Studying Smart and Keeping Calm: Tips for the IBDP

Chiara Di Filippo

LANTERNA EDUCATION

Who am I?

- Argentina / Italy
- France / Switzerland
- UK

Who am I?

- International School of Geneva – May 2019
- HLs: English Lit, Geography, Film, and Spanish
- SLs: Maths and Physics

Who am I?

- Human, Social, and Political Sciences at Cambridge
- Graduated in June, 2022
- Lanterna tutor – 3 years

The DP is like a sport

- The DP is like a sport / game / video game
- Handball

The DP is like a sport

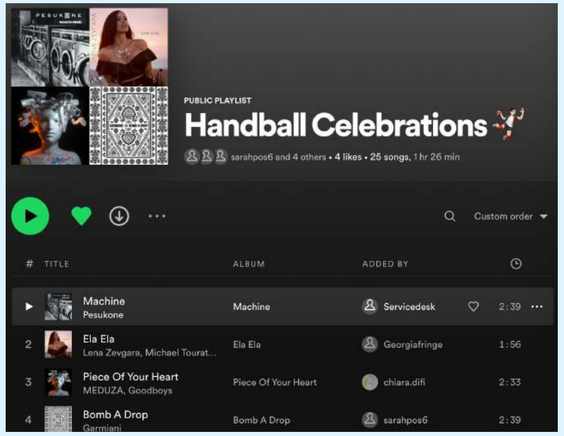
- Divided in 2 halves – DP1 & DP2
- Half-time – summer
- Win the game – finish the DP

What makes a successful ~~IB student~~ sportsperson?

1. Have a good strategy

2. Develop your skills

3. Have the right mindset



Have a good strategy

Section 1/3

1.1 Know what’s coming

1st Term

IAs and EE deadlines

TOK

2nd Term

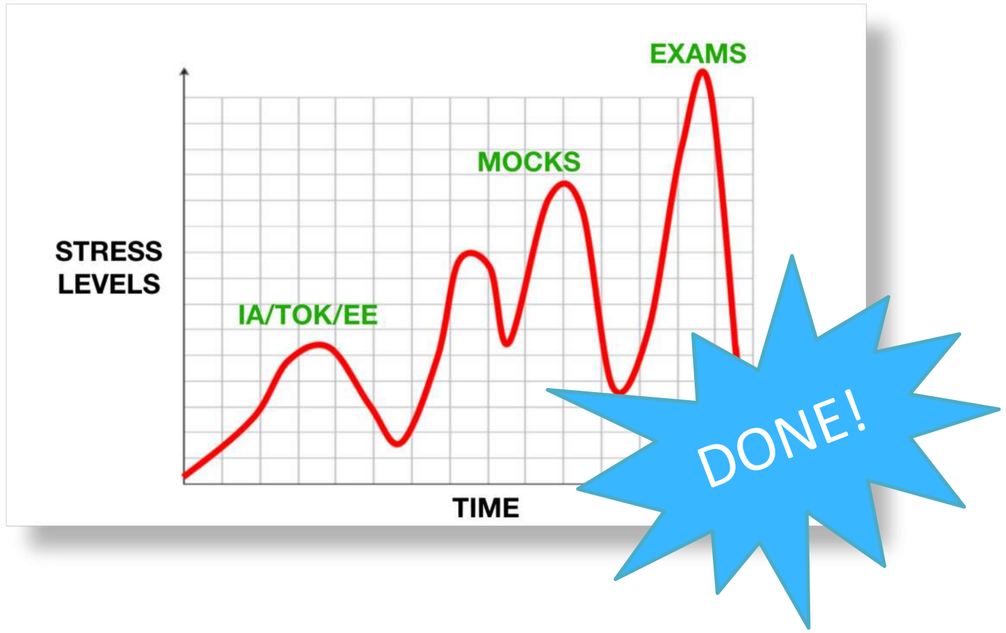
Mocks

University Applications

Final Exams

1.1 Know what’s coming

"Holidays"		DP2									
JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN



1.2 Strategy: Time management

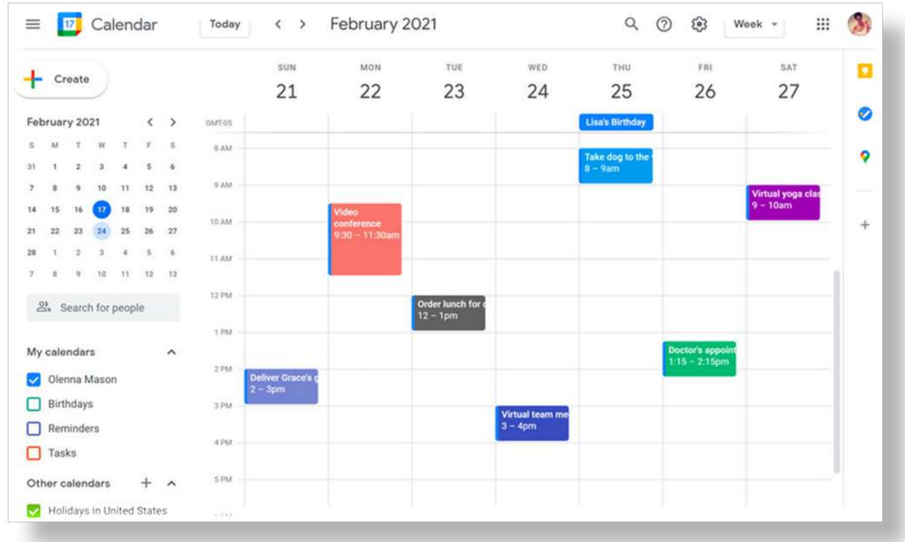
I Plan

II Organise

III Prioritise

I. Plan

- Most essential step!
- Juggle deadlines and assignments
- How important is planning?



Google Calendar

GetRevising


PLAN FOR SUCCESS
2019-2020 IB STUDY WALL PLANNER
We know how you feel!
Everyone at Lanterna has graduated from the IB and that's why we're dedicated to helping you through the many challenges of the Diploma. Whatever stage of the IB you're at, we provide help and support.
At Lanterna we are not only dedicated to helping you study efficiently, we are also about awesome, nerdy and non-boring IB entertainment (and coffee consumption) - things that you probably appreciate when studying intensely.
September
October
November
December
January
February
March
April
May
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July
TIP
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TIP
Final IB Exams Start!
"A champion is defined not by their wins but by how they can recover when they fall"
- Serena Williams
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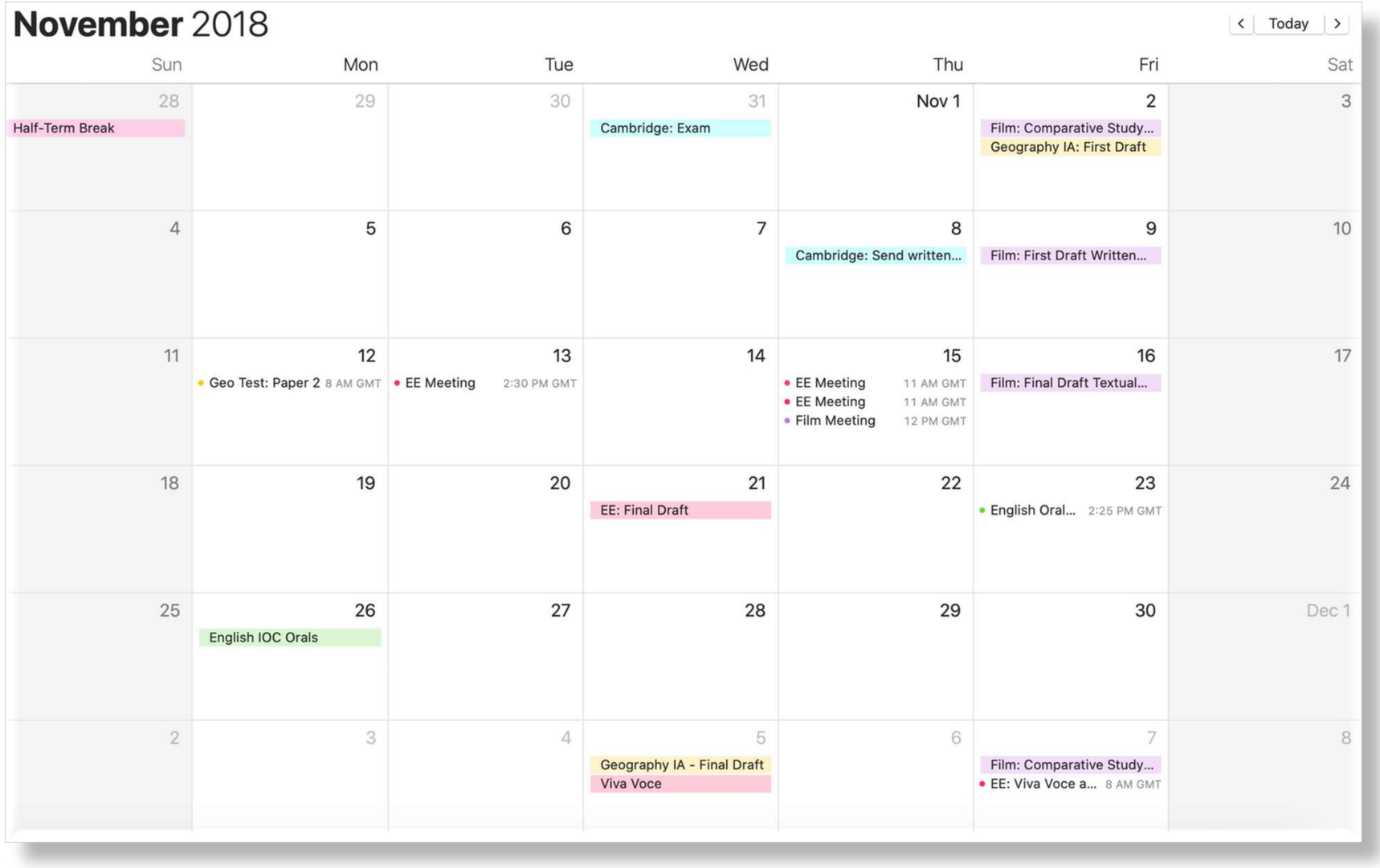
28 NOVEMBER
4 DECEMBER
to do
next week
tracker
reading
monday
tuesday
wednesday
thursday
friday
saturday
sunday
rest IS AS important AS productivity.


2
Feb 2021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Sat
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Half-Term Break
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31
Cambridge: Exam
Nov 1
2
Film: Comparative Study...
Geography IA: First Draft
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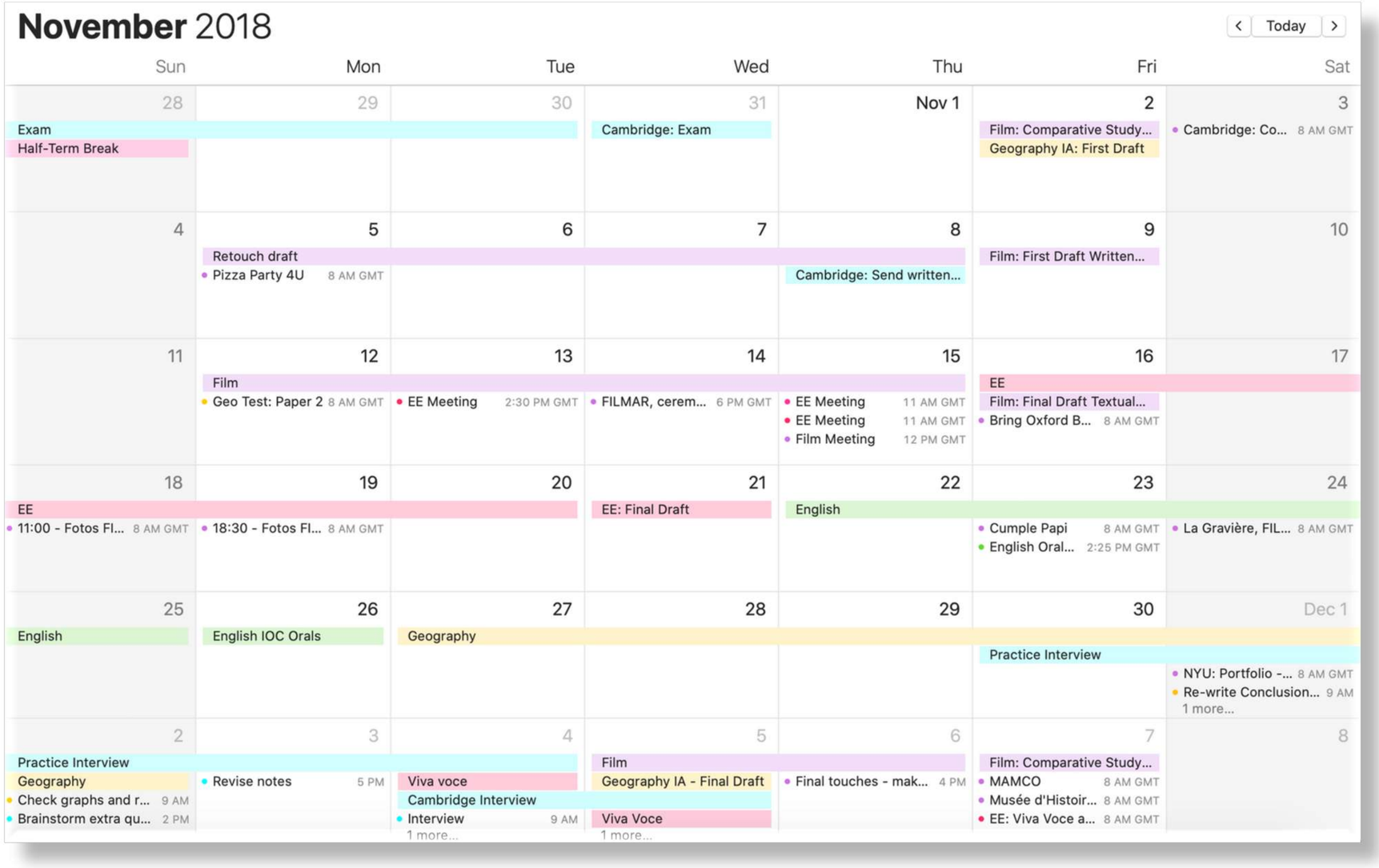
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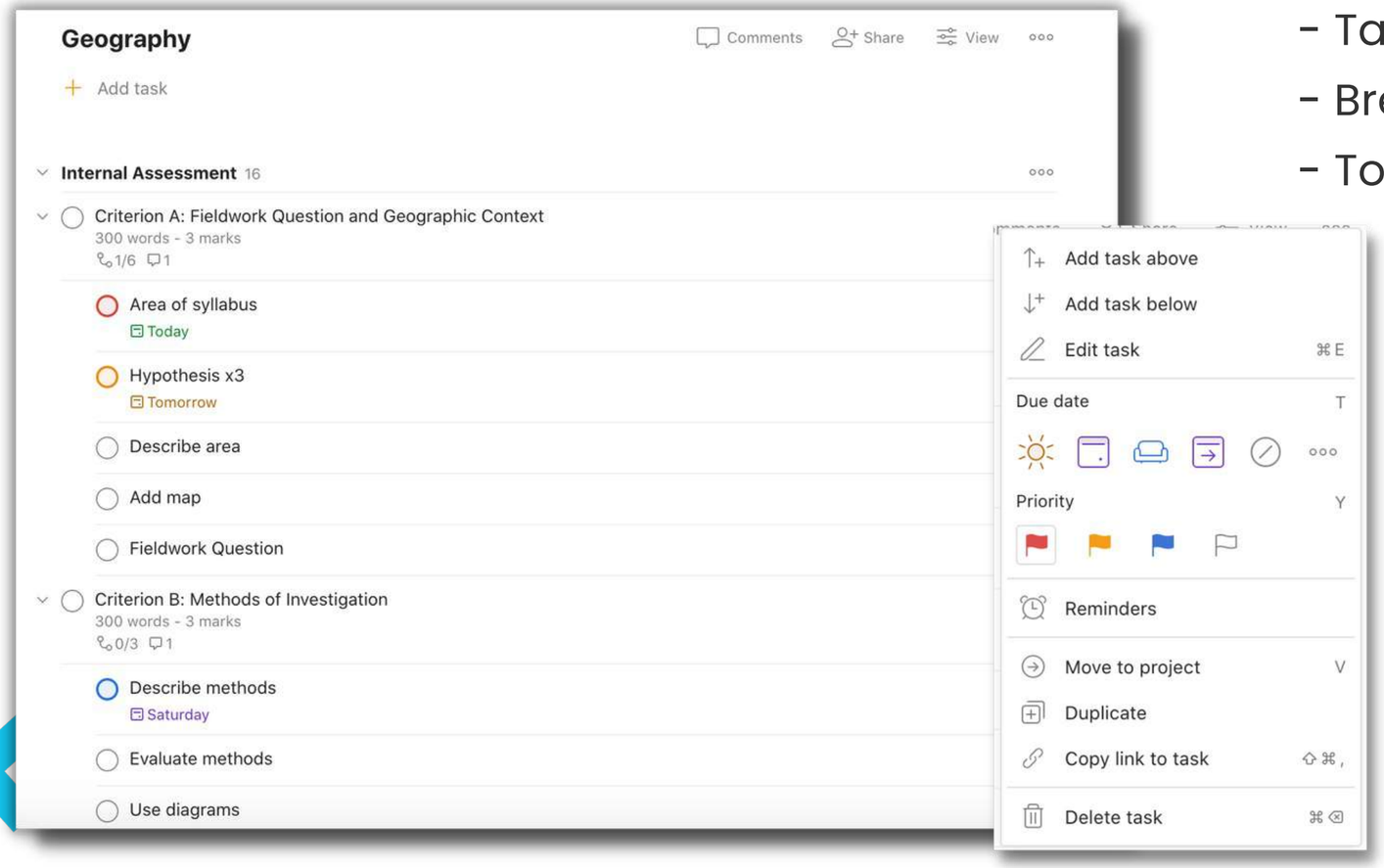
Musée d'Histoir... 8 AM GMT
EE: Viva Voce a... 8 AM GMT

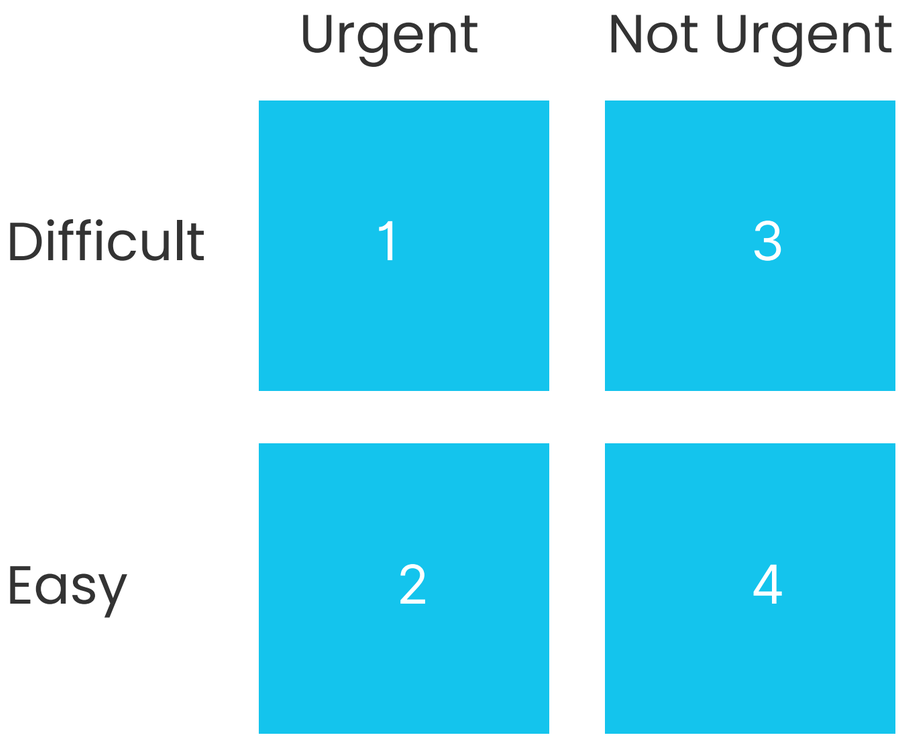
II. Organise



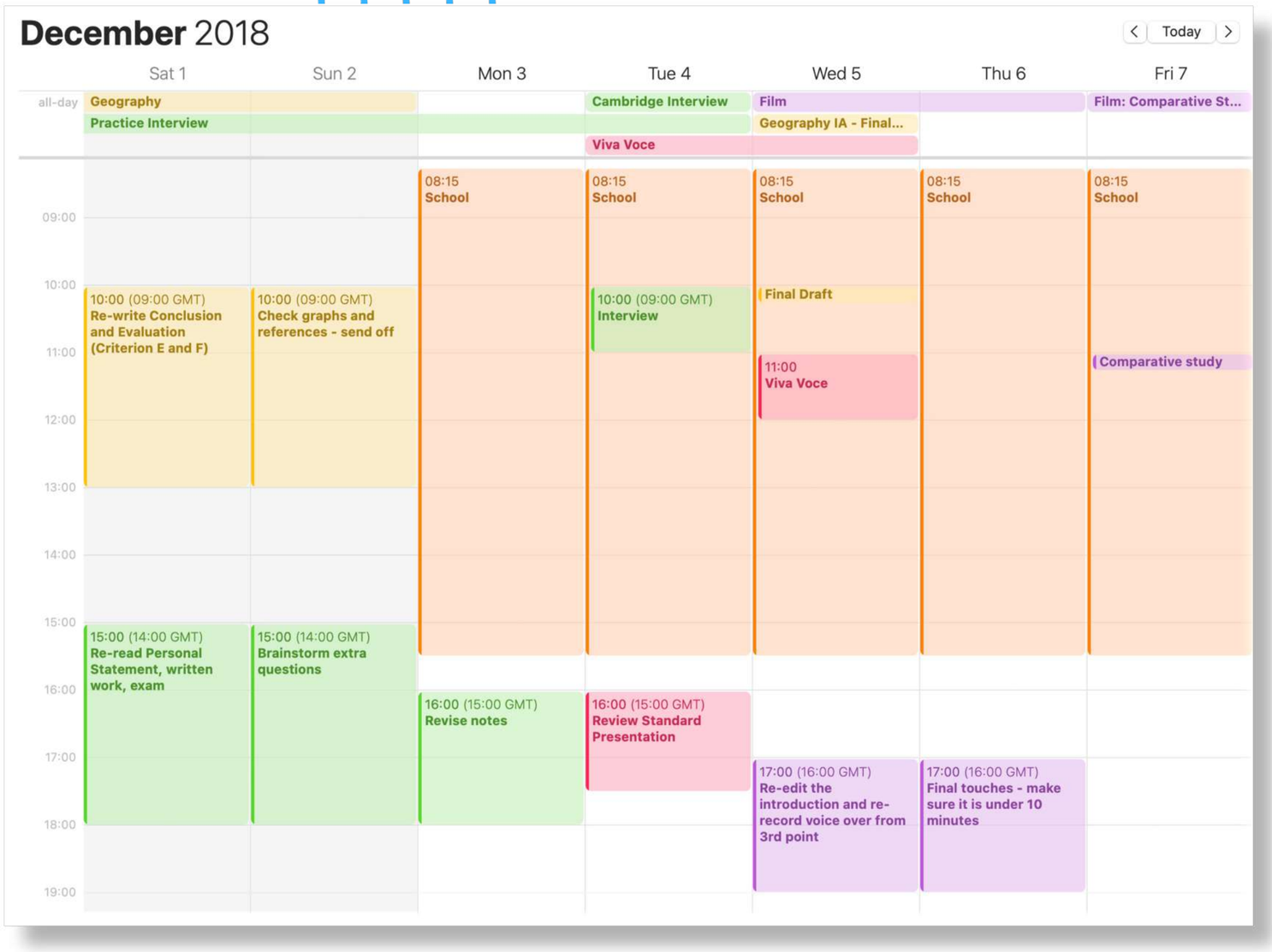
- Task planning - organise your time
- Break down task into smaller chunks
- To do list - apps: Anydo, Todoist

todoist

III. Prioritise



- Identify most urgent tasks
- Identify easy / hard tasks
- Prioritise!


December 2018
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Thu 6
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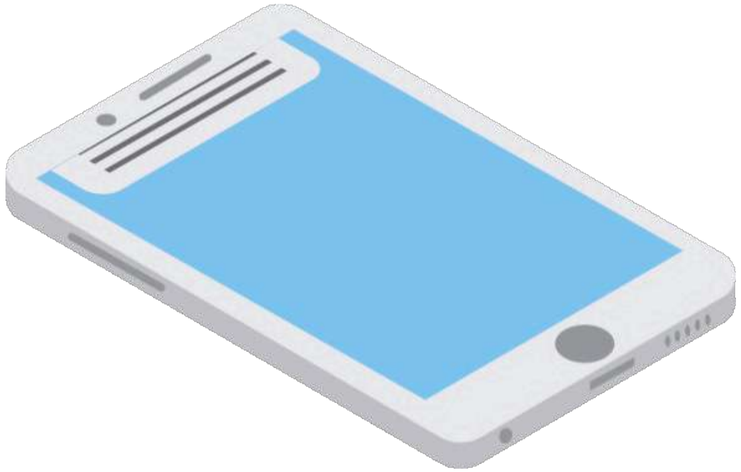
Geography
Practice Interview
Cambridge Interview
Viva Voce
Film
Geography IA - Final...
Film: Comparative St...
09:00
10:00
11:00
12:00
13:00
14:00
15:00
16:00
17:00
18:00
19:00
08:15 School
10:00 (09:00 GMT) Re-write Conclusion and Evaluation (Criterion E and F)
10:00 (09:00 GMT) Check graphs and references - send off
10:00 (09:00 GMT) Interview
Final Draft
11:00 Viva Voce
Comparative study
15:00 (14:00 GMT) Re-read Personal Statement, written work, exam
15:00 (14:00 GMT) Brainstorm extra questions
16:00 (15:00 GMT) Revise notes
16:00 (15:00 GMT) Review Standard Presentation
17:00 (16:00 GMT) Re-edit the introduction and re-record voice over from 3rd point
17:00 (16:00 GMT) Final touches - make sure it is under 10 minutes

Everything ready?



Beat procrastination

- Reward yourself
- Schedule study breaks
- Study with people – outside accountability

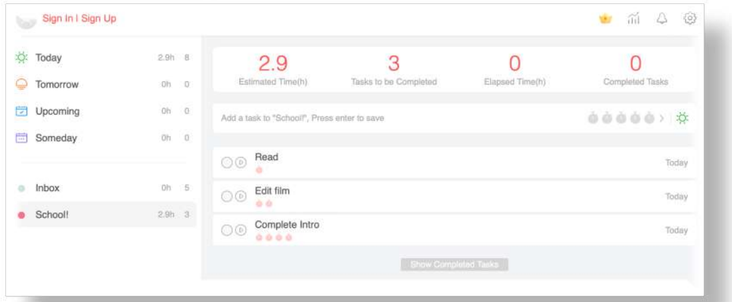
Useful Apps

Focus To-Do

Pomodoro

Forest

Self Control



Any questions?

What makes a successful ~~IB student~~ sportsperson?

~~1. Have a good strategy~~

2. Develop your skills

3. Have the right mindset

Develop your skills

Section 2/3

How do you win a match?

1. Score goals

DP = exams

2. Have a good defense

DP = assessments

2.1 Starting IAs

- Choose topics that interest you

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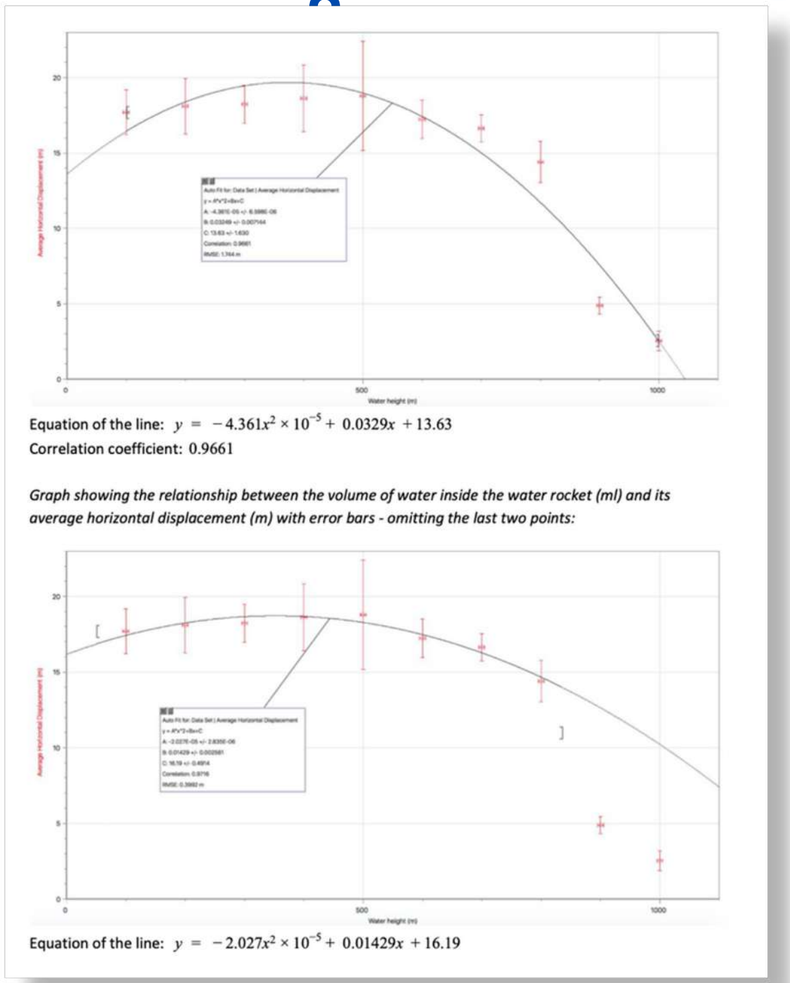
- Choose topics that interest you
- Split workload
- Start early and set deadlines for yourself
- 1st draft > final draft



Equation of the line: $y = -4.361x^2 \times 10^{-5} + 0.0329x + 13.63$

Correlation coefficient: 0.9661

Graph showing the relationship between the volume of water inside the water rocket (ml) and its average horizontal displacement (m) with error bars - omitting the last two points:

Equation of the line: $y = -2.027x^2 \times 10^{-5} + 0.01429x + 16.19$

2.1 Finishing IAs

- Use your teacher's feedback effectively!
- Read each others' work, and give each other feedback
- Don't be scared to re-write sections / change direction
- Analysis section is always important!

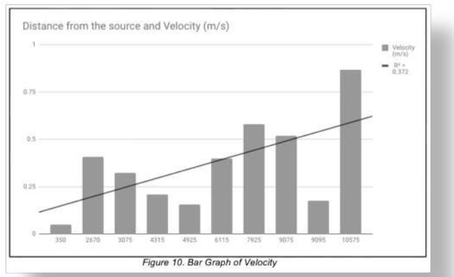


Figure 10. Bar Graph of Velocity

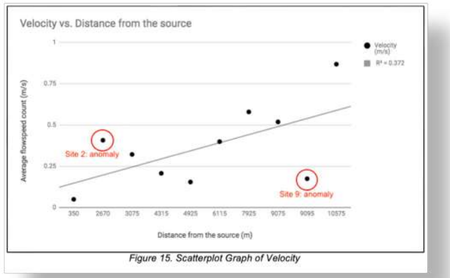
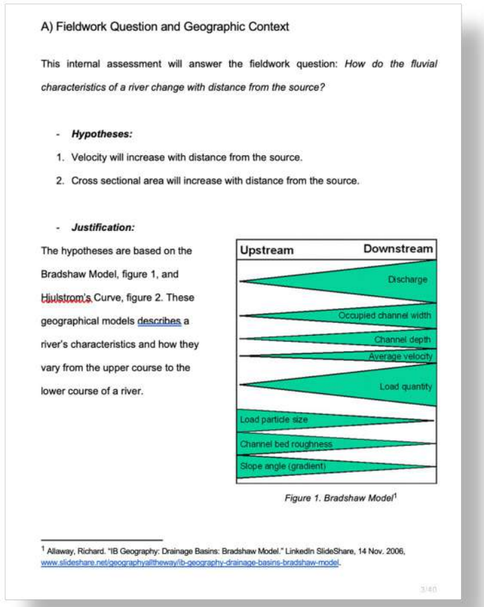


Figure 15. Scatterplot Graph of Velocity



A) Fieldwork Question and Geographic Context

This internal assessment will answer the fieldwork question: *How do the fluvial characteristics of a river change with distance from the source?*

- ***Hypotheses:***
  1. Velocity will increase with distance from the source.
  2. Cross sectional area will increase with distance from the source.

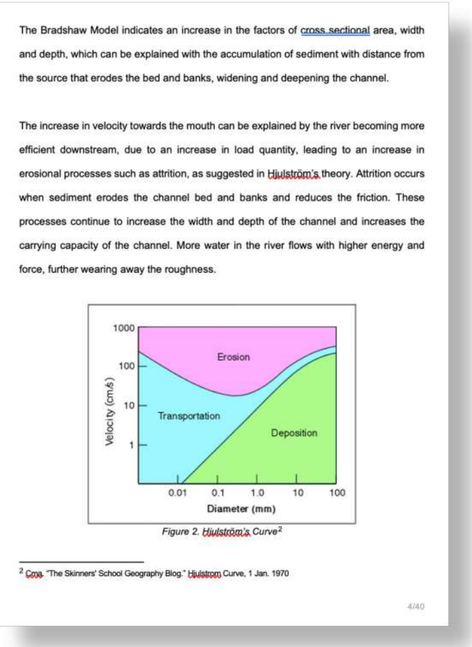
- ***Justification:***

The hypotheses are based on the Bradshaw Model, figure 1, and Hjulstrom's Curve, figure 2. These geographical models describes a river's characteristics and how they vary from the upper course to the lower course of a river.

Figure 1. Bradshaw Model[1]

[1] Allaway, Richard. "IB Geography: Drainage Basins: Bradshaw Model." LinkedIn SlideShare, 14 Nov. 2006, www.slideshare.net/geographyalltheway/ib-geography-drainage-basins-bradshaw-model.

3/40



The Bradshaw Model indicates an increase in the factors of cross sectional area, width and depth, which can be explained with the accumulation of sediment with distance from the source that erodes the bed and banks, widening and deepening the channel.

The increase in velocity towards the mouth can be explained by the river becoming more efficient downstream, due to an increase in load quantity, leading to an increase in erosional processes such as attrition, as suggested in Hjulström's theory. Attrition occurs when sediment erodes the channel bed and banks and reduces the friction. These processes continue to increase the width and depth of the channel and increases the carrying capacity of the channel. More water in the river flows with higher energy and force, further wearing away the roughness.

Figure 2. Hjulström's Curve[2]

[2] Cros. "The Skinners' School Geography Blog." Hjulstrom Curve, 1 Jan. 1970

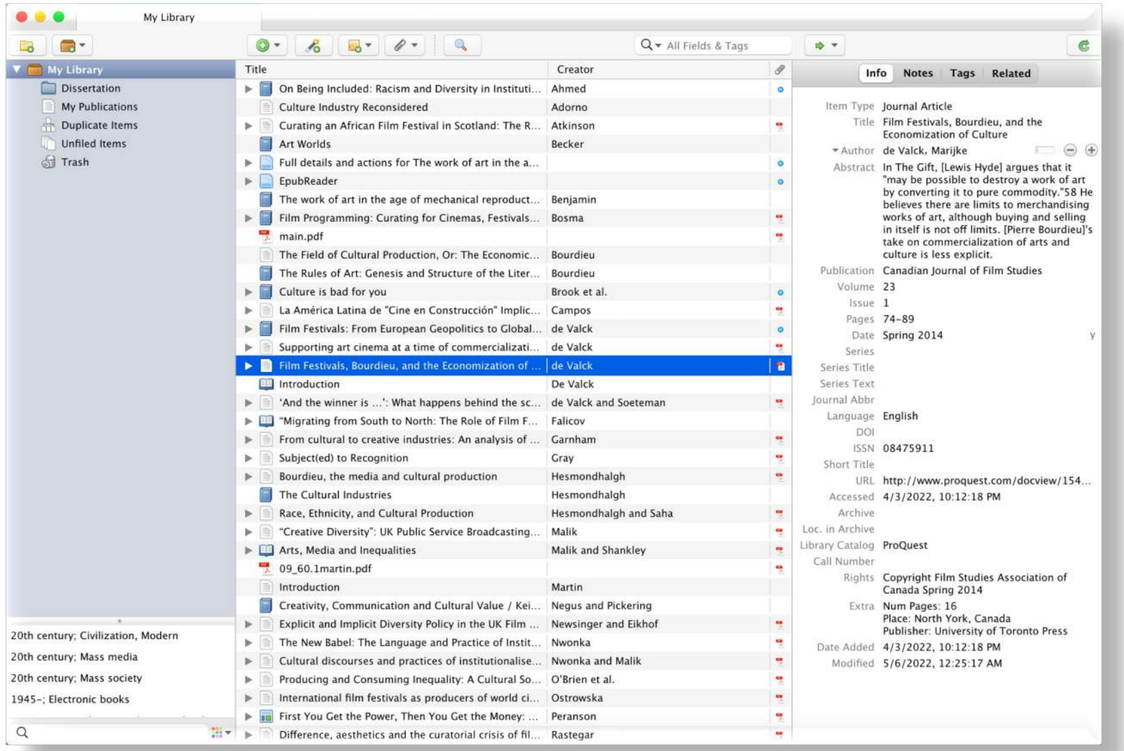
4/40

2.1 Using the criteria

Report section	Criterion	Marks allocated out of 25	Suggested word limit within 2,500 words
Fieldwork question and geographic context	A	3	300
Method(s) of investigation	B	3	300
Quality and treatment of information collected	C	6	500
Written analysis	D	8	850
Conclusion	E	2	200
Evaluation	F	3	300
Total		25	~2,450

Marks	Level descriptor
0	The work does not reach the standard described by the descriptors below.
1	The fieldwork question is not formulated as a question or is not appropriately linked to the relevant syllabus topic or geographical theory. The fieldwork question does not allow for the collection of primary data, does not include a location or is too broad to address within the limits of the internal assessment. No locational map is included or the map is inappropriate for the fieldwork question.
2	The fieldwork question is geographical, **identifying** an appropriate link to the relevant syllabus topic, the syllabus or geographical theory. The fieldwork question **identifies** a specific location allowing for the collection of primary data and a question that can be addressed within the limits of an internal assessment. The locational map is a copy of an existing map (for example, internet or satellite map) with too many unnecessary details or lacking mapping conventions.
3	The link between the fieldwork question and the relevant syllabus topic, the syllabus or geographical theory is **described**. The link made to geographical theory allows for the possible formulation of hypotheses and predictions. The fieldwork question is geographical and focused, clearly **identifying** a precise location allowing for primary data collection within the limits of the internal assessment. One or more locational maps are presented and follow mapping conventions, providing clear information and details of the fieldwork location.

2.2 Citation



Zotero

[BOOK] **Gender trouble**

J Butler - 2002 - taylorfrancis.com

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Cite

MLA	Butler, Judith. *Gender trouble*. routledge, 2002.
APA	Butler, J. (2002). *Gender trouble*. routledge.
Chicago	Butler, Judith. *Gender trouble*. routledge, 2002.
Harvard	Butler, J., 2002. *Gender trouble*. routledge.
Vancouver	Butler J. Gender trouble. routledge; 2002 May 3.

BibTeX EndNote RefMan RefWorks

Any questions?

How do you win a match?

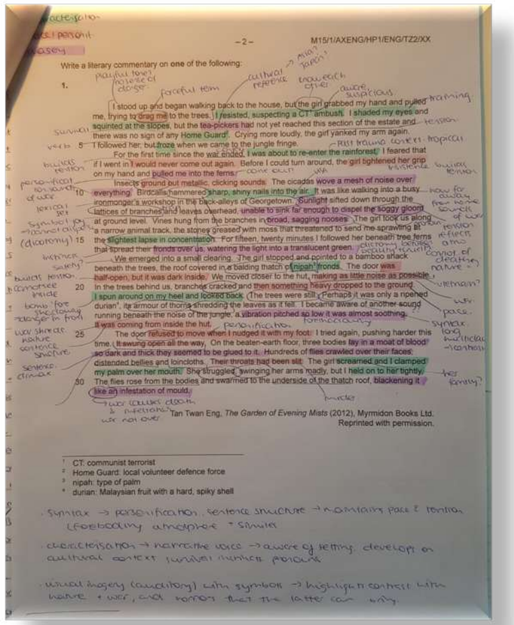
1. Score goals

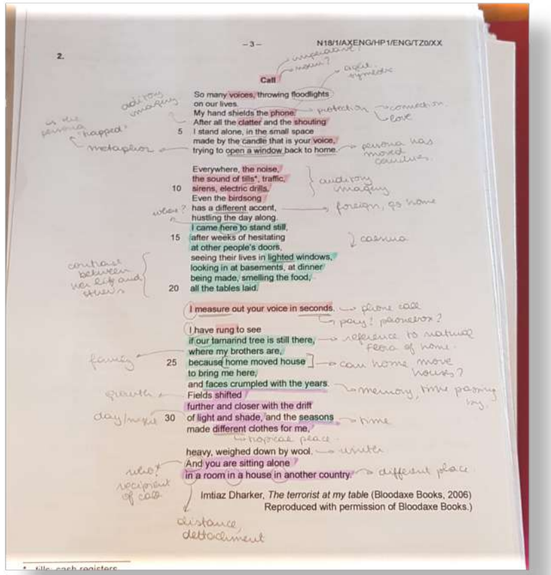
DP = exams

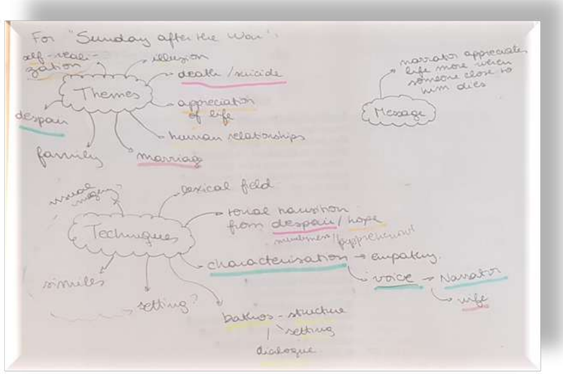
~~2. Have a good defense~~

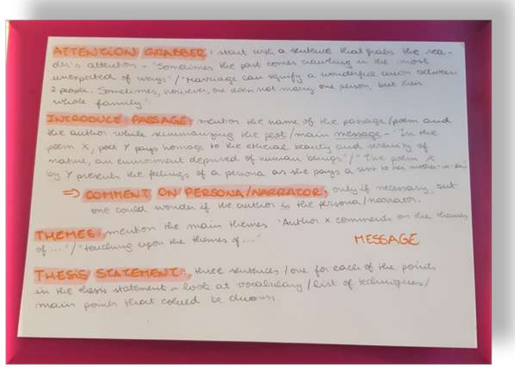
DP = assessments

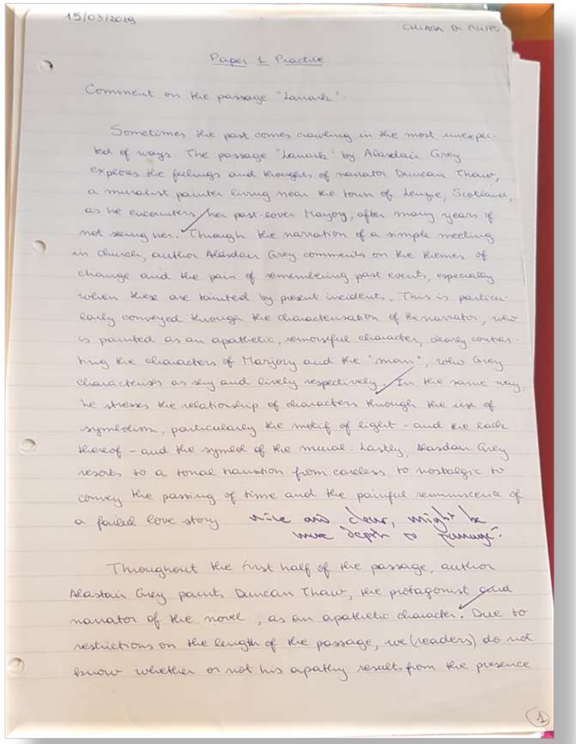
2.3 Language A Revision











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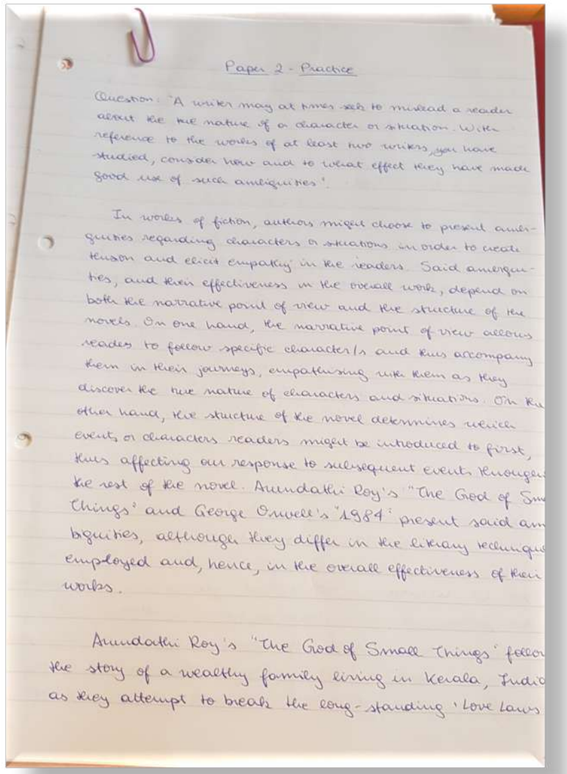
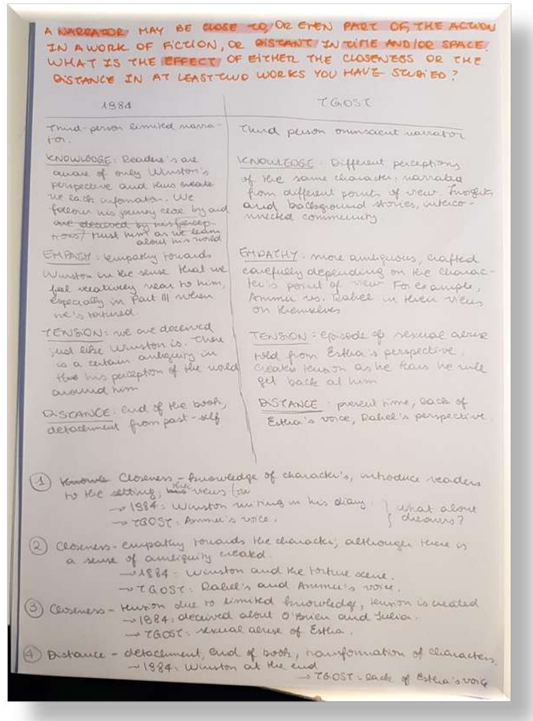


Paper 2 - Practice

Question: 'A writer may at times seek to mislead a reader about the true nature of a character or situation. With reference to the works of at least two writers you have studied, consider how and to what effect they have made good use of such ambiguities'.

In works of fiction, authors might choose to present ambiguities regarding characters or situations in order to create tension and elicit empathy in the readers. Said ambiguities, and their effectiveness in the overall work, depend on both the narrative point of view and the structure of the novels. On one hand, the narrative point of view allows readers to follow specific character/s and thus accompany them in their journeys, empathising with them as they discover the true nature of characters and situations. On the other hand, the structure of the novel determines which events or characters readers might be introduced to first, thus affecting our response to subsequent events throughout the rest of the novel. Arundathi Roy's 'The God of Small Things' and George Orwell's '1984' present said ambiguities, although they differ in the literary techniques employed and, hence, in the overall effectiveness of their works.

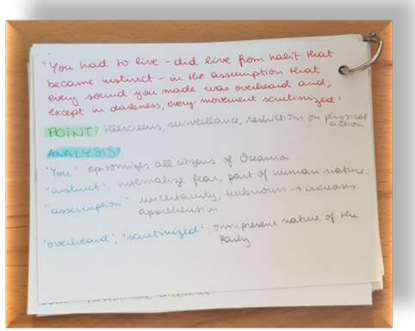
Arundathi Roy's 'The God of Small Things' follows the story of a wealthy family living in Kerala, India, as they attempt to break the long-standing 'Love Laws'



A NARRATOR MAY BE CLOSE TO/OR OFTEN PART OF THE ACTION IN A WORK OF FICTION, OR DISTANT IN TIME AND/OR SPACE. WHAT IS THE EFFECT OF EITHER THE CLOSENESS OR THE DISTANCE IN AT LEAST TWO WORKS YOU HAVE STUDIED?

1984	TGOST
third-person limited narration.	Third person omniscient narrator
KNOWLEDGE: Readers are aware of only Winston's perspective and thus receive or catch information. We follow his journey close by and are deceived by misfortune most [illegible] as we learn about him + world	KNOWLEDGE: Different perceptions of the same character; narrated from different points of view, thoughts and background stories, interconnected community
EMPATHY: sympathy towards Winston in the sense that we feel realities near to him. Especially in Part III when he's tortured.	EMPATHY: more ambiguous, crafted carefully depending on the character's point of view. For example, Ammu vs. Rahel in their views on themselves
TENSION: we are deceived just like Winston is. Those in a certain ambiguity in the how his perception of the world around him	TENSION: episode of sexual abuse told from Estha's perspective, created tension as he fears he will get back at him
DISTANCE: end of the book, detachment from past-self	DISTANCE: present time, back of Estha's voice, Rahel's perspective

1. Closeness - knowledge of character's, introduce readers to the setting, their views (or
   → 1984: Winston writing in his diary | what about dreams?
   → TGOST: Ammu's voice.
2. Closeness - empathy towards the character, although there is a sense of ambiguity created
   → 1984: Winston and the torture scene.
   → TGOST: Rahel's and Ammu's voice.
3. Closeness - tension due to limited knowledge, tension is created
   → 1984: deceived about O'Brien and Julia.
   → TGOST: sexual abuse of Estha.
4. Distance - detachment, end of book, transformation of characters
   → 1984: Winston at the end
   → TGOST: back of Estha's voice



"You had to live - did live from heart beat became instinct - in the assumption that every sound you made was overheard and, except in darkness, every movement scrutinized."

POINT: [illegible]

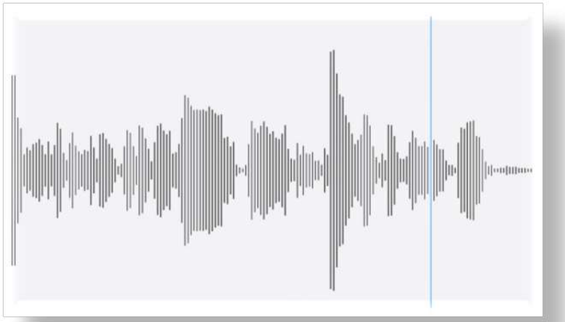
ANALYSIS

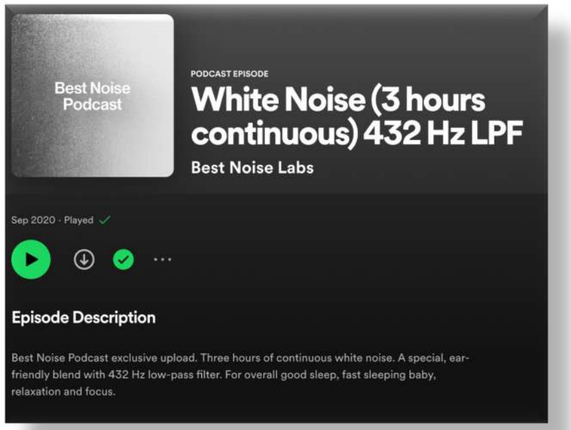
"You" - [illegible]

"instinct" - [illegible]

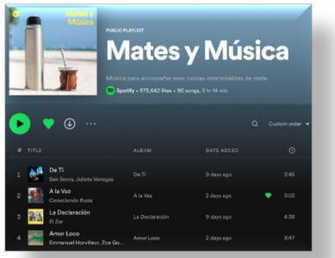
"assumption" - [illegible]

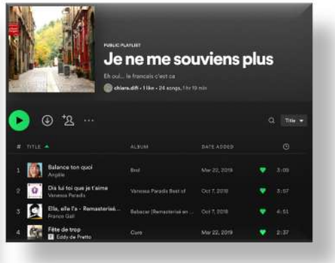
"overheard", "scrutinized" - [illegible]





2.3 Language B Revision





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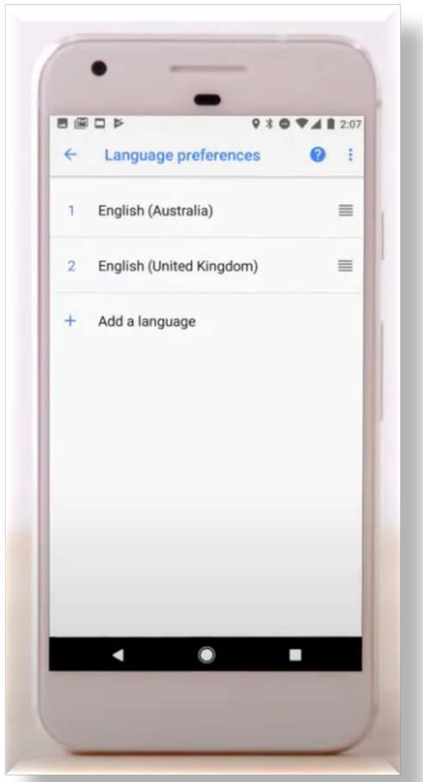
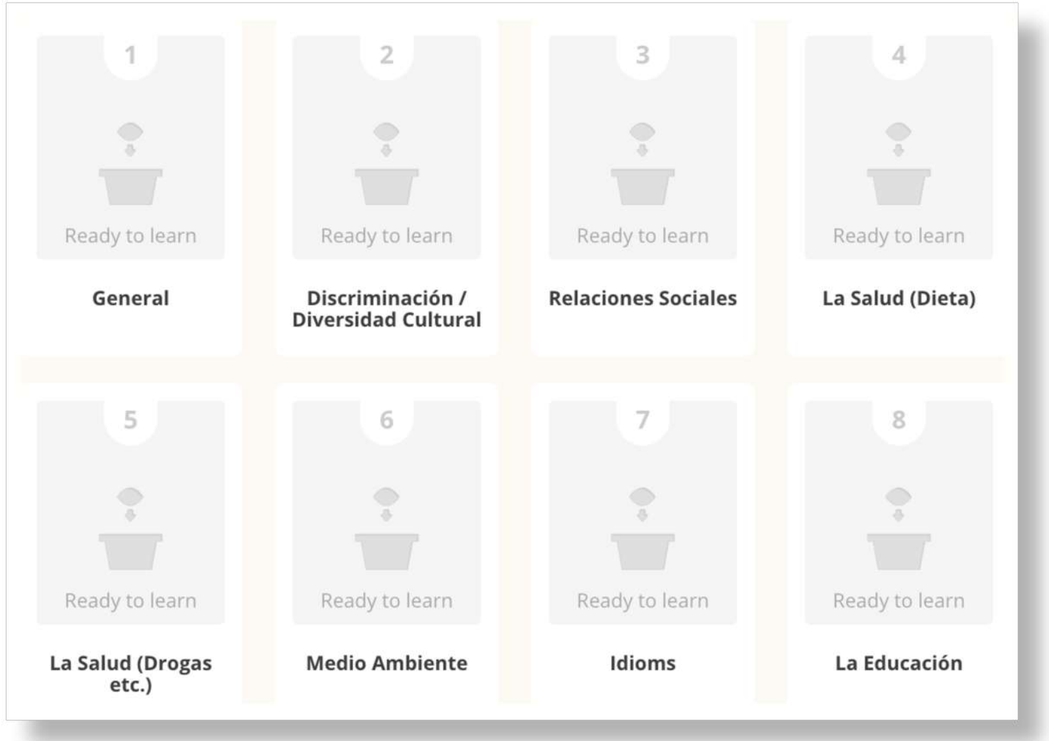




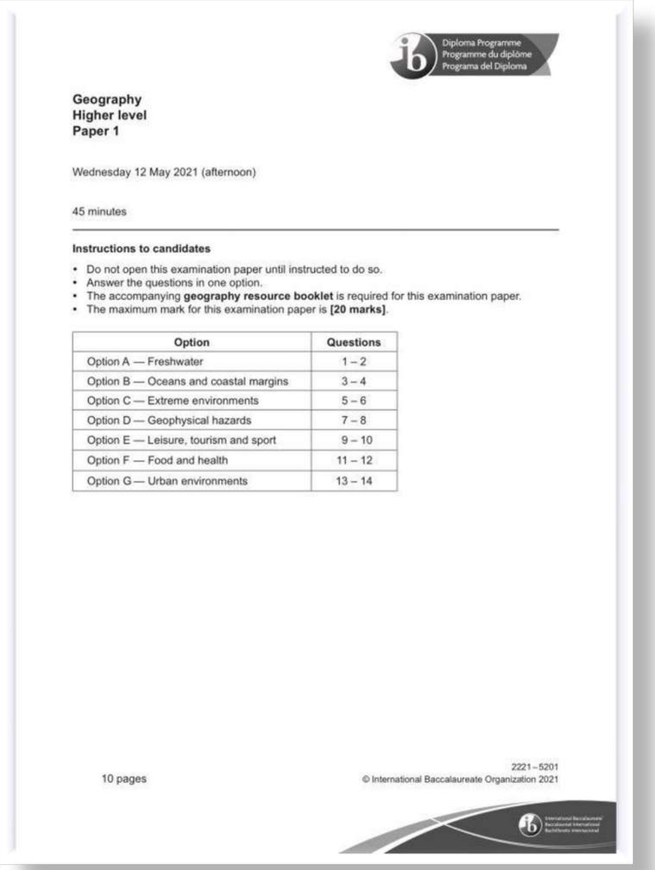
Presente Subjuntivo – Verbos regulares			
	Trabajar	Comer	Vivir
Yo	trabaj-**e**	com-**a**	viv-**a**
Tú	trabaj-**es**	com-**as**	viv-**as**
Él / ella / usted	trabaj-**e**	com-**a**	viv-**a**
Nosotros	trabaj-**emos**	com-**amos**	viv-**amos**
Vosotros	trabaj-**éis**	com-**áis**	viv-**áis**
Ellos /ellas / ustedes	trabaj-**en**	com-**an**	viv-**an**

duolingo

MEMRISE

2.3 Humanities

2.3 Humanities



Diploma Programme
Programme du diplôme
Programa del Diploma

Geography
Higher level
Paper 1

Wednesday 12 May 2021 (afternoon)

45 minutes

Instructions to candidates

- Do not open this examination paper until instructed to do so.
- Answer the questions in one option.
- The accompanying **geography resource booklet** is required for this examination paper.
- The maximum mark for this examination paper is **[20 marks]**.

Option	Questions
Option A — Freshwater	1 – 2
Option B — Oceans and coastal margins	3 – 4
Option C — Extreme environments	5 – 6
Option D — Geophysical hazards	7 – 8
Option E — Leisure, tourism and sport	9 – 10
Option F — Food and health	11 – 12
Option G — Urban environments	13 – 14

10 pages

2221 – 5201
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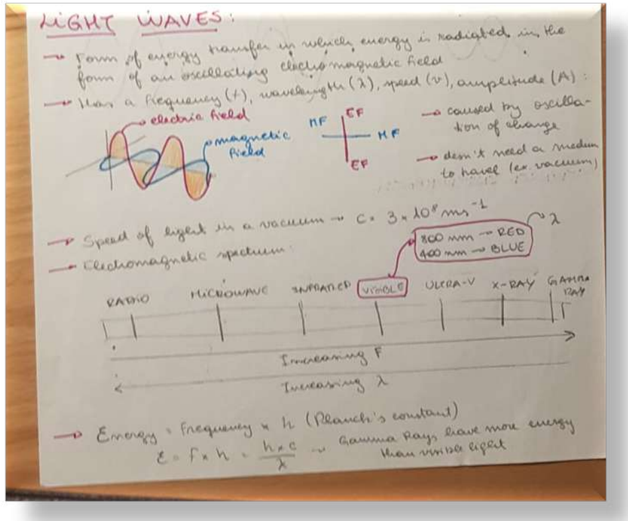
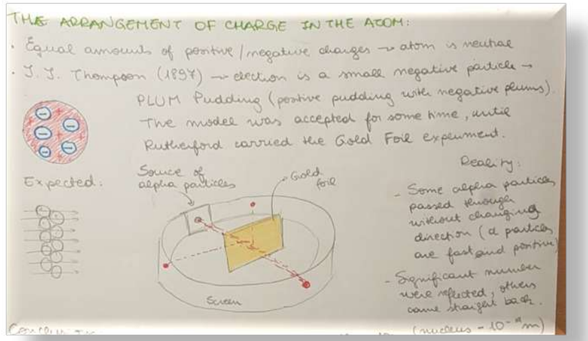
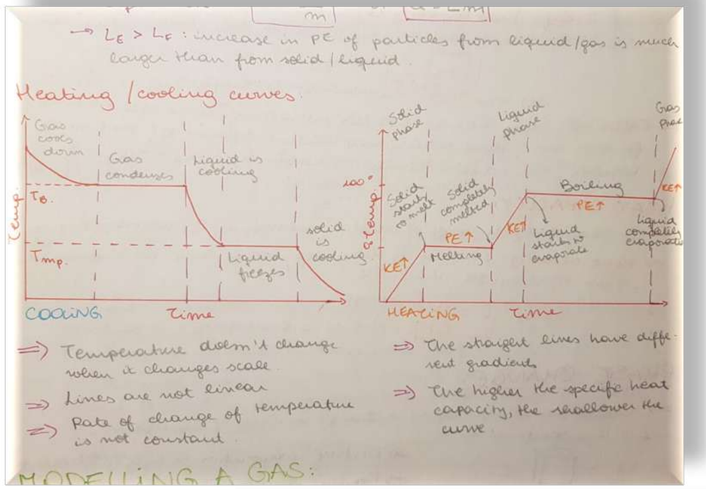
Unit 1: Changing population

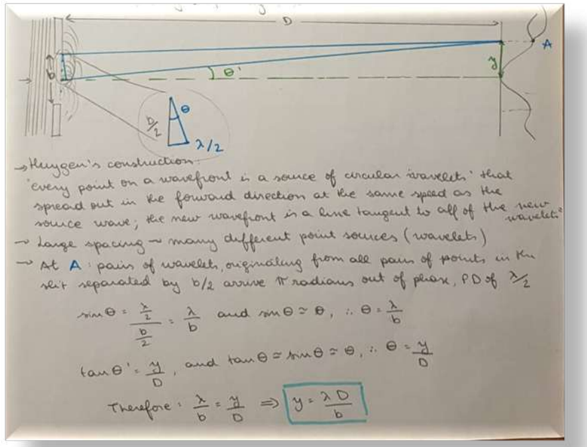
Geographic inquiry	Geographic knowledge and understanding
1. Population and economic development patterns Suggested teaching time 7–8 hours	
How population varies between **places**	Physical and human factors affecting population distribution at the global scale Global patterns and classification of economic development: • low-income countries • middle-income countries and emerging economies • high-income countries Population distribution and economic development at the national scale, including voluntary internal migration, core-periphery patterns and megacity growth • *Two detailed and contrasting examples of uneven population distribution* **Synthesis, evaluation and skills opportunities** The relative importance of different influences on where people live and **spatial interactions** between places at varying **scales**

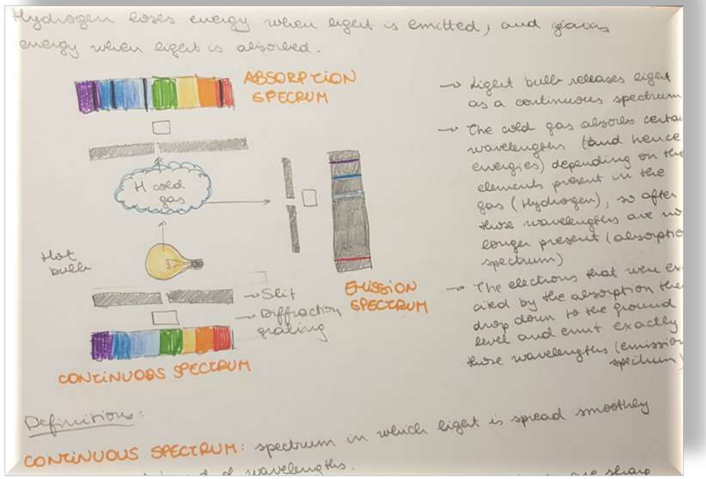
2.3 Sciences


LIGHT WAVES:
→ Form of energy transfer in which energy is radiated in the form of an oscillating electromagnetic field
→ Has a frequency (f), wavelength (λ), speed (v), amplitude (A):
electric field
magnetic field
→ caused by oscillation of charge
→ doesn't need a medium to travel (ex vacuum)
→ Speed of light in a vacuum → c = 3 × 10⁸ ms⁻¹
→ Electromagnetic spectrum:
400 nm → RED
700 nm → BLUE
RADIO
MICROWAVE
INFRARED
VISIBLE
ULTRA-V
X-RAY
GAMMA RAY
Increasing F
Increasing λ
→ Energy = Frequency × h (Planck's constant)
E = f × h = h×c/λ → Gamma Rays have more energy than visible light


THE ARRANGEMENT OF CHARGE IN THE ATOM:
· Equal amounts of positive/negative charges → atom is neutral
· J. J. Thompson (1897) → electron is a small negative particle →
PLUM Pudding (positive pudding with negative plums).
The model was accepted for some time, until Rutherford carried the Gold Foil experiment.
Expected:
Source of alpha particles
Gold foil
Screen
Reality:
- Some alpha particles passed through without changing direction (α particles are fast and positive)
- Significant number were reflected, others came straight back.

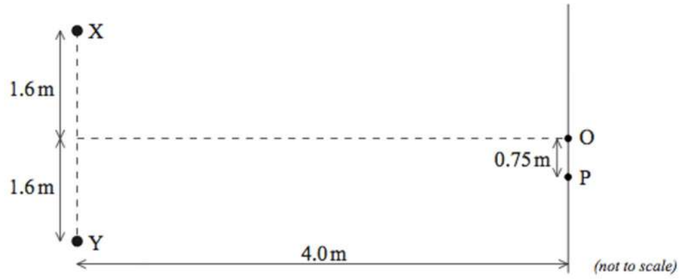

→ L_E > L_F : increase in PE of particles from liquid/gas is much larger than from solid/liquid.
Heating/cooling curves:
Gas cools down
Gas condenses
Liquid is cooling
T₀
Tmp.
Liquid freezes
solid is cooling
Temp
COOLING
Time
⇒ Temperature doesn't change when it changes scale
⇒ Lines are not linear
⇒ Rate of change of temperature is not constant
Solid phase
Liquid phase
Gas phase
100°
Solid starts to melt
Solid completely melted
Boiling
KET
PE↑
Melting
Liquid starts to evaporate
Liquid completely evaporated
HEATING
Time
⇒ The straight lines have different gradient
⇒ The higher the specific heat capacity, the shallower the curve
MODELLING A GAS:


D
θ
y
A
b
θ
λ/2
→ Huygen's construction:
'every point on a wavefront is a source of circular wavelets' that spread out in the forward direction at the same speed as the source wave, the new wavefront is a line tangent to all of the new wavelets'
→ large spacing → many different point sources (wavelets)
→ At A: pairs of wavelets originating from all pairs of points in the slit separated by b/2 arrive π radians out of phase, PD of λ/2
sinθ = (λ/2)/(b/2) = λ/b and sinθ ≈ θ, ∴ θ = λ/b
tanθ = y/D, and tanθ = sinθ ≈ θ, ∴ θ = y/D
Therefore: λ/b = y/D ⇒ y = λD/b


Hydrogen loses energy when light is emitted, and gains energy when light is absorbed.
ABSORPTION SPECTRUM
H cold gas
Hot bulb
Slit
Diffraction grating
EMISSION SPECTRUM
CONTINUOUS SPECTRUM
→ light bulb releases light as a continuous spectrum
→ The cold gas absorbs certain wavelengths (and hence energies) depending on the elements present in the gas (Hydrogen), so often these wavelengths are no longer present (absorption spectrum)
→ The electrons that were excited by the absorption then drop down to the ground level and emit exactly these wavelengths (emission spectrum)
Definitions:
CONTINUOUS SPECTRUM: spectrum in which light is spread smoothly

2.3 Sciences

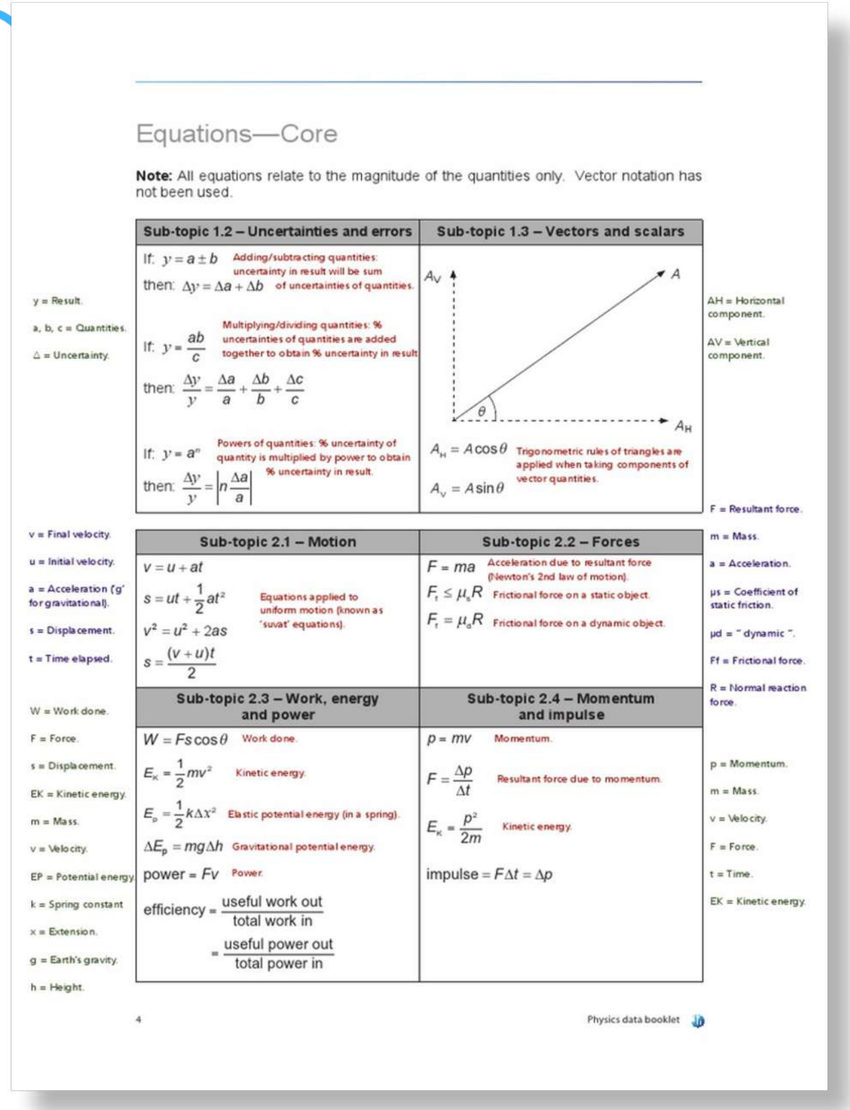
(b) The diagram shows two point sources of sound, X and Y. Each source emits waves of wavelength 1.1 m and amplitude A. Over the distances shown, any decrease in amplitude can be neglected. The two sources vibrate in phase.



Points O and P are on a line 4.0 m from the line connecting X and Y. O is opposite the midpoint of XY and P is 0.75 m from O.

Radio -> Micro -> Infrared -> Visible -> UV -> X-ray -> Gamma

Red Monkeys In Vegas Usually X-ray Goats



Equations—Core

Note: All equations relate to the magnitude of the quantities only. Vector notation has not been used.

Sub-topic 1.2 – Uncertainties and errors

If: $y = a \pm b$ Adding/subtracting quantities: uncertainty in result will be sum of uncertainties of quantities.

then: $\Delta y = \Delta a + \Delta b$

If: $y = \frac{ab}{c}$ Multiplying/dividing quantities: % uncertainties of quantities are added together to obtain % uncertainty in result.

then: $\frac{\Delta y}{y} = \frac{\Delta a}{a} + \frac{\Delta b}{b} + \frac{\Delta c}{c}$

If: $y = a^n$ Powers of quantities: % uncertainty of quantity is multiplied by power to obtain % uncertainty in result.

then: $\frac{\Delta y}{y} = \left| n \frac{\Delta a}{a} \right|$

y = Result.
a, b, c = Quantities.
Δ = Uncertainty.

Sub-topic 1.3 – Vectors and scalars

$A_H = A\cos\theta$ Trigonometric rules of triangles are applied when taking components of vector quantities.

$A_V = A\sin\theta$

AH = Horizontal component.
AV = Vertical component.

Sub-topic 2.1 – Motion

$v = u + at$

$s = ut + \frac{1}{2}at^2$ Equations applied to uniform motion (known as 'suvat' equations).

$v^2 = u^2 + 2as$

$s = \frac{(v+u)t}{2}$

v = Final velocity.
u = Initial velocity.
a = Acceleration ('g' for gravitational).
s = Displacement.
t = Time elapsed.

Sub-topic 2.2 – Forces

$F = ma$ Acceleration due to resultant force (Newton's 2nd law of motion).

$F_f \leq \mu_s R$ Frictional force on a static object.

$F_f = \mu_d R$ Frictional force on a dynamic object.

F = Resultant force.
m = Mass.
a = Acceleration.
μs = Coefficient of static friction.
μd = " dynamic ".
Ff = Frictional force.
R = Normal reaction force.

Sub-topic 2.3 – Work, energy and power

$W = Fs\cos\theta$ Work done.

$E_K = \frac{1}{2}mv^2$ Kinetic energy.

$E_p = \frac{1}{2}k\Delta x^2$ Elastic potential energy (in a spring).

$\Delta E_p = mg\Delta h$ Gravitational potential energy.

power = Fv Power.

efficiency = $\frac{\text{useful work out}}{\text{total work in}} = \frac{\text{useful power out}}{\text{total power in}}$

W = Work done.
F = Force.
s = Displacement.
EK = Kinetic energy.
m = Mass.
v = Velocity.
EP = Potential energy.
k = Spring constant
x = Extension.
g = Earth's gravity.
h = Height.

Sub-topic 2.4 – Momentum and impulse

$p = mv$ Momentum.

$F = \frac{\Delta p}{\Delta t}$ Resultant force due to momentum.

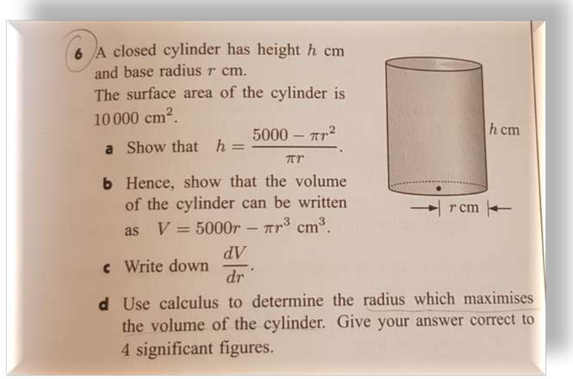
$E_K = \frac{p^2}{2m}$ Kinetic energy.

impulse = $F\Delta t = \Delta p$

p = Momentum.
m = Mass.
v = Velocity.
F = Force.
t = Time.
EK = Kinetic energy.

LANTERNA EDUCATION

2.3 Math



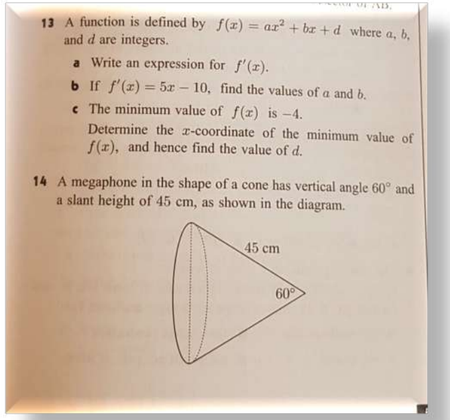
6 A closed cylinder has height h cm and base radius r cm.
The surface area of the cylinder is 10 000 cm^2.

a Show that $h = \dfrac{5000 - \pi r^2}{\pi r}$.

b Hence, show that the volume of the cylinder can be written as $V = 5000r - \pi r^3$ cm^3.

c Write down $\dfrac{dV}{dr}$.

d Use calculus to determine the radius which maximises the volume of the cylinder. Give your answer correct to 4 significant figures.



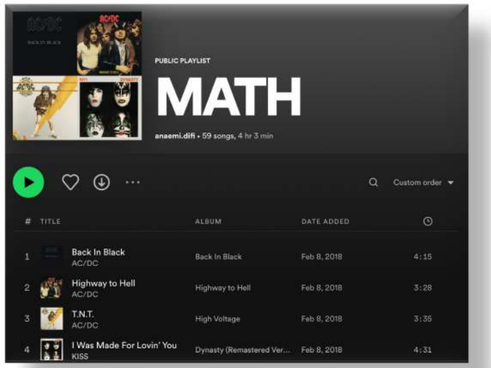
13 A function is defined by $f(x) = ax^2 + bx + d$ where a, b, and d are integers.

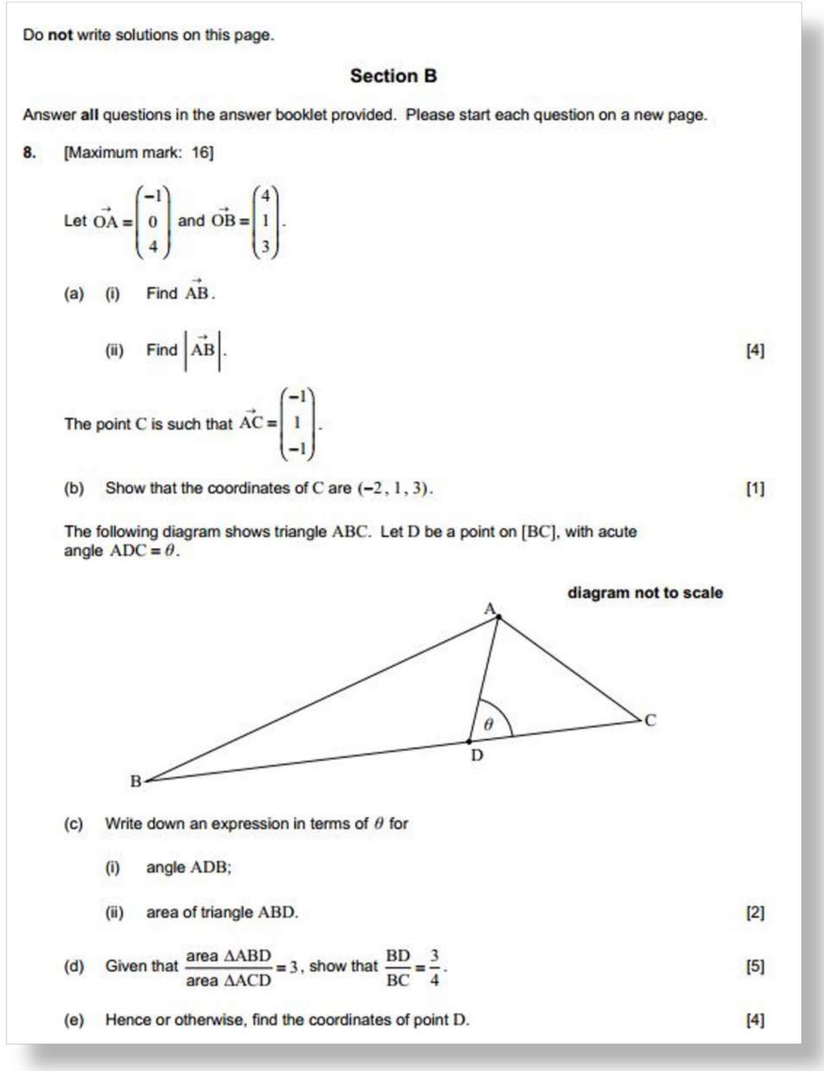
a Write an expression for $f'(x)$.

b If $f'(x) = 5x - 10$, find the values of a and b.

c The minimum value of $f(x)$ is -4.
Determine the x-coordinate of the minimum value of $f(x)$, and hence find the value of d.

14 A megaphone in the shape of a cone has vertical angle 60° and a slant height of 45 cm, as shown in the diagram.





Do **not** write solutions on this page.

Section B

Answer **all** questions in the answer booklet provided. Please start each question on a new page.

8. [Maximum mark: 16]

Let $\vec{OA} = \begin{pmatrix} -1 \\ 0 \\ 4 \end{pmatrix}$ and $\vec{OB} = \begin{pmatrix} 4 \\ 1 \\ 3 \end{pmatrix}$.

(a) (i) Find $\vec{AB}$.

(ii) Find $\left|\vec{AB}\right|$. [4]

The point C is such that $\vec{AC} = \begin{pmatrix} -1 \\ 1 \\ -1 \end{pmatrix}$.

(b) Show that the coordinates of C are $(-2, 1, 3)$. [1]

The following diagram shows triangle ABC. Let D be a point on [BC], with acute angle ADC = θ.

diagram not to scale

(c) Write down an expression in terms of θ for

(i) angle ADB;

(ii) area of triangle ABD. [2]

(d) Given that $\dfrac{\text{area } \Delta ABD}{\text{area } \Delta ACD} = 3$, show that $\dfrac{BD}{BC} = \dfrac{3}{4}$. [5]

(e) Hence or otherwise, find the coordinates of point D. [4]

2.3 Arts

Room

For the room scenes, I created an art studio in my room. I filled the walls with postcards of expressionist and realistic paintings of blue-tones. In the same way, I added an easel and various paintings as well as acrylic paint and art books (Figure 32). For this occasion, another friend of mine painted a similar painting showing the Alps, but with a different style and colour palette (Figure 33).

Figure 33: Nina's painting.

Figure 32: Production.

13

Creative Work in Directing

Intentions

When I embarked in the project "Signed, Brontë", I was happy to embrace the role of the director. I had directed various film pieces in the past and it was the role I most enjoyed doing. In this film, my goal was to work closely with the actors and screenwriter to create a feminist coming-of-age film. I was inspired by feminist films such as "The Hours" (Daldry, 2002) and "Lady Bird" (Gerwig, 2017). The absence of male characters as well as the complex relationship between mothers and daughters are key aspects of these film that inspired me in the creation of this film. In the same way, the lack of romanticism and the focus on individual passions and family relationships also contribute to the construction of this feminist film.

Lady Bird (Gergwig, 2001)

The Hours (Daldry, 2002)

In terms of directing style, I was greatly influenced by director and actress Greta Gerwig who I highly admire for her close collaboration with actors and her personal connection to her screenplays. In the same way, I was inspired by Alfonso Cuarón's retrospective directing style. In his films "Y Tu Mamá También" (2001) and "Roma" (2018) he explores a personal aspect of his life and looks back at his memories. Although "Signed, Bronte" does not particularly reflect my relationship with my mother, it does highlight the influence that my grandmother had on my artistic passions.

Roma (Cuarón, 2018)

1

Salève

The mise-en-scène and props were also very interesting and fun to plan. I worked closely with the screenwriter to bring our shared vision to life through the setting. In the Salève, for example, various props were needed to convey Nina's relationship with her grandma, Bronte. One of these was a painting of the Alps. I asked a talented friend of mine to paint a picture of the Alps inspired by Hodler's painting "Alps Bernoises" (Figure 23). I asked her to use blue tones so that it would match the blue color grading we had agreed together with the cinematographer and editor for these specific scenes.

Figure 23: Progress on the Painting (inspiration to the left)

We also brought acrylic paint, brushes, an easle, and a bench to the Salève (Figure 24). To ensure the safety of the actresses and their comfort on set, we brought blankets, hand warmers, and coffee (Figure 25). We filmed from 15h00 - 18h00, during the golden hour. I gave the actresses indication on how to stand and deliver their lines, but I was also opened to any suggestions they might have on the spot. For example, it was Kristina's idea to grab Natascha's face as she delivered the line, which I found very moving and effective and therefore decided to keep it (Figure 26).

Figure 24: Bringing the bench.

Figure 25: Shooting at the Salève.

Figure 26: A still from the film.

9

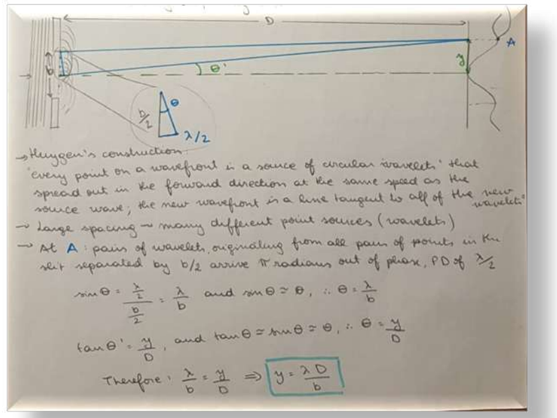
Studying for Mocks

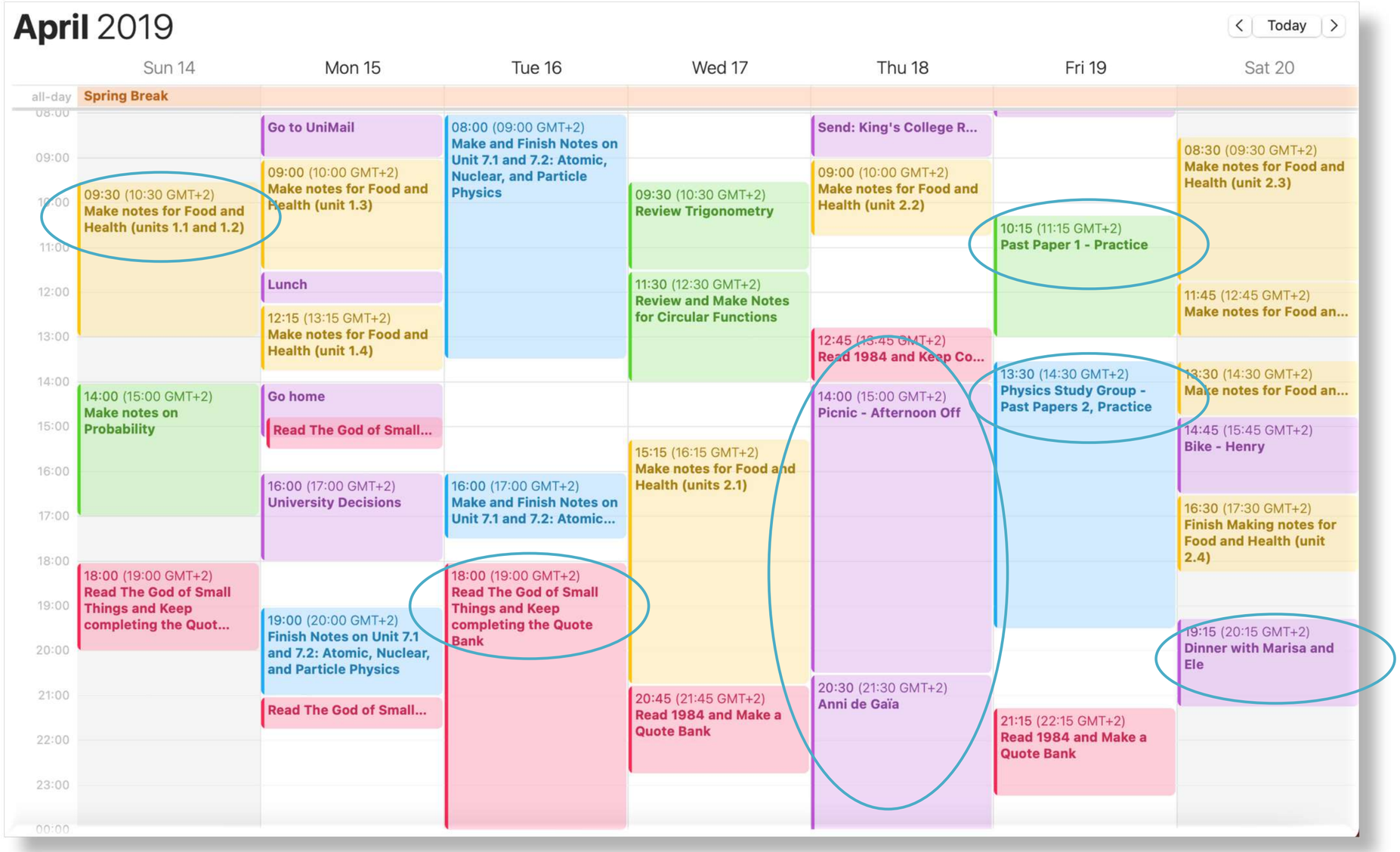
- Mocks: 1-2 weeks (Christmas break)
- May exams: 3-4 weeks
- Check the topics that will be covered in mocks
- Prioritise the subjects / topics that you find the most difficult
- Make a list of the topics on Excel / Google Sheets and cross them off as you go

Geography - Core		
	Topic	**Confidence**
Unit 1	Population & Econ Dev Patterns	good
	Changing Populations & Places	okay
	Challenges & Opportunities	weak
Unit 2	Causes of Global Climate Change	good
	Consequences of Global CC	weak
	Responding to Global CC	okay

Creating a Revision Schedule

- Study every day for 2h OR study for full days and then have days off?
- Account for trips / holidays
- Night before the exam: study and relax




April 2019
Today
Sun 14
Mon 15
Tue 16
Wed 17
Thu 18
Fri 19
Sat 20
all-day
Spring Break
09:30 (10:30 GMT+2)
Make notes for Food and Health (units 1.1 and 1.2)
14:00 (15:00 GMT+2)
Make notes on Probability
18:00 (19:00 GMT+2)
Read The God of Small Things and Keep completing the Quot...
Go to UniMail
09:00 (10:00 GMT+2)
Make notes for Food and Health (unit 1.3)
Lunch
12:15 (13:15 GMT+2)
Make notes for Food and Health (unit 1.4)
Go home
Read The God of Small...
16:00 (17:00 GMT+2)
University Decisions
19:00 (20:00 GMT+2)
Finish Notes on Unit 7.1 and 7.2: Atomic, Nuclear, and Particle Physics
Read The God of Small...
08:00 (09:00 GMT+2)
Make and Finish Notes on Unit 7.1 and 7.2: Atomic, Nuclear, and Particle Physics
16:00 (17:00 GMT+2)
Make and Finish Notes on Unit 7.1 and 7.2: Atomic...
18:00 (19:00 GMT+2)
Read The God of Small Things and Keep completing the Quote Bank
09:30 (10:30 GMT+2)
Review Trigonometry
11:30 (12:30 GMT+2)
Review and Make Notes for Circular Functions
15:15 (16:15 GMT+2)
Make notes for Food and Health (units 2.1)
20:45 (21:45 GMT+2)
Read 1984 and Make a Quote Bank
Send: King's College R...
09:00 (10:00 GMT+2)
Make notes for Food and Health (unit 2.2)
12:45 (13:45 GMT+2)
Read 1984 and Keep Co...
14:00 (15:00 GMT+2)
Picnic - Afternoon Off
20:30 (21:30 GMT+2)
Anni de Gaïa
10:15 (11:15 GMT+2)
Past Paper 1 - Practice
13:30 (14:30 GMT+2)
Physics Study Group - Past Papers 2, Practice
21:15 (22:15 GMT+2)
Read 1984 and Make a Quote Bank
08:30 (09:30 GMT+2)
Make notes for Food and Health (unit 2.3)
11:45 (12:45 GMT+2)
Make notes for Food an...
13:30 (14:30 GMT+2)
Make notes for Food an...
14:45 (15:45 GMT+2)
Bike - Henry
16:30 (17:30 GMT+2)
Finish Making notes for Food and Health (unit 2.4)
19:15 (20:15 GMT+2)
Dinner with Marisa and Ele

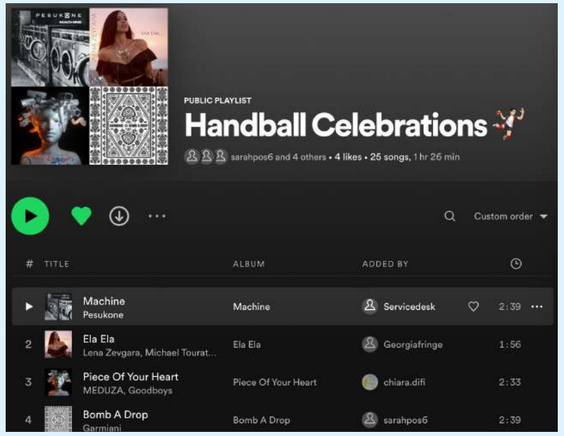
Any questions?

What makes a successful ~~IB student~~ sportsperson?

~~1. Know the rules, have a good strategy~~

~~2. Develop your skills~~

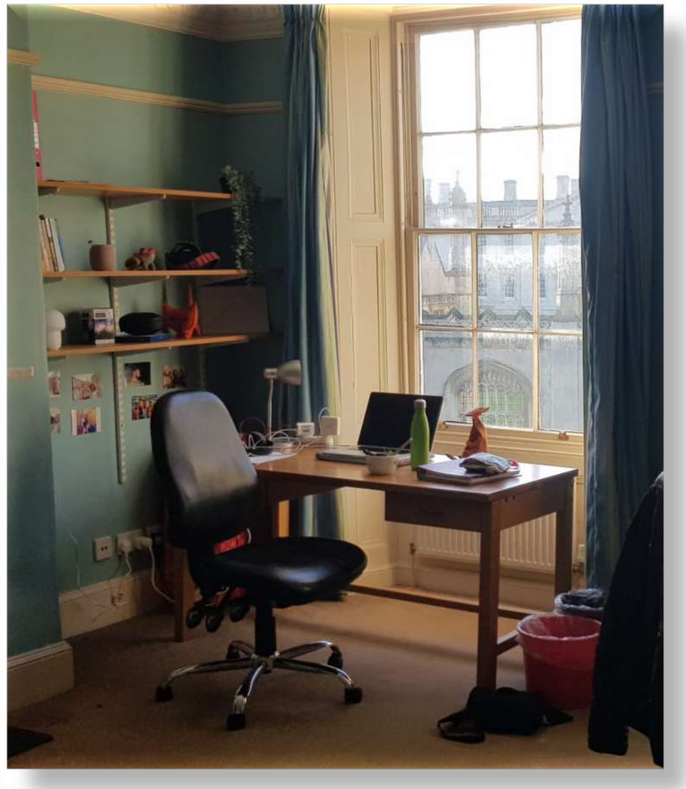
3. Have the right mindset



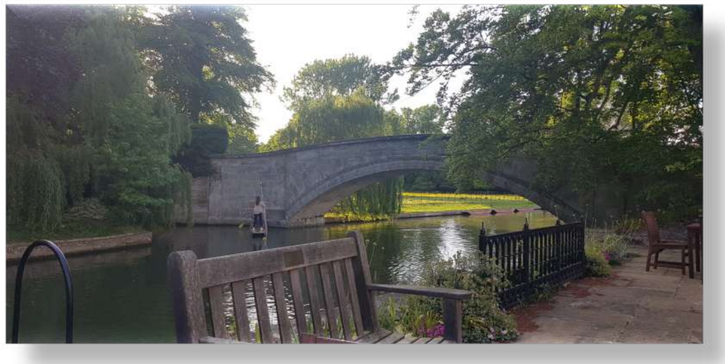
Have the right mindset

Section 3/3

3.1 Study Space



- Comfortable and tidy
- Everything you need
- Outside? Inside? Library? Home? Try different places!
- Morning? Evening?



3.2 Take care of yourself

- Try to sleep 8 hours!
- Stay hydrated!
- Exercise
- Have fun!

3.2 Take care of yourself

- Try to sleep 8 hours!
- Stay hydrated!
- Exercise
- Have fun!

Recap

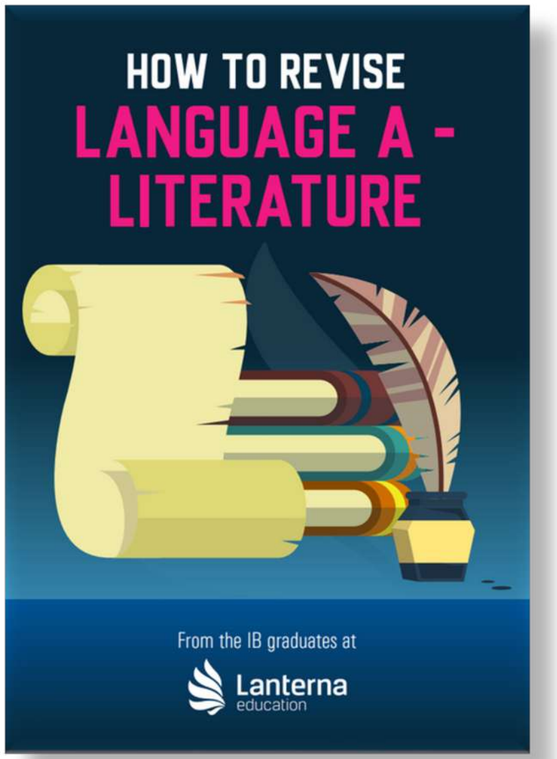
1. Know the rules, have a good strategy

2. Develop your skills

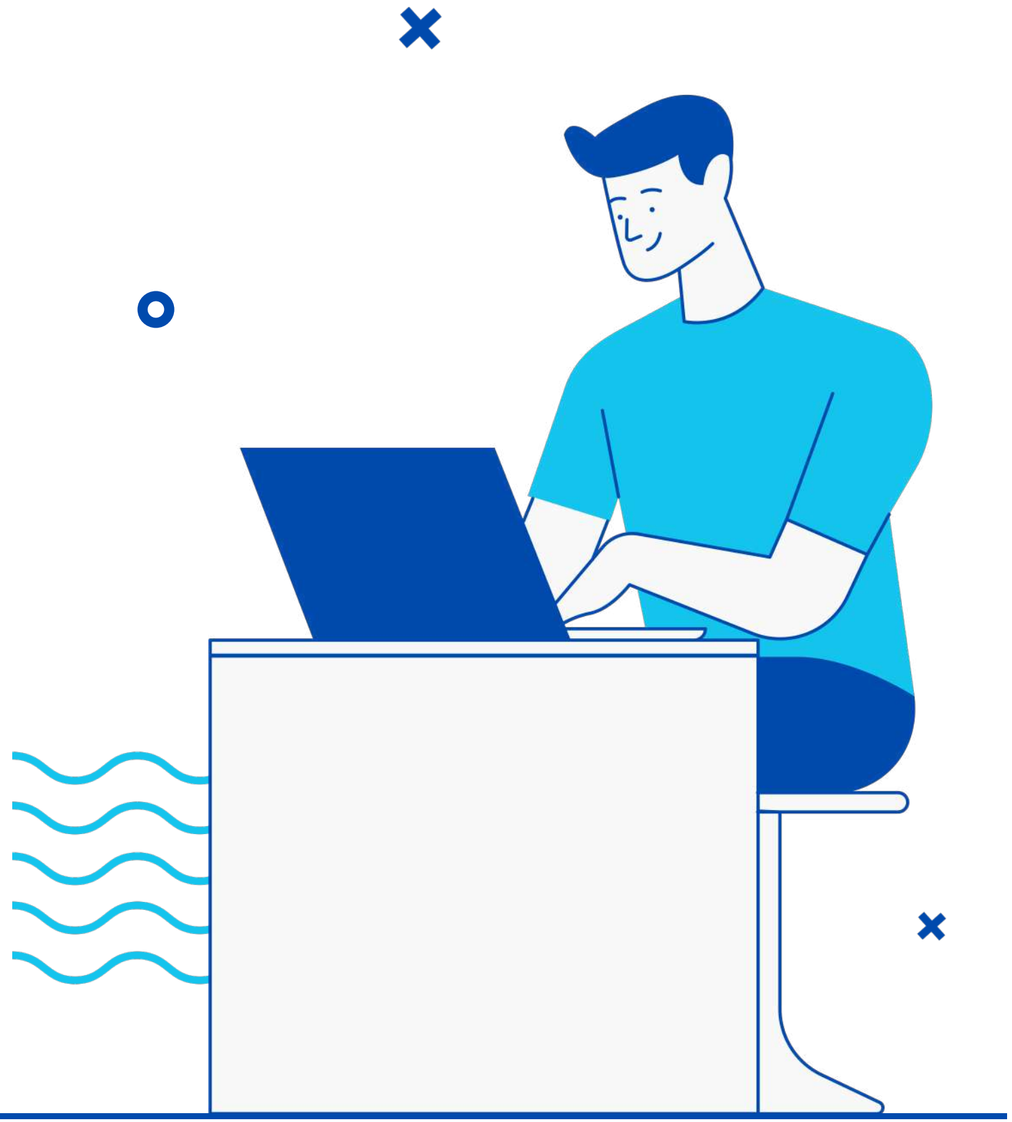
3. Have the right mindset

Useful Resources

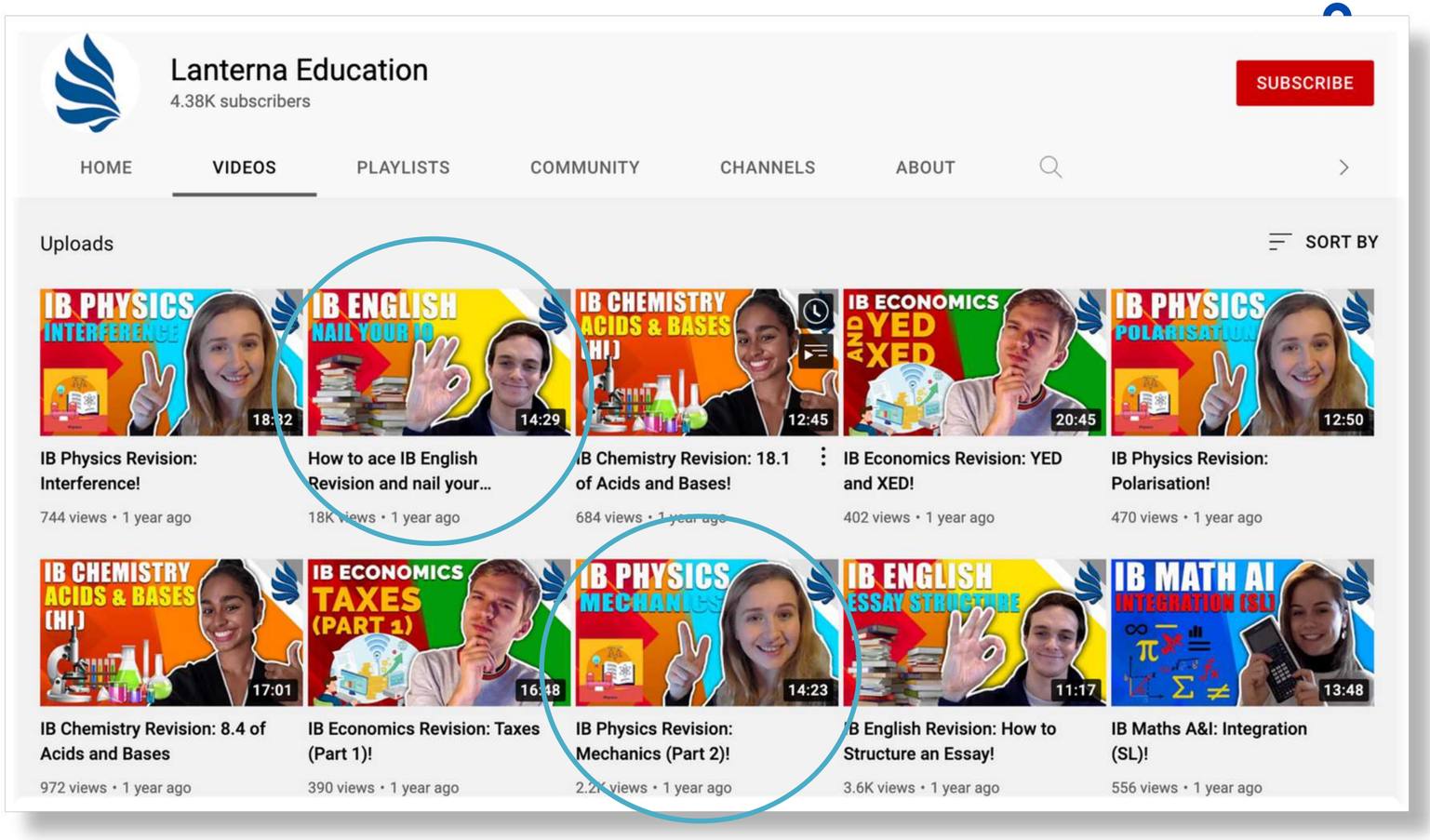
Free guides


HOW TO REVISE
LANGUAGE A -
LITERATURE
From the IB graduates at
Lanterna
education


GEOGRAPHY
IA GUIDE
Lanterna
education



YouTube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PLAYLISTS
COMMUNITY
CHANNELS
ABOUT
Uploads
SORT BY
IB PHYSICS INTERFERENCE
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IB Physics Revision: Interference!
744 views • 1 year ago
IB ENGLISH NAIL YOUR IO
14:29
How to ace IB English Revision and nail your...
18K views • 1 year ago
IB CHEMISTRY ACIDS & BASES (HL)
12:45
IB Chemistry Revision: 18.1 of Acids and Bases!
684 views • 1 year ago
IB ECONOMICS YED AND XED
20:45
IB Economics Revision: YED and XED!
402 views • 1 year ago
IB PHYSICS POLARISATION
12:50
IB Physics Revision: Polarisation!
470 views • 1 year ago
IB CHEMISTRY ACIDS & BASES (HL)
17:01
IB Chemistry Revision: 8.4 of Acids and Bases
972 views • 1 year ago
IB ECONOMICS TAXES (PART 1)
16:48
IB Economics Revision: Taxes (Part 1)!
390 views • 1 year ago
IB PHYSICS MECHANICS
14:23
IB Physics Revision: Mechanics (Part 2)!
2.2K views • 1 year ago
IB ENGLISH ESSAY STRUCTURE
11:17
IB English Revision: How to Structure an Essay!
3.6K views • 1 year ago
IB MATH AI INTERPRETATION (SL)
13:48
IB Maths A&I: Integration (SL)!
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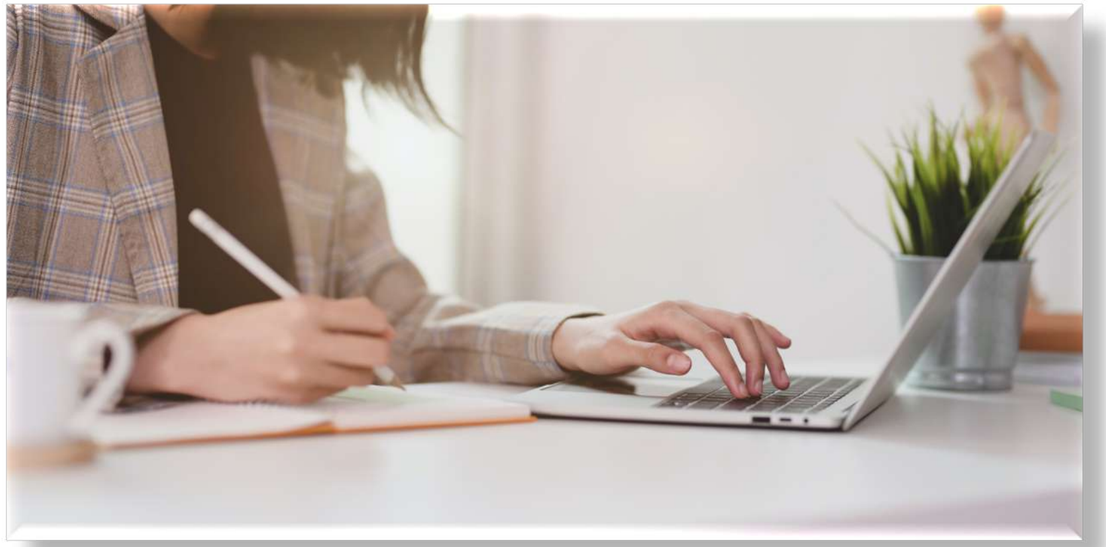

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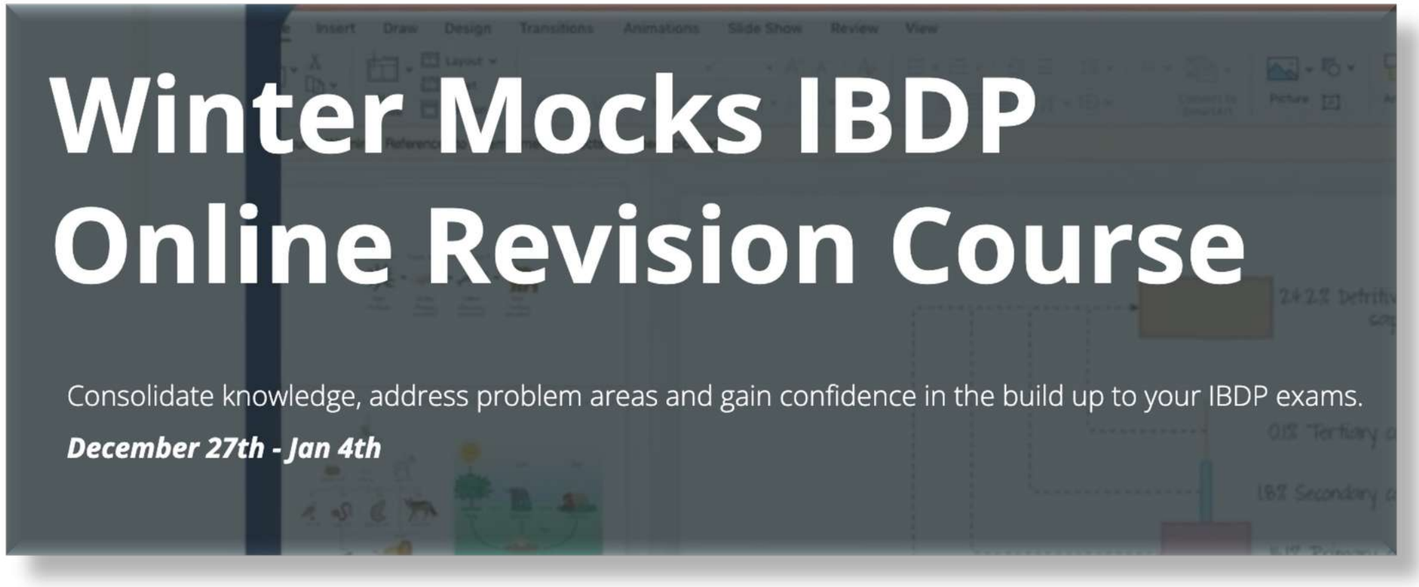

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Maths AA	✓		✓
Maths AI	✓		✓
Chemistry		✓	✓
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