3 (45 marks).

External assessment 70%

Paper 1 – 30%

An extended response paper (25 marks)

Students answer one question from a choice of three. (25 marks)

Paper 2 – 40%

A data response paper (40 marks)

Syllabus content (excluding HL extension material). Includes some quantitative questions. Students answer one question from a choice of three. (40 marks)

GEOGRAPHY



What do students study?

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

Within group 3: individuals and societies subjects, geography is distinctive in its spatial dimension and occupies a middle ground between social or human sciences and the natural sciences. The Diploma Programme geography course integrates physical, environmental and human geography, and ensures that students acquire elements of both socio-economic and scientific methodologies. Geography takes advantage of its position within academics to examine relevant concepts and ideas from a wide variety of disciplines. This helps students develop life skills and have an appreciation of, and a respect for, alternative approaches, viewpoints and ideas.

How is the SL assessed?

External Assessment

SL

Paper 1 (1 hr 30 mins)
Geographic themes: two options
(40 marks) – 35%

Paper 2 (1 hr 15 mins)
Geographic perspectives: global
change (50 marks) – 40%

HL

Paper 1 (2 hrs 15 mins)
Geographic themes – three
options (60 marks) 35%

Paper 2 (1 hr 15 mins)
Geographic perspectives – global
change (50 marks) 25%

Paper 3 (1 hr)
Geographic perspectives – global
interactions (28 marks) 20%

Internal assessment (20 hours)

This component is internally assessed by a teacher and externally moderated by the IB at the end of the course.
Fieldwork (20 hours) Written report (25 marks) – 20%

GLOBAL POLITICS



What do students study?

Global Politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues. The study of Global Politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The Diploma Programme Global Politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts. It allows students to develop an understanding of the local, national, international and global dimensions of political activity and processes, and to explore political issues affecting their own lives.

The core units of the course together make up a central unifying theme of “people, power and politics”. The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups and individuals.

How is the course assessed?

SL:

External assessment (75%):

Paper 1: Four compulsory short-answer/structured questions (30%)

Paper 2: Students write two essays from a choice of eight, each selected from a different core unit (45%)

Internal Assessment (25%):

Engagement activity: A written report (2,000-word maximum) on a political issue explored through engagement and research.

HL:

External assessment (60%):

- Paper 1: Four compulsory short-answer/structured questions (20%)
- Paper 2: Students write three essays from a choice of eight, each selected from a different core unit (40%)

Internal assessment (40%):

- Engagement activity: A written report (2,000-word maximum) on a political issue explored through engagement and research (20%)
- Global political challenges: Two video recorded oral presentations (10 minutes maximum each) of two case studies chosen from two different HL extension topics (20%)

Subject guide

Global Politics is the choice for students who are interested in a career in international relations, political science, journalism, diplomacy, or all types of regional studies (e.g. European Studies, American Studies, etc.).

The course develops the students' knowledge of the surrounding world, but also encourages and promotes active civic involvement.

HISTORY



What do students study?

IBDP History is a world history course based on a comparative and multi-perspective approach to history. It involves the study of political, economic, social and cultural history, and provides a balance of structure and flexibility. The course emphasises the importance of encouraging students to think historically. Students develop historical skills and gain factual knowledge. It puts a premium on developing critical thinking skills and understanding multiple interpretations of history. In this way, the course is a challenging and demanding critical exploration of the past. Throughout the DP History course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events.

How is the course assessed?

External Assessment

SL

- **Paper 1:** A source-based paper set on prescribed subjects (30%)
- **Paper 2:** An essay paper based on world history topics (45%)

HL

- **Paper 1:** A source-based paper set on prescribed subjects (20%)
- **Paper 2:** An essay paper based on world history topics (25%)
- **Paper 3:** An essay paper on one of the four HL regional options (35%)

Internal assessment (20 hours)

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Fieldwork (20 hours) Written report (25 marks) – 20%

PSYCHOLOGY



What do students study?

Topics are divided into "core" and "options". The core topics introduce different approaches to understanding behaviour in order to develop a holistic approach in understanding mental processes and behaviour. Those approaches are: biological, cognitive, and sociocultural. Students learn about theories, concepts, studies, and critically evaluate them. Students also learn about ethics and methods used in psychology as a science (such as experiments, observations etc.) and how to evaluate them. The knowledge and skills from research methodology, even though taught at the very beginning of the course, are used throughout the course. Understanding of research methodology is also crucial for Internal Assessment – for planning and conducting a unique experimental investigation and writing a report based on it. Once the core units are covered, students study one (in SL) or two (in HL) units from "options": abnormal psychology, developmental psychology, health psychology, and the psychology of relationships.

How is the course assessed?

External assessment

Paper 1

SL – 50% of final grade

HL – 40% of final grade

Three short answer questions on the core. One essay from a choice of three on biological, cognitive, and sociocultural approaches.

HL only: essays will reference an additional HL topic.

Paper 2

SL – 25% of final grade, **HL** – 20% of final grade

SL: one question from a choice of three on one option.

HL: two questions, one each from a choice of three on two options.

Paper 3 (HL only – 20% of final grade)

Three short answer questions on approaches to research.

Internal Assessment

Students investigate a published study, theory or model relevant to their learning in psychology by conducting an experimental investigation and reporting the findings.

BIOLOGY



What do students study?

Biology topics are divided into "Core", "Advanced Higher Level (AHL)" and "Options". The core topics include cell biology, molecular biology, genetics, ecology, evolution, and biodiversity, and human physiology. AHL topics cover nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, and animal physiology. And finally, options topics are A: neural development, B: biotechnology and bioinformatics, C: ecology and conservation, and D: human physiology. SL students take "Core" and one of the "options" topics while HL students take "Core", "AHL", and one of the "options" topics. Students study theories, concepts, experiments, and evaluate them. An understanding of research methodology is essential for the Internal Assessment. Throughout the internal assessment, students plan and conduct their own experiment and write a report based on the results.

How is the course assessed?

SL

A – External assessment 80%

Paper 1 Duration: 45 mins, Weighting: 20%, Marks: 30

Paper 2 Duration: 1 hr 15 mins, Weighting: 40%, Marks: 50

Paper 3 Duration: 1 hr, Weighting: 20%, Marks: 35

B – Internal Assessment 20%

Experimental study – a report on an experimental study undertaken by the student.

HL

A – External assessment 80%

Paper 1 Duration: 1 hr, Weighting: 20%, Marks: 40

Paper 2 Duration: 2 hrs 15 mins, Weighting: 36%, Marks: 72

Paper 3 Duration: 1 hr 15 mins, Weighting: 24%, Marks: 45

B – Internal Assessment 20%

Experimental study – a report on an experimental study undertaken by the student.

IBDP Biology students study the major concepts of biology including organic molecules, cells, organ systems, genetics, and a variety of life processes and learn how different organisms meet the challenges of living in their environment. This is a gateway to medicine, dentistry, biology, science, and genetic engineering amongst many other careers.

CHEMISTRY



What do students study?

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. It is often called the central science, as chemical principles underpin both the physical environment in which we live and all biological systems.

Through studying biology, chemistry or physics, students should become aware of how scientists work and communicate with each other. Whilst the scientific method may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that characterises these subjects.

How is the course assessed?

External assessment

SL

Paper 1

Duration: 45 mins
Weighting: 20%

Paper 2

Duration: 1 hr 15 mins
Weighting: 40%

Paper 3

Duration: 1 hr
Weighting: 20%

HL

Paper 1

Duration: 1 hr
Weighting: 20%
Marks: 40

Paper 2

Duration: 2 hrs 15 mins
Weighting: 36%

Paper 3

Duration: 1 hr 15 mins
Weighting: 24%

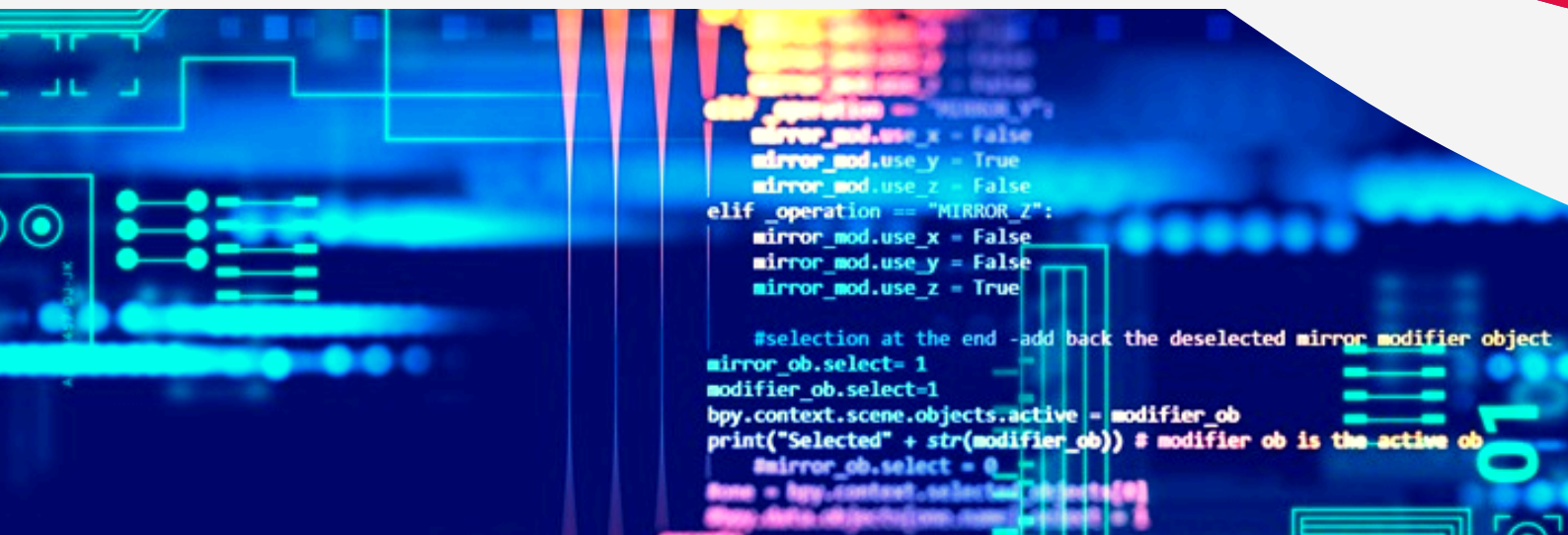
Internal Assessment

Experimental study

A report on an experimental study undertaken by the student.

It comprises 10 hours of individual investigation and is weighted at 20% of the grade.

COMPUTER SCIENCE



What do students study?

The IBDP Computer Science course requires an understanding of the fundamental concepts of computational thinking and a knowledge of how computers and other digital devices operate. Underpinned by conceptual thinking, the course draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration, and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures and society and how individuals and societies behave, and the ethical issues involved. During the course, students develop computational solutions, involving the ability to identify a problem or unanswered question, design, prototype, and test a proposed solution, liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.

How is the course assessed?

SL

Paper 1

- Topic 1: System fundamentals
- Topic 2: Computer organisation
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming

Paper 2

Option D: Object-oriented programming (OOP)

Internal assessment: Solution

Practical application of skills through the development of a product and associated documentation.

How is the course assessed?

HL

Paper 1

- Topic 1: System fundamentals
- Topic 2: Computer organisation
- Topic 3: Networks
- Topic 4: Computational thinking, problem-solving and programming
- Topic 5: Abstract data structures
- Topic 6: Resource management
- Topic 7: Control

Paper 2

Option D: Object-oriented programming (OOP), Case study
Additional subject content introduced by the annually issued case study.

Internal assessment: Solution.

Practical application of skills through the development of a product and associated documentation.

PHYSICS



What do students study?

Physics is the most fundamental of the experimental life sciences, as it seeks to explain the universe itself, and ultimately the very world we live in, from the smallest possible particles – currently accepted as quarks, which may be truly fundamental – to the vast intergalactic distances and interstellar medium reaches: a truly subatomic and subnuclear to celestial, astronomical, and cosmological space-time scale and journey.

Despite its extensive and complex history, certain key and fundamental aspects have remained unchanged, and are still being used to define, explain or model modern and unusual concepts and phenomena, such as black holes, supernovae, wormholes, neutron stars, gamma-ray bursts, dark matter, quark stars, dark energy, antimatter, strange matter, cyclotron, or synchrotron radiation. Observations remain essential to the very core of the science, sometimes requiring leaps of imagination to understand. Names such as Archimedes, Newton, Tesla or Einstein defy the merciless passage of time, and are as popular today as they were fifty, a hundred or even over a thousand years ago.

The Diploma Programme Physics course allows students to develop traditional skills and techniques, particularly math, interpersonal and digital communication skills, which are essential in modern scientific endeavour, and are important life-enhancing, transferable skills in their own right.

How is the course assessed?

The course is divided into 12 topics that represent essential ideas behind the science and their application.

Both **HL and SL** courses are assessed through 3 papers set at the end of the programme, along with an internal assessment that covers topics 1-4. The difference between SL and HL assessments is the length of the examinations and hence, the depth and complexity of concepts covered. The weighting of the exams is as follows:

External Assessment

SL

Paper 1 – 20%
Paper 2 – 40%
Paper 3 – 20%

HL

Paper 1 – 20%
Paper 2 – 36%
Paper 3 – 24%

Internal Assessment

Experimental study

A report on an experimental study undertaken by the student.

It is comprised of 10 hours of individual investigation and is weighted at 20% of the grade.

ENVIRONMENTAL SYSTEMS AND SOCIETIES



What do students study?

ESS is an interdisciplinary course requiring a diverse set of skills. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political, and social interactions of societies with the environment. The interdisciplinary nature of the course requires a broad skill set from students and includes the ability to perform research and investigations and to participate in philosophical discussion. The course deploys a systems approach to environmental understanding and problem-solving, and promotes holistic thinking about environmental issues. It is recognised that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Candidates are encouraged to develop solutions from a personal to a community and global scale. At Thames British School, ESS is offered as a group 4 subject, alternative to other experimental sciences.

How is the course assessed?

External assessment

Paper 1

Weighting: 25%
Marks: 35

Students are provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions will be based on the analysis and evaluation of the data.

Paper 2

Weighting: 50%
Marks: 65

Section A: short answer questions.
Section B: two essays from a choice of four.

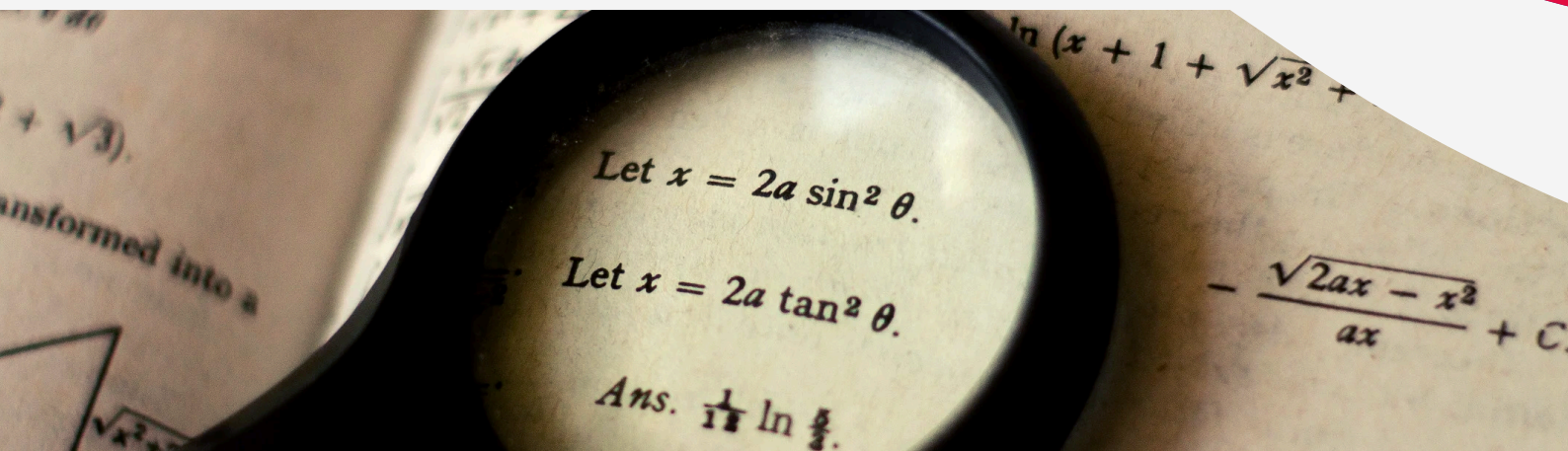
Internal assessment

Weighting: 25%

Individual investigation of a research question designed and implemented by the student. The investigation is submitted as a written report (1,500 to 2,250 words).

MATHEMATICS

APPLICATIONS AND INTERPRETATION



What do students study?

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, such as the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of the course choice. However, Mathematics Applications and Interpretation has a strong emphasis on the ability to construct, communicate, and justify correct mathematical arguments. Students who wish to take this course at the higher level must demonstrate strong algebraic skills and the ability to understand simple proofs. They also must enjoy solving challenging mathematical problems.

How is the course assessed?

External assessment

5 hours

Paper 1

120 minutes

No technology is allowed.
110 marks

Section A: Compulsory short-response questions based on the syllabus.

Section B: Compulsory extended-response questions based on the syllabus.

Paper 2

120 minutes

Technology required. 110 marks

Section A: Compulsory short-response questions based on the syllabus.

Section B: Compulsory extended-response questions based on the syllabus.

Paper 3

60 minutes

Technology required.
55 marks

Two compulsory extended response problem-solving questions.

Internal assessment

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration – Internal assessment in Mathematics AI is an individual exploration of a selected topic. This is a piece of written work that involves investigating an area of mathematics. (20 marks)

MATHEMATICS ANALYSIS AND APPROACHES



What do students study?

Mathematics Analysis and Approaches is a course designed for students who wish to study a challenging level of Mathematics. It will appeal to students who are interested in exploring real and abstract applications of mathematical concepts. They will enjoy problem solving and generalisation.

This course recognises the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (such as functions, trigonometry, and calculus) and topics that are amenable to investigation, conjecture and proof, such as the study of sequences and series.

The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of the choice of course. However, Mathematics Analysis and Approaches puts a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments.

How is the course assessed?

External assessment

3 hours

Paper 1 – 40%

90 minutes

80 marks

No technology allowed.

Section A

Compulsory short-response questions based on the syllabus.

Section B Compulsory extended-response questions based on the syllabus.

Paper 2 – 40%

90 minutes

80 marks

Technology required.

Section A Compulsory short-response questions based on the syllabus.

Section B Compulsory extended-response questions based on the syllabus

Internal assessment

20 marks

This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Mathematical exploration – Internal assessment in Mathematics AA is an individual exploration.

This is a piece of written work that involves investigating an area of Mathematics.

VISUAL ARTS



What do students study?

Visual Arts revolves around three main aspects of art practice: theoretical practice, art-making practice, and curatorial practice. Using investigative strategies, critical thinking, comparative analysis, and reflection, students examine various art forms and artists from different times, places, and cultures. They investigate different techniques and processes, inquiring into their contextual evolution. Through exploration and experimentation, students develop their own concepts and produce a body of work. Through careful, informed viewing of artworks and exhibitions students develop the ability to formulate their own considered response to art, and begin to articulate their own intentions for developing and displaying their own work.

How is the course assessed?

External assessment:

Part 1: Comparative Study – 20%

Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects, and artefacts from differing cultural contexts. HL students submit 10–15 screens which examine and compare at least three artworks, at least two of which need to be by different artists.

Part 2: Process portfolio – 40%

Students at HL submit selected materials that evidence their experimentation, exploration, manipulation, and refinement of a variety of visual arts activities during the two-year course.

HL students submit 13–25 screens that evidence their sustained experimentation, exploration, manipulation, and refinement of a variety of art-making activities.

IA – Internal assessment

This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.

Part 3: Exhibition

Students at HL submit for assessment a selection of artworks from their exhibition.

The selected pieces should show evidence of their technical accomplishment during the Visual Arts course.

CREATIVITY ACTIVITY SERVICE



Creativity Activity Service enables students to enhance their personal and interpersonal development.

A meaningful CAS programme is a journey to discover oneself and others. For many, CAS is profound and life-changing.

CAS is organised around the three strands:

Creativity – exploring and extending ideas leading to an original or interpretive product or performance.

Activity – physical exertion contributing to a healthy lifestyle.

Service – collaborative and reciprocal engagement with the community in response to an authentic need.

Each individual student has a different starting point and different needs and goals. A CAS programme is, therefore, individualised according to students' interests, skills, values, and background.

CAS enables students to demonstrate attributes of the IB Learner Profile in real and practical ways, to grow as unique individuals, and to recognise their role in relation to others. Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide them with opportunities to explore their interests and express their passions, personalities, and perspectives.

CAS complements a challenging academic programme in a holistic way, providing opportunities for self-determination, collaboration, accomplishment, and enjoyment.

CAS completion requirements

The CAS programme formally begins at the start of the Diploma Programme and continues regularly, ideally on a weekly basis, for at least **18 months**.

All CAS students are expected to maintain and complete a **CAS portfolio** as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and student reflections. Completion of CAS is based on student achievement of **the seven CAS learning outcomes**. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Students undertake a **CAS project** lasting at least one month that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making.

EXTENDED ESSAY



Extended Essay

What is the significance of the extended essay?

The extended essay provides:

- Practical preparation for undergraduate research.
- An opportunity for students to investigate a topic of personal interest to them, which relates to one of the student's six DP subjects, or takes the interdisciplinary approach of a World Studies extended essay.

Through the research process for the extended essay, students develop skills in:

- Formulating an appropriate research question.
- Engaging in a personal exploration of the topic.
- Communicating ideas.
- Developing an argument.

Participation in this process develops the capacity to analyse, synthesise, and evaluate knowledge.

An extended essay can also be undertaken in World Studies, where students carry out an in-depth interdisciplinary study of an issue of contemporary global significance, across two IB diploma disciplines.

How is the study of the extended essay structured?

Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor who is usually a teacher at the school. Students are required to have three mandatory reflection sessions with their supervisors. The final session, a concluding interview, is also known as viva voce.

The extended essay and reflection sessions can be a valuable stimulus for discussion in countries where interviews are required prior to acceptance for employment or for a place at university.

Assessment

All extended essays are externally assessed by examiners appointed by the IB.

They are marked on a scale from 0 to 34.

The score a student receives relates to a band.

THEORY OF KNOWLEDGE



Theory of Knowledge

In TOK, students reflect on the knowledge, beliefs and opinions that they have built up from their academic studies and their lives outside the classroom. The course centres on the exploration of knowledge questions, which are a key tool for both teachers and students. These are contestable questions about knowledge itself, such as: “What counts as good evidence for a claim?”, “Are some types of knowledge less open to interpretation than others?”, or “What constraints should there be on the pursuit of knowledge?”.

The TOK curriculum is made up of three deeply interconnected parts. The first is the core theme – Knowledge and the Knower. This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.

The second are two themes chosen from Knowledge and Technology, Knowledge and Language, Knowledge and Politics, Knowledge and Religion, and Knowledge and Indigenous Societies. The final theme is Areas of Knowledge (AOK) which include natural sciences, human sciences, history, mathematics, and the arts. These are specific branches of knowledge which have a distinct nature and sometimes use different methods of gaining knowledge.

Assessment:

Internal assessment – 33%

10 marks

Theory of knowledge exhibition

For this component, students are required to create an exhibition that explores how TOK manifests in the world around us. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

External assessment – 67%

10 marks

TOK essay on a prescribed title

For this component, students are required to write an essay in response to one of the six prescribed titles that are issued by the IB for each examination session. As an external assessment component, it is marked by IB examiners.

●●● Timeline

During the final stages of year 11, students are invited to an information session at the high school where they can ask questions and start to think about what subject they would like to study.

Most of the curriculum is covered during Year 12 and the first semester of Year 13. Mock exams are held in January, between the winter holiday and the winter vacation. **These are not optional, so please plan accordingly.**

The second semester of year 13 is focused on examinations. The deadline for registration for these exams is in February. Students take most of their exams in late April and May. These are externally examined by the International Baccalaureate.

The results of the exams are released in **early July**.

Key contacts:

Head of School:

head_mokotowhigh@thamesbritishschool.pl

Deputy Head Academic:

deputy_academic@thamesbritishschool.pl

Assistant Head for Culture and Character:

aht_6thform@thamesbritishschool.pl

Admissions:

admissions_mokotowhigh@thamesbritishschool.pl





WELCOME TO THAMES **BRITISH SCHOOL** **WARSAW**



Phone
(+48) 22 299 30 00



Email
admissions@thamesbritishschool.pl



Website
www.thamesbritishschool.pl