



BOX HILL SCHOOL

INTERNATIONAL BACCALAUREATE

2009



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SECTION 1

A GENERAL DESCRIPTION OF THE IB PROGRAMME

LETTER FROM THE HEADMASTER

Welcome to Box Hill School and the International Baccalaureate Diploma programme for Sixth Form students. We are convinced the broad base of the Diploma and the skills students acquire in following the programme give students the best possible preparation for university as well as providing a highly marketable qualification within the increasingly globalised workplace.

From September 2008, there has been a new UCAS tariff in operation for examinations taken in 2010 (see page 8). The new tariff system quite clearly favours students who have completed the Diploma programme, as is evident from examination of the points or grade requirements for university courses.

We welcome applications from our current Year 11 students as well as from students from other European countries, the Middle East, the Far East, Africa and elsewhere. Students who have studied in other national systems, or who have studied the IB MYP as well as those, of course, who have taken IGCSEs and GCSEs are ideally suited to the Diploma and are encouraged to apply..

The IBD is a natural extension of Box Hill's distinct international ethos and flavour which is manifested in many ways, particularly through the diverse nature of the student population and the international experience of many of our teachers, many of whom have a real strength in languages other than English. We are a proud member of Round Square, an international family of over 60 schools around the globe which promote internationalism and we have a long tradition of involvement in student exchanges, international student conferences and service projects (e.g. in Thailand, Costa Rica, Guatemala, South Africa and Peru).

Box Hill offers an impressive range of co-curricular activities including a wide variety of sport, music and drama as well as some more unusual activities (e.g. Fire service, the Farm and Rocket Club), and of course the outstanding Duke of Edinburgh Award Scheme which is highly popular at Gold level. Students taking part in the IB Diploma will be able to gain credit for their participation in these and other activities as they will count towards their CAS hours (see page 7).

I believe that our outstanding tutoring system, excellent level of careers advice and superb pastoral care, make us a natural choice for those students wishing to participate in the IBD programme.

This booklet provides you with an overview of the IB programme's structure, individual subject details and the likely range of courses available at Box Hill. **Please note however that the availability of certain courses will depend on demand.**

We look forward to welcoming you to Box Hill. Please come for a visit and a more detailed discussion of your individual requirements. We do offer a limited number of scholarships and means tested bursaries.

Mark Eagers
Headmaster

GENERAL INTRODUCTION TO THE IB

We are providing the IB Diploma programme for our Sixth Form students as part of Box Hill curriculum policy because we believe it provides a broader and more coherent alternative to the A-Level curriculum and because it is a better preparation for university. It also provides a highly marketable qualification within the globalising workplace of the future and it is clear that the tertiary sector in the UK and abroad rate the IB diploma highly. Unlike the A level curriculum, the IB is underpinned by a clear mission statement which links naturally to the Round Square IDEALS already embedded in the Box Hill curriculum.

The International Baccalaureate Mission Statement

“The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

The IB Diploma programme provides a two-year curriculum, leading to examinations for students normally aged between sixteen and nineteen. Based on the pattern of no single country, it is a deliberate compromise between the specialisation required in some national systems and the breadth preferred in others. The general objectives of the IB Diploma are to provide students with a balanced education; to facilitate geographic and cultural mobility; and to promote international understanding through a shared academic experience. In the forty years since its founding, the IB Diploma has become a symbol of academic integrity and intellectual promise. The student who satisfies its demands demonstrates a strong commitment to learning, both in terms of the mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world.

Candidates choose six subjects - three at Higher Level and three at Standard Level. Individual choices depend on whether the student is a science specialist, language specialist, humanities specialist, arts specialist or 'all rounder'. Additionally, all follow a Theory of Knowledge course, participate in a Creativity, Action and Service (CAS) programme (150 hours), and complete an Extended Essay based on their own research.

Only schools and colleges officially accepted for membership by the International Baccalaureate are authorised to offer the curriculum and to present candidates for examination. There are now in total, more than 2,251 member schools in 126 countries throughout the world. Significant numbers of IB Diploma holders have gained admission over the years to a wide range of universities across the globe. The IB is officially recognised in 95 countries and acknowledged in many more by autonomous universities.

The organisation is based in Geneva with Regional Offices in Geneva, New York, Buenos Aires and Singapore. The Curriculum and Evaluation Office is in Cardiff. As part of its function, it oversees two examination sessions per year. The May session serves the large majority of candidates while schools in the Southern Hemisphere subscribe to the November session. Some 2600 individual examiners world-wide participate in the assessment of student work. The three working languages of the IB are English, French and Spanish.

The Diploma candidates at Box Hill School choose their programme of **six subjects** to be studied over two years, from the following:

- Group 1** **Language A1** (first language) including the study of selections from World Literature:
English, German, Japanese, Chinese
- Group 2** **Language A2** (second language) – it provides a language/literature course for highly competent or bilingual speakers of the target language: **English A2 only**
- or **Language B** (second language) – it provides a foreign language course for students with previous experience of learning the language. It is a communicative programme: French, Spanish or German are available
- or **Foundation, previously ab initio (SL only)** – it provides a foreign language course for students with no previous experience of the chosen language: Spanish and Japanese are available.
- Group 3** **Individuals and Society:** History, Geography, Business Management, Economics and Environmental Systems (transgroup 3 and 4), Psychology
- Group 4** **Experimental Sciences:** Biology, Chemistry, Physics, Design Technology and Environmental Systems (transgroup 3 and 4).
- Group 5** **Mathematics:** Mathematics HL, Mathematics SL and Mathematical Studies SL.
- Group 6** **Arts and Electives:** Visual Arts including Fashion and Textiles, Theatre, Music and some choices from Groups 2, 3 or 4.

Please note that subjects will operate only if there is a sufficient demand. Other means of providing minority subjects will also be explored such as self-taught languages at Standard Level.

ELIGIBILITY FOR THE IB DIPLOMA

To be eligible for the award of the Diploma, candidates are required to offer one subject from each of the groups. At least three of the six subjects are taken at the Higher Level (minimum 240 teaching hours over two years), the others at Standard Level (minimum 150 teaching hours over two years). Each examined subject is graded by external examiners on a scale of 1 (minimum) to 7 (maximum). The Diploma candidate must also meet three additional requirements:

- submission of an **Extended Essay**;
- satisfactory completion of the course entitled **Theory of Knowledge (TOK)**;
- compulsory participation in the extra-curricular **Creativity, Action and Service (CAS)** programme.

The award of the Diploma requires a minimum total of 24 points and the absence of certain disqualifying conditions. Fuller details are available upon request.

Extended Essay

Each student has the opportunity to investigate a topic of special interest. The essay requirement acquaints Diploma candidates with the kind of independent research and writing skills expected by universities. IBO recommends that a student devote a total of about 40 hours of private study and writing time to the essay, which may be written in one of 60 subjects, including many languages. The essay permits students to

deepen their programme of study, for example by selecting a topic in one of their higher level course. A student might wish to add breadth to his/her academic experience by electing to write in a subject not included in their programme choices. It will be researched in term 3, and the first draft presented after the summer holiday before the start of term 4. It is anticipated that the deadline for the submission of the finished piece of work will be half term of term 4.

Theory of Knowledge

Theory of Knowledge (TOK) is central to the International Baccalaureate Diploma programme of studies. It challenges students and their teachers to reflect critically on diverse ways of knowing and areas of knowledge and to consider the role which knowledge plays in a global society. It encourages students to become aware of themselves as thinkers, to become aware of the complexity of knowledge and to recognise the need to act responsibly in an increasingly connected world.

As a key component of the International Baccalaureate, Theory of Knowledge is obligatory for all Diploma candidates.

The classes are predominantly discussion based. Key topics which are explored include: ways of knowing such as emotion, reason, perception and language, and areas of knowledge such as the natural sciences, the human sciences, history, the arts, ethics and mathematics. School-based assessment of the course comprises class discussion, oral presentations, journal work and essays. IB Diploma candidates are required to submit one essay of 1200-1600 words in length for assessment by the IB. In addition each student gives an oral presentation which is internally assessed.

CAS (Creativity, Action, Service)

IB students, in addition to their academic requirements, have to fulfil a total of at least 150 hours of non-academic endeavour over their two years in Year 12 and 13. These take place weekly (except in the final term of IB2 which is for examination). The three areas of activity covered are: Creativity (e.g. working in the school play or school magazine); Action (e.g. sport); Service (e.g. community service both within and outside school).

UNIVERSITIES AND THE IB

Recently UCAS announced a new tariff to establish equivalence between the IB and A Levels which is very attractive for students taking the IB. The new tariff equates the score of 45 points in the IB to 6 A grades at A2 level and 1 A at AS level. The international average for IB students globally is 30 points which now equates to 3 A grades at A2 and 1 A at AS level. A typical offer at a British university is likely to be in the region of 28-34 points although some university departments at a particular university may demand a particular points score in Higher Level subjects to secure a place. It is essential to check with the relevant university department to ascertain their requirements from IB diploma students.

Extracts from the new UCAS tariff

IB points score	A level equivalence
45	AAAAAA at A2 + A at AS
38	AAAAA at A2
35	AAAA at A2 + A at AS
30	AAA at A2 + A at AS
26	AAB at A2

University requirements outside Britain

The IB is recognised internationally as an excellent preparation for university. Entry requirements do vary from country to country. For example Germany will not accept Mathematical Studies Standard Level and will expect a student to study Standard Level or Higher Level Mathematics. Any student planning to attend a university outside Britain needs to check with the relevant university department or regional education ministry to find out what requirements apply to the IB diploma programme for successful university entry.

Suggested Subject combinations for university courses

University Course	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Medicine Veterinary Sciences Biological Sciences	English A1	Any language course eg: French B Spanish B Japanese F Spanish F	Geography History Economics Or any other group 3 subject	Chemistry must be taken, with possibly one of Biology or Physics as well	Mathematics	Any group 6 subject if two sciences are not taken in Group 4.
<i>For medicine and related degrees, 2 HL Sciences and Mathematics SL are appropriate. Mathematics at HL could be taken if you are good at Mathematics. London Medical schools prefer a Group 3 HL subject to show you can write essays. You can select any other SL subjects to show your breadth of interests.</i>						
Engineering Architecture Physics Mathematics	English A1	Any language course	Economics History or any other Group 3 subject	Physics possibly Chemistry as well.	Mathematics	Visual Arts if two sciences are not taken in Group 4
<i>These degrees normally expect Physics and Mathematics at HL, but many will accept Mathematics at SL and a few will accept you with Mathematical Studies SL and Physics. Visual Arts helps with Architecture applications</i>						
University Course	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Language degrees	English A1	Any languages at B level up to 3 in total	Any group 3 subject	Any group 4 subject	Mathematical Studies SL	Any group 6 subject

<i>You may take up 4 languages in the IB including English. You can do this by taking the Environmental Systems course at SL which covers groups 3 and 4. If you also drop Group 6, you may have 3 subjects in Group 2, with MSSL and Environmental systems.</i>						
Business/Economics Management degrees	English A1	Any languages at B level up to 3 in total	Economics HL/SL Business and Management HL/SL	Any group 4 subject	Mathematics HL/SL or MSSL	Any group 6 subject
<i>You do NOT have to take Economics or Business Management to apply for a related degree. However these are popular subjects as they are new to all in Year 12 and relevant to the world of work.</i>						
History Geography Social Science degrees like Law, Politics, Anthropology	English A1	Any language course	History Geography relevant group 3 subject to degree	Any group 4 subject	Mathematical Studies SL	Any group 6 subject if you have not taken 2 subjects in Group 3.
<i>You are advised to take 2 subjects in Group 3 if you are serious about taking a humanities related degree or are considering a degree combining two subjects.</i>						
History Geography Social Science degrees like Law, Politics, Anthropology, Psychology	English A1	Any language course	History Geography relevant group 3 subject to degree	Any group 4 subject	Mathematical Studies SL	Any group 6 subject if you have not taken 2 subjects in Group 3.
Arts degrees (History of Art, Music, Philosophy)	English A1	Any language course	Any group 3 subject	Any group 4 subject	Mathematical Studies SL	Any group 6 subject
IF YOU HAVE NO IDEA WHAT YOU WANT TO DO.....						
..and want to keep many doors open	English A1	1 or 2 B language courses in your best language(s)	History Geography Economics	Any science at HL	Mathematics HL/SL or MSSL depending on ability	Any group 6 subject
..and like reading and writing essays	English A1	Any language course	History	Biology	MSSL	Any group 6 subject
...and want subjects with a lower writing load	English A1	A foundation language course in Spanish or Japanese	Geography Business Management Environmental Systems	Environmental Systems	MSSL	Visual Arts Theatre Music

SIXTH FORM ADMISSIONS POLICY

All applicants seeking admission to the International Baccalaureate Diploma programme will be expected to have obtained the following:

1. Minimum of 6 grade C or above at GCSE (or the equivalent) including English, Mathematics, Science, a Humanity and ideally, a Modern Foreign Language.
2. For Higher Level subjects, a minimum of grade B at GCSE (or equivalent) to study the same subject at Higher Level. However, for Mathematics Higher level an A or A* (or equivalent) is essential.
3. For Standard level subjects, minimum grade C at GCSE (or equivalent) to study the same subject at Standard Level.

In addition, the following conditions of entry apply to the International Baccalaureate programme:

1. Acceptance of CAS (Creativity, Action and Service) programme
2. Acceptance of TOK (Theory of Knowledge) course
3. Acceptance of Extended Essay
4. Acceptance of attendance requirements
5. Acceptance of minimum of 12 hours of study at home or in boarding prep per week.

Applicants wishing to join Box Hill School will be considered individually. Their estimated grades/examination results and letter of application will guide this decision. In addition they will need to provide their previous school reports covering the last two years of school and to take a range of placement tests to assess their suitability for their chosen Diploma courses. The School reserves the right to offer an applicant a place within the Pre IB Programme should it become evident that another year is required to meet the levels necessary to participate in the full Diploma course. The School welcomes students from all over the world.

All prospective applicants and their parents/guardians will be invited to discuss their application with the IB Coordinator.

Wherever possible, applicants for a boarding place will be interviewed together with their parents / guardians. The interview is intended to assess the student's suitability for boarding.

Each application is carefully considered on an individual basis. In certain cases it is recognised that it will be difficult for students to attend an interview. In these circumstances, it **may** be possible to make offers based on a letter of application, school reports, predictions and recommendations.

International Baccalaureate Options Form as for Y12 (2009 - 2011)

NAME:

HOUSE:

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
English A1 HL/SL German A1 HL/SL Japanese A1 HL/SL Russian A1 HL/SL Other A1 Self-Taught SL	English A2 SL English B HL/SL French B HL/SL Spanish B HL/SL Spanish ab init SL French ab initio SL	Business Man HL/SL Economics HL/SL Geography HL/SL History HL/SL Environmental S SL Psychology HL/SL	Biology HL/SL Chemistry HL/SL Physics HL/SL Environmental Sci SL CDT SL/HL	Mathematics HL/SL Maths Studies SL	Visual Arts HL/SL Theatre HL/SL Music HL/SL

Choose your IB course now by writing your chosen subjects in the boxes below. Please note that you must choose one subject from each of the IB groups 1-5 and either a subject from Group 6 or a second subject from IB groups 2,3,4. If you have selected Environmental Systems it can be used transgroup for Group 3 and Group 4 allowing you to take another subject from Groups 2, 3, 4 or 6. **These options can only be chosen if they appear within different blocks below.** **NB:** German students going back into the German tertiary sector must select German A1 and English A2 and either Mathematics or an IB Group 4 subject must be at Higher Level.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E	BLOCK F	BLOCK G
English A1HL/SL German A1 HL/SL Japanese A1 HL/SL Mandarin SL ((self taught) Russian A1 HL/SL Thai SL (self-taught)	Mathematics HL Mathematics SL Maths Studies SL	English A2 SL English B HL/SL German B SL Spanish ab in SL	Biology HL/SL Physics HL/SL Environmental S SL	Bus Man HL/SL Psychology HL/SL French ab initio SL	Visual Arts HL/SL Chemistry HL/SL Spanish B HL/SL CDT HL/SL Theatre HL/SL Economics HL/SL History HL/SL	French B HL/SL Geography HL/SL Music HL/SL History HL/SL Visual Arts HL/SL
First Choice						
Alternative Choice						

Comments:

TOK in Block C.

INTERNATIONAL BACCALAUREATE STUDENT CONTRACT

The International Baccalaureate programme is designed for highly motivated students with emphasis on high academic standards, international understanding and responsible citizenship. The General Regulations set by the International Baccalaureate organisation state: "The IBO expects students to participate in the IB curriculum as structured and required by the school, to comply with all subject- specific regulations and internal school deadlines and to complete the diploma programme over a period of two years".

It is vital that students meet the internal school deadlines, failure to do so may mean they not being able to achieve the IB Diploma. To assist the students in planning their workload, deadlines for coursework etc will be spread through the two years of the course. Each student will receive a schedule for the year ahead, showing deadlines for the completion of assignments.

The school is required by the IB to give sufficient teaching time to each subject. If a student has more than 15% absence in a particular subject, the school may not allow the student to sit the examination in that subject. Furthermore, any student not handing in the internal assessment assigned to a particular subject on the due date, may also be disqualified from taking the examination in that subject.

It is expected that 'Students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources' and be familiar with the IB's code of 'Ethical Practice'.

Parents / Guardians must read and acknowledge the document "General Regulations: Diploma Programme".

INTERNATIONAL BACCALAUREATE STUDENTS

Please return this agreement to your personal tutor by September 1st 2009

I, as an IB student, have read and fully understand what is expected of me and agree to the terms of this contract during the entire IB programme. I fully understand the consequences should I break this agreement.

I, as a parent/ guardian of an IB student, acknowledge that I have a) received, read, understood and accepted the general regulations and b) have noted and understood the rules on copywriting relating to students' materials submitted to the IB as provided under article 3 of the general regulations.

Signature of student

Signature of Parent / Guardian

IB Coordinator

Date

SECTION 2

GROUP 1

FIRST LANGUAGE
LANGUAGES A1

ENGLISH
CHINESE OR JAPANESE
GERMAN

RUSSIAN
OTHERS (Self taught)

ENGLISH A1

WHO IS THIS COURSE FOR?

The English A1 programme is primarily a pre-university course in literature. It is aimed at students who intend to pursue literature, or related studies at university, as well as at students whose study of literature will not continue beyond this level. The programme is designed for study at both Higher and Standard levels. We would expect students to have gained at least a B grade in both English and English Literature at GCSE. The programme is likely to appeal to students who:

- enjoy reading a range of literary works of different periods, genres, styles and contexts;
- enjoy communicating both orally and in writing and developing their own interpretations of texts;
- want to develop the ability to engage in close, detailed analysis of written texts;
- want to broaden their perspective through the study of works from other cultures and languages.

COURSE DETAILS:

The IB A1 English course at HIGHER and STANDARD level requires the study of:

Paper One:	Commentary Written Commentary based on poetry or another text to which the techniques of literary criticism can be applied: Two unseen texts for commentary One commentary to be written on one of the texts
Paper Two:	Essay Two essay questions on each genre available for study in Part 3, Groups of Works, and four essay questions of a general nature. One question only to be answered, based on Part 3 works studied
World Literature Assignment/s:	Two (HL)/ One (SL) assignment/s written during the course, based on World Literature texts studied
Oral Component:	Individual Oral Commentary Commentary on an extract, chosen from Part 2 works studied, which are linked by common themes Individual Oral Presentation Presentation of a topic chosen by the student, based on Part 4 works studied, which are linked by genre

Students taking HL A1 English will study a total of 15 texts, whereas students opting for SL A1 English will study a total of 11 texts.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Commentary	2hours/ 1 ½ hours	25%	25%
Paper 2	Essay based on Part 3 texts	2hours/ 1 ½ hours	25%	25%
World Literature Assignment/s	Assignment/s written on World Literature texts from Part 1		20%	20%
Individual Oral Commentary	Commentary on extract from Part 2 works	15mins	15%	15%
Individual Oral Presentation	Presentation on topic based on Part 4 works	10-15mins	15%	15%

OPPORTUNITIES:

The training in close reading and textual analysis (an essential part of the course) means that the study of A1 English, combined with almost any other subjects, will enable students to enter almost any degree course. It is the best preparation students can get for a law degree, as well as for journalism or work in advertising.

FOR FURTHER ADVICE PLEASE SEE:

Miss K Bryson Head of English
Miss H Seddington

brysonk@boxhillschool.org.uk
seddingtonh@boxhillschool.org.uk

CHINESE, JAPANESE, RUSSIAN A1

WHO IS THIS COURSE FOR?

The A1 programme is aimed at native speakers of Chinese, Japanese or Russian who already have high level writing and reading skills. The course is essentially based on the study and analysis of a range of literature. The programme is designed for study at both Higher and Standard Levels and is likely to appeal to students who:

- enjoy reading a range of literary works of different periods, genres, styles and contexts in their own language;
- enjoy communicating both orally and in writing and developing their own interpretations of texts;
- want to develop the ability to engage in close, detailed analysis of written texts, thereby generally developing their skills of written and spoken expression in their own language;
- want to broaden their perspective through the study of works from other cultures and languages.

COURSE DETAILS:

The IB A1 Chinese, Japanese or Russian course at HIGHER and STANDARD level requires the study of:

Paper One:	Commentary Written Commentary based on poetry or another text to which the techniques of literary criticism can be applied: Two unseen texts for commentary One commentary to be written on one of the texts
Paper Two:	Essay Two essay questions on each genre available for study in Part 3, Groups of Works, and four essay questions of a general nature. One question only to be answered, based on Part 3 works studied.
World Literature Assignment/s:	Two (HL)/ One (SL) assignment/s written during the course, based on World Literature texts studied
Oral Component:	Individual Oral Commentary Commentary on an extract, chosen from Part 2 works studied, which are linked by common themes Individual Oral Presentation Presentation of a topic chosen by the student, based on Part 4 works studied, which are linked by genre

Students taking Higher Level in any of these languages will study a total of 15 texts, whereas those opting for Standard (or 'Self-Taught') will study a total of 11 texts.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Commentary	2hours/ 1 ½ hours	25%	25%
Paper 2	Essay based on Part 3 texts	2hours/ 1 ½ hours	25%	25%
World Literature Assignment/s	Assignment/s written on World Literature texts from Part 1		20%	20%

Individual Oral Commentary	Commentary on extract from Part 2 works	15mins	15%	15%
Individual Oral Presentation	Presentation on topic based on Part 4 works	10-15mins	15%	15%

CAREER OPPORTUNITIES:

The training in reading and textual analysis means that the study of A1 Chinese or Japanese, combined with almost any other subjects, will enable students to enter almost any degree course in the Chinese or Japanese speaking world and in most other countries in the world. It is the best preparation students can get for a law degree, as well as for journalism or work in advertising or any other area where verbal skills in Chinese are essential.

FOR FURTHER ADVICE PLEASE SEE:

Mr. H Niemann	Head of Modern Languages	niemannh@boxhillschool.org.uk
Mrs Y Hart	(Japanese)	harty@boxhillschool.org.uk
Mrs X Long	(Chinese)	longx@boxhillschool.org.uk
Mrs. N. Dickinson	(Russian)	dickinsonn@boxhillschool.org.uk

GERMAN A1

WHO IS THIS COURSE FOR?

The A1 programme is aimed at German native speakers. The course is essentially based on the study and analysis of a wide range of literature. The programme is designed for study at both Higher and Standard Levels is likely to appeal to students who:

- enjoy reading a range of literary works of different periods, genres, styles and contexts in their own language;
- enjoy communicating both orally and in writing and developing their own interpretations of texts;
- want to develop the ability to engage in close, detailed analysis of written texts, thereby generally developing their skills of written and spoken expression in their own language;
- want to broaden their perspective through the study of works from other cultures and languages.

COURSE DETAILS:

The IB A1 German course at HIGHER and STANDARD level requires the study of:

Paper One:	<p>Commentary Written Commentary based on poetry or another text to which the techniques of literary criticism can be applied: Two unseen texts for commentary One commentary to be written on one of the texts</p>
Paper Two:	<p>Essay Two essay questions on each genre available for study in Part 3, Groups of Works, and four essay questions of a general nature. One question only to be answered, based on Part 3 works studied</p>
World Literature Assignment/s:	<p>Two (HL)/ One (SL) assignment/s written during the course, based on World Literature texts studied</p>
Oral Component:	<p>Individual Oral Commentary Commentary on an extract, chosen from Part 2 works studied, which are linked by common themes Individual Oral Presentation Presentation of a topic chosen by the student, based on Part 4 works studied, which are linked by genre</p>

German students taking A1 will study a total of 11 texts.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Commentary	2hours/ 1 ½ hours	25%	25%
Paper 2	Essay based on Part 3 texts	2hours/ 1 ½ hours	25%	25%
World Literature Assignment/s	Assignment/s written on World Literature texts from Part 1		20%	20%
Individual Oral Commentary	Commentary on extract from Part 2 works	15mins	15%	15%
Individual Oral Presentation	Presentation on topic based on Part 4 works	10-15mins	15%	15%

CAREER OPPORTUNITIES:

The training in reading and textual analysis means that the study of A1 German, combined with almost any other subjects, will enable students to enter almost any degree course in German speaking countries or in most other countries in the world. It is the best preparation students can get for a law degree, as well as for journalism or work in advertising or any other area where verbal and written skills in German are essential.

FOR FURTHER ADVICE PLEASE SEE:

Mr. H Niemann Head of Modern Languages niemannh@boxhillschool.org.uk

GROUP 2

SECOND LANGUAGE

ENGLISH A2

ENGLISH, FRENCH, SPANISH B

AB INITIO LANGUAGES FRENCH & SPANISH

ENGLISH A2

WHO IS THIS COURSE FOR?

The English A2 Language course is for international students who have reached a high level of competence in English, particularly German students, since English as Language B is not accepted as a valid qualification in Germany. The Standard Level is for a fluent language user who may not intend continuing study of the language beyond the Diploma programme.

COURSE DETAILS

This is a language and literature course, which requires the study of certain topic options which are likely to be:

- Future/Change
- Global Issues
- Language/Culture
- Media
- Society

There are also Literary Text Options – one text option consisting of three works from the IB prescribed book list which includes all of the best known authors in English, past and present. Students are required to choose three elements in any combination that includes at least one choice from each set of options, as follows:

Students follow a programme consisting of two Literary Options and one Cultural Option. The Cultural Option usually taught is that of Media and Culture. Within this unit students will explore and analyse a variety of still and moving image texts, advertisements, journalism and reportage, examining such issues as media bias, stereotyping, censorship and attitudes towards violence and gender.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	STANDARD
Paper 1	Commentary	1 ½ hours	25%
Paper 2	Essay based on material studied for their Topic Options and Literary Text Options	1 ½ hours	25%
External Assessment	Written assignment - 2 pieces of original writing (1500 words max) from a wide range of options (poems; journalistic review; report; letter etc)		20%
Internal Assessment: Oral	Two formally assessed activities; one detailed commentary on a literary option and one interactive group on a topic chosen by the student from their work on Media.		30%

CAREER OPPORTUNITIES:

The training in close reading and textual analysis (an essential part of the course) means that the study of A2 English, combined with almost any other subjects, will enable students to enter almost any degree course. It is the best preparation students can get for a law degree, as well as for journalism or work in advertising.

FOR FURTHER ADVICE PLEASE SEE:

Miss K Bryson

Head of English

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Miss H Seddington

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LANGUAGE B

(English, French, German, Spanish)

WHO ARE THESE COURSES FOR?

Language B courses are designed for students with some previous knowledge of the language. They may be studied at either Higher Level or Standard Level although for the Higher Level course a GCSE grade B or equivalent is necessary. At Higher Level, students should also show some interest in studying some extracts from literary works from the countries concerned.

COURSE DETAILS:

These courses at HIGHER and STANDARD Level require the study of:

A range of topics (and the achievement of the expected language acquisition levels) as set out in the IB Syllabus for Language B. The main areas to be covered are as follows:

- social groupings
- political institutions, philosophies and programmes
- international issues
- the media
- traditions and conventions in the arts
- leisure activities

The main focus of these courses is on language learning and development in the four general skills: listening, speaking, reading and writing. These language skills will be developed through the study and use of appropriate teaching materials and authentic texts and other materials reflecting the cultures of the countries where the languages are spoken.

At the end of the language B course candidates are expected to demonstrate an ability to communicate clearly and effectively in a range of situations and understand and use the language accurately both orally and in writing. They should be able to use the correct register that is appropriate to any given situation and to express ideas with clarity and some fluency. They should also be aware of some elements of the culture(s) related to the language studied.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Commentary	2hours/ 1 ½ hours	25%	25%
Paper 2	Essay based on Part 3 texts	2hours/ 1 ½ hours	25%	25%
World Literature Assignment/s	Assignment/s written on World Literature texts from Part 1		20%	20%
Individual Oral Commentary	Commentary on extract from Part 2 works	15mins	15%	15%
Individual Oral Presentation	Presentation on topic based on Part 4 works	10-15mins	15%	15%

CAREER OPPORTUNITIES:

Successfully studying Modern Languages at this level will be a recommendation for admission in virtually all university courses, as more and more courses are now offered with an international dimension and often with the possibility of studying abroad for part of the course. Linguistic skills acquired in a Language B course will also most definitely enhance career prospects in all sections of trade and industry and the world of work generally.

FOR FURTHER ADVICE PLEASE SEE:

Mr J Baker
Mr. H Niemann Head of Modern Languages

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AB INITIO LANGUAGES (beginners)

WHO ARE THESE COURSES FOR?

We offer French, Spanish and Japanese *ab initio* language for learners with no or little previous knowledge of the chosen language. The main focus of the courses is on the acquisition of language skills required for everyday living. *Ab initio* courses are only available at Standard Level.

COURSE DETAILS:

At the end of the Foundation Language course the candidate will be expected to demonstrate an ability to:

- communicate information and some basic ideas clearly and effectively, in a limited range of situations
- understand and use accurately the essential spoken and written forms of the language in a limited range of situations
- understand and use a limited range of vocabulary in common usage
- use a register that is generally appropriate to the situation
- show an awareness of some elements of the culture(s) related to the language studied

ASSESSMENT:

COMPONENT	FORMAT	DURATION	STANDARD
Paper 1	Text Handling	1 ½ hours	40%
Paper 2	Written Production	1 ½ hours	30%
Individual Oral	Short interview with the teacher	Appr. 10 mins	15%
Interactive Oral activity	Whole class group assessment based on oral interaction on chosen topics	Appr. 20 mins per candidate	15%

CAREER OPPORTUNITIES:

Learning foreign languages at any level will enhance career opportunities in any sector of trade and industry and work generally, in a world where links with many countries around the world are becoming increasingly important. Access opportunities to university courses will also be considerably improved for applicants with qualifications in foreign languages. More and more universities around the world are now offering courses with an international dimension where linguistic skills are essential.

FOR FURTHER ADVICE PLEASE SEE:

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GROUP 3

INDIVIDUALS AND SOCIETY

HISTORY

GEOGRAPHY

BUSINESS AND MANAGEMENT

ECONOMICS

ENVIRONMENTAL SYSTEMS AND SOCIETIES

(trans group 3 and 4)

PSYCHOLOGY

HISTORY

WHO IS THIS COURSE FOR?

The History programme is designed for study at both Higher and Standard levels. It is not a requirement to have studied History at GCSE or equivalent, in order to take an IB History course. A number of the topics offered for study are developments from GCSE but there are plenty of topics on offer, which are likely to be new to most students. It is important that students have an enquiring mind, an interest in the past and its relevance to international relations and current affairs and an ability to communicate their ideas effectively. The programme is likely to appeal to students who:

- Enjoy investigation, giving presentations, role play, discussion, studying visual archives
- Enjoy debate, like developing a well-argued case, want to improve their analytical skills
- Want to consider evidence and make up their own minds
- Want an understanding of humanity, whilst appreciating diversity in culture and attitudes

COURSE DETAILS:

The IB History course at HIGHER and STANDARD level requires the study of:

Paper One: Prescribed Documents - Peace-making, peace-keeping: international relations 1918-1935

Paper Two: 20th Century World History – thematic study of two topic areas:

- **Democracy, Discrimination and Dissent** – *Weimar Germany, Northern Ireland since 1968, USA and Civil Rights since 1954, India under Nehru 1947-64, South Africa and Mandela post-1991; Anti-Semitism in Europe to 1942; Apartheid in South Africa 1948-91; Kampuchea; The Iranian Revolution of 1979; Afghanistan and the Taliban.*
- **Origins and development of authoritarian and single party states** – *Mussolini, Hitler, Franco, Lenin, Stalin, Mao Tse Tung, Castro, Pol Pot*

An Individual Assignment – an historical investigation of a topic chosen by the student

The IB HIGHER Level Course, in addition to content stated above, includes the study of:

Paper Three: Regional Option – Aspects of the History of Europe and the Middle East

- *European diplomacy and the First World War 1870-1923*
- *Inter-war years/conflict and co operation 1919-1939*
- *The Soviet Union and Eastern Europe 1917-1964*

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Prescribed subject – source based questions	1 hour	20%	30%
Paper 2	20 th Century World History – 2 essays	1 ½ hours	25%	45%
Paper 3	Regional topic – 3 essays.	2 ½ hours	35%	N/A
Historical Investigation (Coursework)	Individual assignment which explores an historical issue 1500-2000 words.		20%	25%

CAREER OPPORTUNITIES:

History is regarded as a useful qualification for a wide range of higher education or career choices. The skills historians learn, like how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively– are recognised and highly valued by universities, colleges and employers. IB History provides an excellent foundation for careers such as journalism, politics, law, management and business.

FOR FURTHER ADVICE PLEASE SEE:

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GEOGRAPHY

WHO IS THIS COURSE FOR?

Through Geography we seek to understand differences in patterns of human distribution, interrelationships between human society and the physical environment, people's use of the Earth in time and space, and how these differences are related to people's cultures and economies. These, and other related themes, express major concerns of our time and reflect the consequences of spatial decisions.

In Geography's pursuit of this understanding the questions "where?", "why?", and "how?" are central. The first of these introduces the issues of location and spatial choice; the latter two signify that modern Geography is not content merely to describe but seeks to explain. Beyond these questions, Geographers also ask "what if?" as a means of seeking alternatives and giving the subject an applied dimension. Thus the Geography programme is a subject that is open to all students who have an inquiring mind, an interest in our planet and what possible solutions are for us and the Earth in the future. The Geography programme is designed for study at both Higher and Standard levels. It is not a requirement to have studied Geography at GCSE (or equivalent) in order to take an IB Geography course.

COURSE DETAILS

The IB Geography course at Higher and Standard Level requires the study of:

Paper One: Core theme (compulsory) includes the following topics – Population, resources and development.

Paper Two: Lithospheric hazards, climatic hazards, settlement and globalisation.

Individual investigation: environmental investigation (primary research)

ASSESSMENT

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper One	Written paper (Three questions based on the core themes)	1½	25%	40%
Paper Two	Written paper (Required to answer four questions)	2½ (H) 1½ (S)	50%	40%
Environmental investigation (Coursework)	Primary data collection coursework		25%	20%

CAREER OPPORTUNITIES:

There are many universities and other institutions of Higher Education offering degrees in Geography. A Geography degree can be taken within either the Arts (BA) or the Sciences (BSc) and poses a very exciting and challenging option. Career options will be equally interesting. Employers are attracted to graduates who have a good knowledge of the wider world and a genuine interest in economic, political, social and environmental issues; who are trained to deal with wide ranging problems and grasp their wider implications; who are skilled in information retrieval, data management and computing; and who are used to working independently.

FOR FURTHER ADVICE PLEASE SEE:

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Mrs A Hobbs

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BUSINESS AND MANAGEMENT

WHO IS THIS COURSE FOR?

The course is designed for study at both Higher Level (HL) and Standard Level (SL). The course considers essential aspects of business, human resource management, finance, marketing, and of the environment in which they operate and it does so in an integrative way. Students are challenged to make decisions appropriate to whole business needs rather than its subsidiary parts. Meeting this challenge will enable students to assimilate the principles of business and management and to become effective participants in local and world affairs.

COURSE DETAILS

The IB Business and Management course at HIGHER and STANDARD Level requires the study of the following core content:

Core Content for Higher Level and Standard Level

- External environment of business
- Marketing
- Human resource management
- Operations management
- Finance and Accounting

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	4 questions on the case study	2 hours	40%	
Paper 2	Data response questions	2.5 hours	35%	
Individual Assignment	Written 1,800-2, 000 words		25%	
Paper 1	4 questions on the case study	1.5 hours		40%
Paper 2	Data response questions	1.5 hours		40%
Individual Assignment	Written 1,800-2, 000 words			20%

CAREER OPPORTUNITIES:

Business and Management is a useful qualification for a wide range of business orientated university courses and careers. The skills developed on the course, such as the ability to analyse and evaluate given situations, will ensure students have acquired valuable skills for application in the business environment.

FOR FURTHER ADVICE PLEASE SEE:

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Mrs M Pengilley

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ECONOMICS

WHO IS THIS COURSE FOR?

Economics can be studied at either Higher or Standard Levels by students who may have studied GCSE or equivalent but this is not essential as the course assumes no prior knowledge of Economics. The Mathematics involved is not difficult for those of intermediate GCSE standard or equivalent. The course is designed for students who:

- want to understand how individuals, companies, governments, societies and regions apply economic objectives
- want to apply economic analysis to topics like sustainable development, environmental issues, and the impact of technology
- want the ability to evaluate economic theories, concepts, situations and data
- like to follow media coverage of national and global affairs and want to understand the interdependence and diversity of economic reality.

COURSE DETAILS:

The IB Economics course at HIGHER and STANDARD Level requires study of the following core content:

- Introduction to Economics – basic terminology, resource allocation, market failure and government responses
- Microeconomics
- Macroeconomics – arguments over issues such as inflation and employment
- International Trade – trade between countries, balance of payments and exchange rates
- Development Economics – economic growth and sustainable development

Higher Level students look at topics in more depth.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	1 essay from 4	1 hour	20%	25%
Paper 2	HL: 3 from 6 short essays SL: 3 from 5 data response questions	2hours	20%	50%
Paper 3	HL only – 3 from 5 data response questions	2 hours	40%	
Internal Assessment	Internal Assessment – a portfolio of 4 commentaries		20%	25%

CAREER OPPORTUNITIES:

The study of Economics is highly regarded by both employers and universities as it demonstrates a student's ability to analyse and evaluate data, weigh up evidence and to present ideas in a coherent and logical manner. It provides a firm foundation for those wishing to study Economics and International Development in International Relations courses at university and it is appropriate for a student wanting to study Politics, Philosophy and Economics. It also provides a sound base for a career in the business environment.

FOR FURTHER ADVICE PLEASE SEE:

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ENVIRONMENTAL SYSTEMS AND SOCIETIES

WHO IS THIS COURSE FOR?

The Environmental Systems and Societies programme is a **trans-disciplinary** subject that can be studied as either a Group 3 (Individuals & Societies) or Group 4 (Science) subject. Environmental Systems and Societies is studied only at **standard level**, and will be of benefit to students who, having completed their science GCSEs successfully, are looking for a more holistic systems-based approach. **It may not be studied in conjunction with Biology at either Standard or Higher level.**

The course has a strong practical component, and students build up a portfolio of their work, which is then internally assessed. Students will also participate in fieldwork, which is run from School, and raises awareness of local environmental issues, before studying global ones.

The course is likely to appeal to students who:

- Are keen to develop their knowledge and understanding of environmental issues that have both local and global significance.
- Have a strong sense of compassion and fair-play and respect for the dignity of individuals and communities.
- Have a curiosity about how living things interact with the natural world.

COURSE DETAILS:

The IB Ecosystems & Societies (Standard Level) requires the study of :

- Environmental Philosophies
- The Structure of Ecosystems
- Soil, Water & Energy
- Societies & their use of Resources
- Conservation of Biodiversity
- Pollution Management

Much of this is taught through a wide range of practical, investigative activities in which students are challenged to make up their own minds on often controversial issues.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Short-answer and data response questions	1 hour	30%
Paper 2	A case-study and 2 structured essay questions from a choice of 4.	2 hours	50%
Continuous internal assessment	Students produce a portfolio of practical work, from which the best 2 are selected to fulfil each of 4 criteria.		20%

CAREER OPPORTUNITIES:

Environmental Systems and Societies gives students a fantastic opportunity to broaden their international perspective in general, and in particular to increase their knowledge and understanding of the environmental challenges facing the Global Community in the 21st century. It also gives students the opportunity to become well- informed about local issues, and can lead on to interest in a wide range of diverse careers, from local government to waste management. The course gives students the opportunity to develop a wide range of key skills that are in great demand in both the work-place and higher education.

FOR FURTHER ADVICE PLEASE SEE:

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PSYCHOLOGY

WHO IS THIS COURSE FOR?

Psychology is the study of human behaviour and experience. You will gain an increased understanding of the nature of human beings, both as individual persons and as members of social groups. Psychological knowledge can be applied in a variety of contexts, including the assessment and selection of people for educational and occupational purposes, treatment of psychological disorders, and implementation of change in organisations.

The course provides a good introduction to Psychology and would be very useful to anyone who is considering studying the subject further. It would also be of benefit to those thinking about a career which involved working with people, ranging from the media to the caring professions. It might also help you understand yourself a little better and make sense of the world.

The psychological programme is likely to appeal to students who want to understand the great diversity of human behaviour.

It is designed for study at both Higher and Standard levels

Course Details:

The IB Psychology course at HIGHER and STANDARD level requires the study of:

Paper One: Perspectives - Biological, Cognitive and Learning approach to understanding human behaviour

Paper Two: Options:

- Psychology of Dysfunctional Behaviour

Paper Three: Research Methodology – Ethics, quantitative and qualitative research methods

An experimental study - Internally assessed and externally moderated.

The IB HIGHER Level Course, in addition to content stated above, includes the study of:

Paper One: Humanistic approach

Paper Two: Health Psychology

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Perspectives – short and extended response questions	2 hours	30%	50%
Paper 2	Options – extended response	2 hours	30%	30%
Paper 3	Research Methodology – short answer questions	1 hour	20%	10%
Internal Assessment (Coursework)	Experimental study 1000-1500 words.		20%	10%

CAREER OPPORTUNITIES:

Psychology is regarded as a useful qualification for a wide range of higher education or career choices. Specific careers include counselling, clinical work, occupational (business-related), forensic (crime, investigative, profiling, prison service), educational and psychological testing. Psychology will be helpful in any career that involves dealing with people.

FOR FURTHER ADVICE PLEASE SEE:

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GROUP 4

EXPERIMENTAL SCIENCES

BIOLOGY

CHEMISTRY

PHYSICS

DESIGN TECHNOLOGY

ENVIRONMENTAL SYSTEMS AND SOCIETIES

(trans group 3 and 4)

BIOLOGY

WHO IS THIS COURSE FOR?

The Biology programme is designed for study at both Higher and Standard Levels. At Higher Level there is a requirement to have studied Biology at GCSE or equivalent. It is possible to join Biology at Standard Level with little prior study of the subject. The course expands on many of the topics studied at GCSE and introduces new themes and approaches to the study of Biology. Enjoyment of this course will be enhanced if students have a natural curiosity about the living world and a desire to seek answers to open-ended questions in an international context. Students will be expected to express themselves through both traditional and technological media. Students likely to take this course should:

- enjoy the company of other living things, great and small
- ask the 'how' question rather a lot
- find things out because it's fun
- be able to carry out supported theoretical and practical research
- enjoy sharing interesting ideas
- wish to see biological principles drive the development and conservation of all species

COURSE DETAILS:

At both Higher and Standard Level, Biology promotes an understanding of the issues of modern Biology through discussion, laboratory investigations, the Group 4 multidisciplinary project and a residential field course. Students' work includes internally-assessed investigations carried out throughout the year. Both Higher Level and Standard Level students study core topics such as genetics, biochemistry, ecology and human physiology and both levels include a choice of options. At Standard Level, the options will be 'Cells and Energy' and 'Ecology and Conservation'. At Higher Level the options will be 'Human Health and Physiology' and 'Ecology and Conservation'. The residential field course in Year 12 will cover most of the 'Ecology and Conservation' options for both Standard Level and Higher Level. The assessment specifications are set out in the two tables below.

STANDARD LEVEL ASSESSMENT:

COMPONENT	OVERALL WEIGHTING (%)	DURATION (HOURS)	FORMAT AND SYLLABUS COVERAGE
Paper 1	20	$\frac{3}{4}$	30 multiple-choice questions on the core
Paper 2	32	$1\frac{1}{4}$	Section A: one data-based question and several short-answer questions on the core (all compulsory) Section B: one extended-response question on the core (from a choice of three)
Paper 3	24	1	Several short-answer questions in each of the two options studied (all compulsory)
Internal assessment	24	40+	Practical work, fieldwork and Group 4 project

HIGHER LEVEL ASSESSMENT:

COMPONENT	OVERALL WEIGHTING (%)	DURATION (HOURS)	FORMAT AND SYLLABUS COVERAGE
Paper 1	20	1	40 multiple-choice questions on the core and Higher level
Paper 2	36	2¼	Section A: one data-based question and several short-answer questions on the core and additional Higher level (all compulsory) Section B: Two extended-response question on the core and the additional Higher level (from a choice of four)
Paper 3	20	1¼	Several short-answer questions and one extended-response question in each of the two options studied (all compulsory)
Internal assessment	24	60+	Practical work, fieldwork and Group 4 project

CAREER OPPORTUNITIES:

Biology at Higher level is taken by students who wish to study medically related courses; environmental management, agriculture management, pharmacology, biochemistry, biotechnology and genetics, physiotherapy and sports training.

FOR FURTHER ADVICE PLEASE SEE:

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Mrs E Kemp

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CHEMISTRY

WHO IS THIS COURSE FOR?

The Chemistry programme is designed for study at both Higher and Standard levels. Students are expected to have attained a GCSE in Chemistry (or equivalent). Chemistry is an experimental science that combines academic study and the acquisition of practical and investigational skills, and is suited to students:

- who have an enquiring mind and want to better understand the nature of the living and physical world
- who would enjoy developing their experimental and investigative skills
- who are logical and analytical thinkers
- who would enjoy exploring the moral, social and ethical responsibilities of science and scientists

COURSE DETAILS:

The IB Chemistry course at HIGHER and STANDARD level requires the study of:

Quantitative chemistry	Oxidation and reduction
Atomic Structure and bonding	Electrolysis
Periodicity	Organic chemistry
Energetics	Measurement and data processing
Kinetics	
Equilibrium	(Option A) Modern analytical chemistry
Acids and bases	(Option G) Further organic chemistry

Higher and Standard level students study the same general topics as listed above. However, students on the Higher Level course study many of the topics in more depth.

Laboratory work is a significant feature of the course and it is used to support the theory and to develop experimental, analytical and investigative skills. The Group 4 project forms part of the internal assessment and allows science students to collaborate with others studying an IB science.

ASSESSMENT:

COMPONENT	FORMAT	DURATION		OVERALL WEIGHTING	
		STANDARD LEVEL	HIGHER LEVEL	STANDARD LEVEL	HIGHER LEVEL
Paper 1	Multiple-choice questions	45 min	1 hour	20	20
Paper 2	One data-based question, several short answer questions and extended-response questions	1 hr 15 min	2 hr 15 min	32	36
Paper 3	Several short-answer questions (& extended answer question for HL candidates) in each of the options	1 hour	2 hr 15 min	24	20
Practical work and internal assessment	An internally assessed practical course including the Group 4 project	40 hours	60 hours	24	24

CAREER OPPORTUNITIES:

Chemistry is recommended by many universities if students wish to read science and engineering courses and it is essential for medicine or veterinary science. It is also a useful general academic subject to study for progression to higher education, training or employment as it develops analytical and problem solving skills and an appreciation of the need for accuracy and precision.

FOR FURTHER ADVICE PLEASE SEE:

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PHYSICS

WHO IS THIS COURSE FOR?

The Physics programme is designed for study at both Higher and Standard levels. Students are expected to have attained GCSE (or equivalent) in Physics. Physics is the most fundamental of the sciences as it seeks to explain the universe itself, from the smallest particles to vast galaxies. The course is suited to students:

- who have an enquiring mind and want to better understand the fundamental nature of the physical world
- who would enjoy developing their experimental and investigative skills
- who are logical and analytical thinkers and enjoy solving mathematical problems
- who would enjoy exploring the moral, social and ethical responsibilities of science and scientists

COURSE DETAILS:

The IB Physics course at STANDARD and HIGHER Level requires the study of:

Physics and physical measurement	Fields and forces
Mechanics	Atomic and nuclear physics
Thermal physics	Energy, power and climate change
Oscillations and waves	(Option E) Astrophysics
Electric currents	(Option G) Electromagnetic waves

Students following the Higher Level course study many of the topics above to greater depth. Laboratory work is a significant feature of the course and it is used to support the theory and to develop experimental, analytical and investigative skills. The Group 4 project forms part of the internal assessment and allows science students to collaborate with others students studying an IB science.

The IB Physics course at HIGHER Level requires the study of the following additional topics:

Digital technology
Quantum physics
Electromagnetic induction

ASSESSMENT:

COMPONENT	FORMAT	DURATION		OVERALL WEIGHTING	
		STANDARD	HIGHER	STANDARD	HIGHER
Paper 1	Multiple-choice questions	45 min	1 hour	20	20
Paper 2	one data-based question, several short answer questions and extended-response questions	1 hr 15 min	2 hr 15 min	32	36
Paper 3	Several short-answer questions (& extended answer question for HL candidates) in each of the options	1 hour	2 hr 15 min	24	20
Practical work and internal assessment	An internally assessed planned practical course including the Group 4 project	40 hours	60 hours	24	24

CAREER OPPORTUNITIES:

Physics enables students to study on many science-based courses, including physics, chemistry, electronics, astronomy, materials science and medical physics and it is essential for many engineering courses. It is also a useful general academic subject to study for progression to higher education, training or employment because of the mathematical, analytical and problem-solving skills it develops.

FOR FURTHER ADVICE PLEASE SEE:

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Mrs C Davis

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Design and Technology

WHO IS THIS COURSE FOR?

Design Technology can be studied at Standard and Higher Level. At both levels, practical design work is worth 24% of the final marks; at the end of the course students will sit three examination papers, each with its own format. Design Technology is concerned with peoples needs. The politics of society and the cultural, aesthetic and artistic considerations of a changing society are studied within a range of topics. The course is strongly connected with social issues, making informed choices and differentiating between information and misinformation in technology. Students will study the development of technology but the course is not solely about sophisticated industrialized production but also includes the appropriateness of technologies for developing societies.

COURSE DETAILS:

The IB Design and Technology course at HIGHER and STANDARD level requires the study of:

Core topics:

1. Designers and the design cycle
2. The responsibility of the designer
3. Materials
4. Manufacturing processes and techniques
5. Production systems
6. Clean technology and green design
7. Raw material to final product
8. Microstructures and macrostructures
9. Appropriate technologies

Options Standard Level/Higher Level.

Prescribed Options:

10. Invention, innovation and design
11. Electronic products

Paper One: Made up of Multiple-choice questions which test knowledge of the core and additional higher level material for higher level students and the core only for standard level students.

Paper Two: Tests knowledge of the core and additional higher level material for higher level students and the core only for standard level students.

Paper Three: Tests knowledge of the options and addresses objectives 1, 2 and 3 of all group 4 subjects.

Internal Assessment (internally assessed and externally moderated by the IBO): consists of an interdisciplinary project, a mixture of short- and long-term investigations (such as practicals and subject-specific projects) and the **Design project**.

ASSESSMENT:

COMPONENT	FORMAT	DURATION	STANDARD
Paper 1	Core based questions	$\frac{3}{4}$ hours	20%
Paper 2	Core based questions	1 $\frac{1}{4}$ hours	32%
Paper 3	Option based questions	1 hour	24%

Design Project (Coursework)	Practical activities	19 hours	24%
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COMPONENT	FORMAT	DURATION	HIGHER
Paper 1	Core based questions	1 hour	20%
Paper 2	Core based questions	2 $\frac{3}{4}$ hours	36%
Paper 3	Options based questions	1 $\frac{3}{4}$ hours	20%
Design Project (Coursework)	Practical activities	31 hours	24%

CAREER OPPORTUNITIES:

is regarded as a useful qualification for a wide range of higher education or career choices. The skills learn, like how to– are recognised and highly valued by universities, colleges and employers. IB Design and Technology provides and excellent foundation for careers like

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GROUP 5
MATHEMATICS

MATHEMATICS

WHO IS THIS COURSE FOR?

Mathematics is a compulsory subject and it can be taken at either the Standard Level or the Higher Level. It is a demanding and challenging subject but it can be most rewarding. It improves problem solving ability and often provides plenty of intellectual stimulation. The Mathematics courses aim to enable students to appreciate the elegance, power and usefulness of mathematics and to develop logical, creative and critical thinking.

Level:	Standard - Mathematical Studies	Standard - Mathematics	Higher - Mathematics
GCSE grade requirement:	At least grade C	At least grade B	Grade A or A*
Topics:	1. The graphical calculator 2. Algebra 3. Sets, logic and probability 4. Functions 5. Geometry and trigonometry 6. Statistics 7. Differential calculus 8. Financial mathematics	1. Algebra 2. Functions and equations 3. Trigonometry 4. Matrices 5. Vectors 6. Statistics and probability 7. Calculus	1. Algebra 2. Functions and equations 3. Trigonometry 4. Matrices 5. Vectors 6. Statistics and probability 7. Calculus 8. One selected from the following: <ul style="list-style-type: none"> • Statistics and Probability • Sets relations and groups • Series and differential equations • Discrete mathematics

COURSE DETAILS :

ASSESSMENT :

Level	Standard - Mathematical Studies	Standard - Mathematics	Higher - Mathematics
Paper 1	1½ hours (40%)	1½ hours (40%)*	2 hours (30%)*
Paper 2	1½ hours (40%)	1½ hours (40%)	2 hours (30%)
Paper 3	----	----	1½ hours (20%)
Coursework	Project (20%)	2 tasks (20%)	2 tasks (20%)

* For these papers students are not allowed access to a GDC (Graphical Display Calculator). However, a GDC is essential for any of the Mathematics courses and the **Texas TI-84 Plus** is recommended.

CAREER OPPORTUNITIES:

Mathematics underpins many other subjects and provides a useful basis for those wishing to follow university courses in the medicine and veterinary sciences, technology, engineering, computing, economics, architecture and finance. It is the essential skills promoted by Mathematics that are highly valued by employers.

FOR FURTHER ADVICE PLEASE SEE:

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GROUP 6

ARTS

VISUAL ARTS
THEATRE
MUSIC

VISUAL ARTS

WHO IS THIS COURSE FOR?

The Visual Arts programme is designed for study at both Higher and Standard Levels across a range of disciplines including Fine Art and Fashion and Textiles or a combination of these depending on the individual requirements of the student. Although not a prerequisite, students are strongly advised to have undertaken GCSE or its equivalent in an Art discipline prior to this course. Students should have competent drawing skills, the ability to develop an idea from inception to conclusion and a willingness to investigate and research appropriate areas of Art history. The programme is likely to appeal to students who:

- possess a genuine passion and interest in the visual arts.
- want to explore, develop and realise their ideas visually.
- want to debate, intellectualise and gain greater understanding of cultural, artistic and conceptual issues.
- want to put together a body of work in sufficient quantity, dexterity and diversity to achieve entrance into Art College.

COURSE DETAILS

THE IB VISUAL ARTS PROGRAMME AT HIGHER AND STANDARD LEVEL REQUIRES:

The production of a body of work on a chosen theme supplemented by extensive investigation and research in several sketch books.

At Higher Level a student following Option A would be expected to produce approximately 20 pieces of finished studio work, or 10-12 pieces at Standard Level, on paper or canvas substantiated by supporting studies in their investigation workbooks. In Option B a greater emphasis is placed on investigation and research and the studio work becomes the realisation of that research but proportionately less in quantity.

ASSESSMENT:

Periodically students will deliver presentations of their work in which they must verbally display their understanding of the assessment objectives. All work is internally marked and externally moderated. Final Assessment is by an end of course exhibition and an Examination Interview with the External Moderator.

COMPONENT	FORMAT	HIGHER	STANDARD
Option A	Studio work	60%	60%
	Research work books	40%	40%
Option B	Research work books	60%	60%
	Studio work	40%	40%

CAREER OPPORTUNITIES

The IB Visual Arts programme is a rigorous pre-university course and proves excellent preparation for any student considering a Foundation or any Arts related course in Higher Education. Our Department enjoys a strong and successful tradition of placing students on Art College courses each year.

FOR FURTHER ADVICE PLEASE SEE:

Mr M Coleman
Mrs E Collison
Miss S Emblem

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THEATRE

WHO IS THIS COURSE FOR?

The Theatre programme is designed for study at both Higher and Standard levels. It is not a requirement to have studied Drama at GCSE or equivalent, in order to take an IB Theatre course. You should be interested in developing an understanding of the nature of Theatre through the combination of practical and theoretical approaches with plenty of exploration, experimentation and research. The IB Theatre programme encourages students to study theatre from different cultures. As well as gaining skills and knowledge of mainstream European and Western theatrical traditions, students will explore and learn about other notions of staging and performance from around the world. This programme is likely to appeal to students who:

- Enjoy practical and active approaches to the study of theatre
- Enjoy analysing and researching theatre from an historical and cultural perspective
- Are interested in theatre in an international context
- Like to follow current trends in theatre
- May wish to pursue a career in theatre or media
- Wish to improve their personal presentation skills and ability to work with others

COURSE DETAILS:

The IB Theatre course requires the study of:

THEATRE IN THE MAKING: **SL** Study ONE stimulus and, from this, develop an action plan for performance. **HL** Study TWO stimuli and, from these, develop an action plan for performance.

THEATRE IN PERFORMANCE: **SL** Participate in at least TWO performances in TWO different roles/capacities. **HL** Participate in at least THREE performances in THREE different roles/capacities.

THEATRE IN THE WORLD: **SL & HL** Study at least TWO contrasting theatrical practices

INDEPENDENT PROJECT: **SL** Create and present an original work inspired by any source, of any origin. Pursue a specialised interest with rigour and imagination. **HL** Choose EITHER Option A: Devising practice-alternative ways of realising, and practical demonstration of, the elements of production, OR Option B: Exploring Practice-examination and practical critical comparison of theories and the work of one or more forms/practitioners/theorists/genres.

ASSESSMENT:

COMPONENT	FORMAT	ASSESSMENT	HIGHER	STANDARD
Research Investigation	SL 1,500-1,750 words HL 2,000-2,500 words each with supporting visuals	External	25%	25%
Practical performance proposal	250 word written presentation with visual materials. HL must also include a 1,000-1,250 word rationale	External	25%	25%
Theatre performance and production presentation	SL 20 minute presentation with visual materials. HL 30 minute presentation	Internal	25%	25%
Independent project portfolio	SL 2,000 words from core syllabus HL 3,000 words from core syllabus and option A or B	Internal	25%	25%

CAREER OPPORTUNITIES: Theatre courses at 16+ have been among the fastest growing in the last 30 years. Clearly relevant to those doing Drama degrees, there are also many other related courses at 18+ such as Media, Film, Dance and Performance. Studying theatre enhances self-confidence, presentation skills, group skills, cultural engagement and research skills. Drama graduates are consistently in the top ten for employment. Some of our students apply straight to Acting School when they leave Box Hill.

FOR FURTHER ADVICE PLEASE SEE:

Mr D Gallichan gallichand@boxhillschool.org.uk
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MUSIC

WHO IS THIS COURSE FOR?

Music can be studied at either Higher or Standard Levels. The Higher Level is designed for the specialist music student with a background in musical performance and composition, who may pursue music at university or conservatoire level. At Standard Level Music is designed for the student who has a background in musical performance. The programme is likely to appeal to students who:

- enjoy the opportunity to explore and enjoy the diversity of music throughout the world
- are happy to perform as player and/or singer to Grade VI standard
- have GCSE (or equivalent) or have a knowledge of music that is sufficiently advanced
- enjoy composing in a variety of styles such as classical, jazz and popular
- want to develop their potential as musicians to the full both personally and collaboratively
- enjoy the history of music and aural work

COURSE DETAILS:

The IB Music course at HIGHER and STANDARD Level requires study of:

Paper 1: Listening Paper

This part of the syllabus is common to all four programmes and consists of:

- Study of Prescribed Work
- Study of Musical Genres and Styles

Paper 2: Musical Investigation (1200-1500 words) of two distinct genres focusing on one or more pieces of music from both.

SL Option Paper: The IB STANDARD Level Course

The candidate chooses **one** of these options:

- SL Solo Performance Option (SLS) – one or more recitals
- SL Group Performance Option (SLG) - two or more public performances
- SL Composition Option (SLC) - two contrasting compositions

HL Paper: The IB HIGHER Level Course

The candidate must do both:

- Solo Performance: voice or instrument, one or more recitals
- Composition: three contrasting compositions

ASSESSMENT:

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Listening Paper	2 ½ hours	30%	20%
Paper 2	Musical Investigation (1200-1500 words essay)		30%	20%
SL option	Internal Assessment			50%
HL Performance	Internal Assessment		25%	
HL Composition	Internal Assessment		25%	

THEORY OF KNOWLEDGE

WHO IS THIS COURSE FOR?

The theory of Knowledge course is the only compulsory course for all IB Diploma students. It aims to develop in the students a critical awareness of how knowledge is acquired within a range of Areas of Knowledge and so enable them to think more deeply about the subjects they are learning. By reflecting on their own knowledge and experience they should be able to make connections between the various subjects they study within the IB Diploma course, as well as become more critical of knowledge claims in the wider context of daily life.

By the end of the course they should be able to critically analyse knowledge claims and understand how their own assumptions underlie their willingness to accept or refute such claims. They will also be aware of different perspectives when considering knowledge claims as well as being able to acknowledge counter-claims. They will be able to formulate opinions and to communicate their ideas with academic honesty.

COURSE DETAILS:

THERE IS NO HIGHER/STANDARD DISTINCTION IN THE LEVEL OF COURSE UNDERTAKEN.

Topics:

- | | |
|-------------------------------|---|
| • Knowers and Knowing | What do we mean when we say we 'know' something? |
| • Ways of Knowing | Through personal experience, language, emotion and reason |
| • Areas of Knowledge | Natural Sciences, Human Sciences, Mathematics, Arts, Ethics, History and Religion |
| • Truth, Belief and Certainty | What are the similarities and differences? |
| • Persuasion and Propaganda | How are we affected by knowledge claims? |

ASSESSMENT:

Assessment is through a combination of a presentation made to the class (either individually or in a small group) and an essay. The presentation can be based on any knowledge issue of interest to the student and should relate to personal experience. The essay is chosen from a list of ten prescribed titles issued by the exam board at the start of the course.

CAREER OPPORTUNITIES:

Although the Theory of Knowledge course has no specific relevance to any particular career direction, the more critical outlook developed through the course is of benefit in any walk of life.

FOR FURTHER ADVICE PLEASE SEE:

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