



INSPIRATIONAL  
Box Hill School

A Level and  
International Baccalaureate (IB)  
Options

2024/2025

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Please note all subjects are offered at this stage.  
Box Hill School reserves the right to withdraw any  
of the above if there is insufficient demand.

**IB Option Subjects:**

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## A LEVEL ART, CRAFT AND DESIGN OCR H600

### Who is this course for?

This course is aimed at students who wish to further develop their skills in Art, Craft and Design following on from GCSE Art. The course will develop technical skills in drawing, painting, craft and mixed media to a higher level and also develop students' appreciation and knowledge of Art and Design in a historical context. It would suit students who wish to further their skills in the subject and can also be viewed as a career progression pathway to study in Art beyond A Levels at College or University.

### Course Detail

OCR A-Level Art, Craft and Design is a linear course divided into a 60% coursework and a 40% externally set assignment. The course is structured at the start with an overarching theme to develop students observational drawing skills using mixed media, research skills, photography of firsthand sources, working in the style of other artists and a wide range of two and three-dimensional techniques. Later in the course students will develop their own personal starting points to a topic of their choice which forms the basis for Component 1: Personal Investigation. Practical workshops will introduce new relevant to their own chosen design theme.

In Component 2: Externally Set Assignment, students one externally set theme to research across 10 weeks and sit a practical examination of 15 hours in which they will create a final response. Throughout the course students develop their knowledge and understanding of Art through artist research which contributes to their ideas and subject matter. During the course students are encouraged to visit galleries independently as a way of furthering their work.

### Assessment

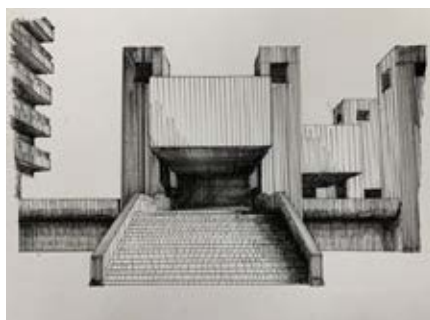
COMPONENT	FORMAT	MARKS
Component 1: Personal Investigation Part 1: Practical work	From personal starting points students submit: a portfolio of practical work showing their personal response to either a starting point, brief, scenario or stimulus, devised and provided by the learner or centre	96
Component 1: Personal investigation	A related study: an extended response of a guided minimum of 1000 words	24

COMPONENT	FORMAT	MARKS
Part 2: Related Study		
Component 2: Externally Set assignment (40%) The early release paper will be issued on 1 Feb and will provide learners with a number of themes, each with a range of written and visual starting points, briefs and stimuli.  A response should be based on one of these options.	Externally-set broad-based theme Sustained focus period of 15 hours' controlled assessment in which students create final response to the theme Students submit: - preparatory studies Personal outcome(s)	80

## Career Opportunities

A-Level Art prepares students to produce a portfolio of work for application to Art Foundation and University Degree courses. It provides a grounding in Art which can be taken into any direction of study beyond A-levels; Architecture, Advertising, Graphic Design, Illustration, Fine Art Painting, Sculpture, Printmaking, Product Design, Art History and Film and Television.

Last year the school has successfully gained students entry onto Foundation Art courses at UAL Camberwell, Central St Martins, Kingston, Ravensbourne, and degree courses in Art, Architecture, Fashion and Textiles at Bournemouth University, Bristol University, Bucks New University, University for the Creative arts, Chelsea College of Arts, and Glasgow University. A number of past students have gone on to have highly successful careers in the creative industries.



## A LEVEL BIOLOGY

### Who is the course for?

Biology is the study of living things, right down to a molecular level to look at the very fundamental question of “what is life?” Biology centralises around an understanding of how cells function and interact to create complex life forms, and how those life forms are adapted and fit into a wider environment. Modern technology has allowed greater and greater levels of control and manipulation of this understanding to impact all areas of life from what food you eat to what medical treatments you could receive, to advances in biotechnology that could have global consequences. If the 20th century was the century of physics, the 21st is definitely the century of biology.

### Course Details

The biology course covers the following content:

1. Biological molecules
2. Cells
3. Organisms exchange substances with their environment
4. Genetic information, variation and relationships between organisms
5. Energy transfers in and between organisms
6. Organisms respond to changes in their internal and external environments
7. Genetics, populations, evolution and ecosystems
8. The control of gene expression

There are also 12 required practicals which have specific criteria which must be evidenced.

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Short and extended response questions on units 1-4	2 hours	35%
Paper 2	Short response and comprehension questions on units 5-8	2 hours	35%
Paper 3	Structured questions on all 8 units, plus critical experimental analysis plus an essay question	2 hours	30%



## **Career Opportunities**

There are a great many fields open to biology that are obvious (medicine, veterinary science, nursing, dentistry etc) but biological research is a huge and diverse area. You could find yourself in any field of lab based research from looking for new cancer treatments to developing the next generation of food crop to studying climate change or analysing fossils of ancient beasts. Aside from that, any science teaches critical thinking and investigation skills. These are highly sought after in almost any field.





## A LEVEL BUSINESS

### Who is this course for?

A Level Business is for any student who is interested in the following;

- Gaining a holistic understanding of business in a range of contexts.
- Developing a critical understanding of organisations and their ability to meet society's needs and wants.
- Generating enterprising and creative approaches to business opportunities, problems and issues.
- An awareness of the ethical dilemmas and responsibilities faced by organisations and individuals.
- Acquiring a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis, and applying numerical skills in a range of business contexts.

### Course Details

A Level Business at Box Hill School uses the Edexcel syllabus, which is broken down into four main modules:

#### Theme 1 Marketing and People

- meeting customer needs, the market, marketing mix and strategy, managing people, entrepreneurs and leaders.

#### Theme 2 Managing business activities

- raising finance, financial planning, managing finance, resource management, external influences.

#### Theme 3 Business decisions and strategy

This theme develops the concepts introduced in Theme 2 – business objectives and strategy, business growth, decision-making techniques, influences on business decisions, assessing competitiveness, managing change.

#### Theme 4 Global business

This theme develops concepts introduced in Theme 1 – globalisation, global markets and business expansion, global marketing, global industries and companies.

## Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Marketing, People and Global Businesses – Written Exam	2 hours	35%
Paper 2	Business Activities, Decisions and Strategy – Written Exam	2 hours	35%
Paper 3	Investigating Business in a Competitive Environment – Written Exam	2 hours	30%

## Career Opportunities

A Level Business has links to Maths, Geography, Psychology as well as being a good supplement to the Natural Sciences. A Level Business develops students literary and numeracy skills, and will help students to become more commercially astute, helping them in any business environment, in particular in financial services, entrepreneurship, marketing, sales, consulting, human resources or management.



## A LEVEL CHEMISTRY

### Who is this course for?

Studying chemistry after your GCSEs really develops your practical and mathematical skills. If you enjoy experimenting in the lab, you'll love it.

Chemistry brings a nice balance to your studies if you are doing many Arts subjects. You need Chemistry to study Veterinary Medicine. Chemistry is also taken by many law applicants as it shows you can cope with difficult concepts.

The skills developed on the course, such as the ability to analyse and evaluate data will ensure students have acquired valuable skills for application in the wider world.

### Course Details

Chemistry at A Level requires the study of the following core content:

#### Core Content

- Physical chemistry
- Inorganic chemistry
- Organic chemistry
- Practical skills

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Inorganic chemistry and Physical chemistry (Section 3.1.1 to 3.1.4, 3.1.6 to 3.1.12 and 3.2 and practical skills)	2 hours	35%
Paper 2	Organic chemistry and Physical chemistry (sections 3.1.2, 3.1.6, 3.1.9 and 3.1.3)	2 hours	35%
Paper 3	Paper 3 Practical skills, data handling and synopsis	2 hours	30%

### Career Opportunities

Studying Chemistry at A-level or degree level opens up plenty of career opportunities, such as: analytical chemist, chemical engineer, clinical biochemist, pharmacologist, medical doctor, research scientist, toxicologist, environmental consultant and much more.

## A LEVEL COMPUTER SCIENCE

### Who is it for?

Cambridge International A Level Computer Science encourages learners to meet the needs of higher education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology.

Learners develop computational thinking & programming skills to solve computer science problems. Cambridge International A Level Computer Science will help learners develop a range of skills such as thinking creatively, analytically, logically and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.

### Course details

The key concepts for Cambridge International A Level Computer Science are:

- **Computational thinking** is a set of fundamental skills that help produce a solution to a problem. Skills such as abstraction, decomposition and algorithmic thinking are used to study a problem and design a solution that can be implemented. This may involve using a range of technologies and programming languages.
- **Programming paradigms** is a way of thinking about or approaching problems. There are many different programming styles that can be used, which are suited to unique functions, tools and specific situations. An understanding of programming paradigms is essential to ensure they are used appropriately, when designing and building programs.
- **Communication** a core requirement of computer systems. It includes the ability to transfer data from one device or component to another and an understanding of the rules and methods that are used in this data transfer. Communication could range from the internal transfer of data within a computer system, to the transfer of a video across the internet.
- **Computer architecture and hardware** is the design of the internal operation of a computer system. It includes the rules that dictate how components and data are organised, how data are communicated between components, to allow hardware to function. There is a range of architectures, with different components and rules, that are appropriate for different scenarios. All computers comprise of a combination of hardware components, ranging from internal components, such as the Central Processing Unit (CPU) and main memory, to peripherals. To produce effective and efficient programs to run on hardware, it is important to understand how the components work independently

and together to produce a system that can be used. Hardware needs software to be able to perform a task. Software allows hardware to become functional. This enables the user to communicate with the hardware to perform tasks.

- **Data representation and structures**, computers use binary and understanding how a binary number can be interpreted in many different ways is important. Programming requires an understanding of how data can be organised for efficient access and/or transfer.

## Assessment

At A Level candidates take four papers. Calculators must not be used in any paper.

### **Paper 1 Theory Fundamentals** - 1 hour 30 minutes 75 marks

Paper 1 will assess sections 1 to 8 of the syllabus content. Written paper. Externally assessed. Candidates answer all questions.  
25% of the A Level

### **Paper 2 Fundamental Problem-solving and Programming Skills** -

2 hours 75 marks

Paper 2 will assess sections 9 to 12 of the syllabus content. Candidates will need to write answers in pseudocode. Written paper. Externally assessed. Candidates answer all questions.  
25% of the A Level

### **Paper 3 Advanced Theory** - 1 hour 30 minutes 75 marks

Paper 3 will assess sections 13 to 20 of the syllabus content. Written paper. Externally assessed. Candidates answer all questions.  
25% of the A Level

### **Paper 4 Practical** - 2 hours 30 minutes 75 marks

Paper 4 will assess sections 19 to 20 of the syllabus content, except for low-level and declarative programming.

Candidates will submit complete program code and evidence of testing. Candidates will be required to use either Java, VB.NET or Python programming languages Externally assessed. Candidates answer all questions on a computer without internet or email facility.  
25% of the A Level.

## Career opportunities

A good grade in Computer Science at A level is highly valued by universities and employers since it requires the **development of analytical thinking and problem solving skills**. This course also lays an appropriate foundation for further study of Computer Science, Engineering, Physics or related subjects in higher education.

## A LEVEL 3D DESIGN

### Who is this course for?

This course is designed for 3D Design, Design & Technology and Art students who have studied at GCSE level, have prior knowledge of and an interest in 3D Design.

### Course Details

The AQA A LEVEL 3D Design course builds on the knowledge gained at 3D Design / Design & Technology GCSE level. The 3D Design A Level course enables students to explore a wide range of materials and processes to create 3-dimensional outcomes. This course covers a two-year period and prepares students for further courses in architecture, interior design, product design, film and television, jewellery.

The 2-year course comprises of two components.

#### **Component 01: Personal investigation (2 parts)**

In response to an idea, issue, concept or theme, students will produce the following elements.

**Part 1. The Personal Portfolio:** an extensive sketchbook, practical 3D studies, and final outcomes covering the assessment objectives. Practical elements should make connections with:

**Part 2. The Related Study:** an extended piece of writing demonstrating an understanding of an area of art related research contemporary or past designers, artists or craftspeople. The related study should consist of a minimum of 1000 words and no more than 3000 words which supports the practical work.

These 2 parts contribute 60% to the overall weighting of AQA's Art and Design A Level.

#### **Component 2: Externally Set Task**

The early release paper will be issued by the exam board on 1 February in the year of certification. It will provide learners with a range of themes each with written and visual starting points, a brief and stimuli. From these, one option must be selected by the learner on which they must base their personal response. The externally set task is a non-exam assessment. It is internally marked and externally moderated. It contributes 40% to the overall weighting of AQA's Art and Design 3D Design A Level.

### Core Content

Students are required to participate actively in their course of study, recognising and developing their own strengths in the subject and identifying and sustaining their own lines of enquiry. This allows students opportunities to generate and develop ideas, research primary and contextual sources, record

practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

Learners are required to choose one or more area(s) of study, such as:

- Interior/spatial/exhibition design
- product design
- environmental and architectural design
- jewellery/body ornament
- design for theatre, television and film

This will require students to address each of the Assessment Objectives.

**AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Students must work within the specific discipline of 3D Design.

### Career Opportunities

Students will gain a broader understanding of the 3D Design industry for pathways including: Architect; Product designer; Interior designer; Furniture designer; Jewelry designer; Production designer (theatre, film and TV); Product manager; Stylist; Artistic director.





## A LEVEL ECONOMICS

### Who is this course for?

#### **Pearson Edexcel Level 3 Advanced GCE in Economics A (9ECO)**

The Pearson Edexcel Level 3 Advanced GCE in Economics A is structured into four themes and consists of three externally examined papers.

Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4.

Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

Theme 1 : Introduction to Markets and Market failure

Theme 2 : UK economy performance and policies

Theme 3 : Business behaviour and the labour market

Theme 4 : A global perspective

### Career Opportunities

Students will develop transferable skills that support study in a wide range of subjects at university and the transition to employment, including quantitative and analytical analysis, forming and testing hypotheses, and commercial awareness. The development and application of quantitative skills prepare students for the study of economics and related courses at university.

Students can progress from this qualification to:

- higher education courses such as Economics degrees with a focus on theory, or degrees in applied Economics such as environmental economics, labour economics, public sector economics or monetary economics.

Alternatively, students may choose to study a business economics, mathematical economics or business degree

- a wide range of careers ranging from finance, banking, insurance, accountancy, management and consultancy, to becoming professional economists.

## Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
<p>Paper 1</p> <p>Markets and Business Behaviour</p> <p>Paper 1 will assess microeconomics and questions will be drawn from Themes 1 and 3.</p>	<p>The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C.</p> <p>Section A comprises a range of multiple-choice and short-answer questions.</p> <p>Section B comprises one data response question broken down into a number of parts.</p> <p>Section C comprises a choice of extended open-response questions; students select one from a choice of two.</p>	2 hours	35%
<p>Paper 2</p> <p>The National and global economy</p> <p>Paper 2 will assess macroeconomics and questions will be drawn from Themes 2 and 4.</p>	<p>The paper comprises three sections. Students answer all questions from Section A and Section B, and one from Section C.</p> <p>Section A comprises a range of multiple-choice and short-answer questions.</p> <p>Section B comprises one data response question broken down into a number of parts.</p> <p>Section C comprises a choice of extended open-response questions; students select one from a choice of two.</p>	2 hours	35%
<p>Paper 3</p> <p>Microeconomics and Macroeconomics</p> <p>Paper 3 will assess content across all four themes.</p> <p>Students are required to apply their knowledge and understanding, make connections and transfer higher-order skills across all four themes.</p>	<p>The paper comprises two sections.</p> <p>Each section comprises one data response question broken down into a number of parts, including a choice of extended open-response questions; students select one from a choice of two.</p>	2 hours	30%

## A LEVEL ENGLISH LITERATURE

### Who is this course for?

Firstly, studying English gives you the opportunity to immerse yourself in the worlds others create. You will explore times gone, times yet to come and times that will never be. You will climb inside the minds of some of the most memorable characters ever brought to life on the page. You will share in the sorrows and passions of great kings and slaves.

But for those of you who need more tangible reasons for studying English remember that it provides you with a wealth of transferable skills. You will learn how to:

- write clearly and effectively;
- write creatively;
- develop your spoken communication skills;
- analyse complex information;
- construct persuasive arguments.

### Course Details

The course requires the study of the following core content:

#### Core Content

- Shakespeare
- Drama and poetry pre-1900
- American Literature 1880-1940
- Contextual study
- Literature post-1900

### Career Opportunities

These skills are highly desirable at university level and this is why English is a respected choice at Sixth Form. If you study English it will help you to gain a university place and it complements future studies in the Arts, Humanities, Social Sciences and Law.

Students who study English at university level go on into jobs in publishing, law, advertising, acting, human resources, management in various public and private organisations, teaching and journalism.

## Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Component 1: Shakespeare Drama and Poetry pre-1900	<p><b>Section 1:</b> Shakespeare; study one Shakespeare play (Hamlet)</p> <p><b>Section 2:</b> Drama and poetry pre-1900; study one pre-1900 drama text (A Doll's House) and one pre-1900 poetry text (Maud)</p> <p>Closed text examination</p>	2 hours 30 mins	40%
Component 2: Comparative and contextual study	<p>Study <b>one</b> topic (American Literature 1880-1940).</p> <p><b>Question 1:</b> critical appreciation of an unseen passage related to the chosen topic</p> <p><b>Question 2:</b> comparative essay based on two whole texts (The Great Gatsby and The Grapes of Wrath)</p> <p>Closed text examination</p>	2 hours 30 mins	40%
Component 3: Literature post- 1900 assessment	<p>Study three literary texts: one prose text, one poetry text and one drama text</p> <p><b>Task 1:</b> Close reading OR Re-creative writing assessment with a commentary (based on one literary text) (The Homecoming)</p> <p><b>Task 2:</b> Comparative essay (based on two literary texts) (Remembering Babylon and Leaving Fingerprints)</p>	Non- examined	20%

## ENGLISH IELTS

### Who is this course for?

We prepare students for both Academic and UKVI Academic IELTS, the exam required by many universities and academic institutions worldwide. The lessons cover both examination skills and techniques and work on improving all aspects of the students' English: speaking, listening, reading, writing, grammar, pronunciation and vocabulary. These course helps you to:

- Practise the different tasks you have to do for each part of the exam
- Learn personal strategies to do the tasks more effectively
- Learn the large amount of new vocabulary required for the exam
- Organise your learning.

The primary objective of the course is to help students to achieve a good result in the IELTS Test. This is done by:

1. Training students in the skills and techniques they will need to perform well in the different parts of the exam.
2. Helping students to improve the level of their English through a combination of language input and practice activities in the four skills of listening, speaking, reading and writing.

### Course Details

The course is essentially skills based but covers a range of global topics including Relationships, IT society, Getting Higher Qualifications, and nature. As often as possible, students are expected to draw upon their knowledge of their own cultures and make comparisons with British culture.

#### **Skills areas      Specific Focus**

Reading	Students are expected to read for / understand for specific information, main ideas, gist and opinions. They are exposed to texts taken from a variety of sources including, journals, newspapers and magazines. They will be able to identify and retrieve facts and details; understand and select relevant information; recognise and understand ideas, opinions and attitudes and the connections between related ideas.
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Writing	Students will be able to communicate clearly, accurately and appropriately; students are expected to write factual summary and discursive essay. Furthermore, they need to write to communicate information, ideas and opinions clearly and effectively, using length, format, register and style appropriate to purpose, content and audience.
Listening	Students are expected to listen for specific information, main ideas and opinions. Listen and respond to spoken language, including extended information and narratives, and follow detailed explanations.
Speaking	Students are expected to be able to respond to question on familiar and unfamiliar topics and to speak at length.

## Assessment

The course is assessed via a final exam:

- Reading – 1 Hour
- Writing – 1 Hour
- Listening – 30 minutes
- Speaking – 11 to 14 minutes



## A LEVEL FURTHER MATHEMATICS

### Who is this course for?

The course is designed for students who really enjoy mathematics and achieved outstanding GCSE results or equivalent in mathematics. Students must also choose Mathematics A Level as one of their options. Mathematics is one of the most widely studied subjects at A Level and is highly desirable for the study of many university courses and many careers. It demonstrates core intelligence, a logical mind and excellent problem-solving skills. Study of Further Mathematics at A Level is for those students who want to go on to study a mathematics related degree or embark on a career which requires a high level of mathematics.

### Course Details

Students follow the Edexcel Further Mathematics A Level course, 9FM0, over a 2-year period and course components consist of two compulsory core Pure Mathematics and two Applied components. Options currently available are Decision Mathematics and Further Statistics but these can be changed to suit the needs and capabilities of the participants.

### Core Content:

#### Pure Mathematics

Proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions, differential equations.

#### Applied Mathematics Options

Students must take two of the following options:

Further Statistics, Further Mechanics, Decision and Further Pure.

#### Further Statistics

Linear regression, statistical distributions (discrete), statistical distributions (continuous), correlation, hypotheses testing, Chi squared tests.

#### Decision

Algorithms, graphs and networks, graphs on algorithms, route inspection, the travelling salesman problem, linear programming, the simplex algorithm and critical path analysis.

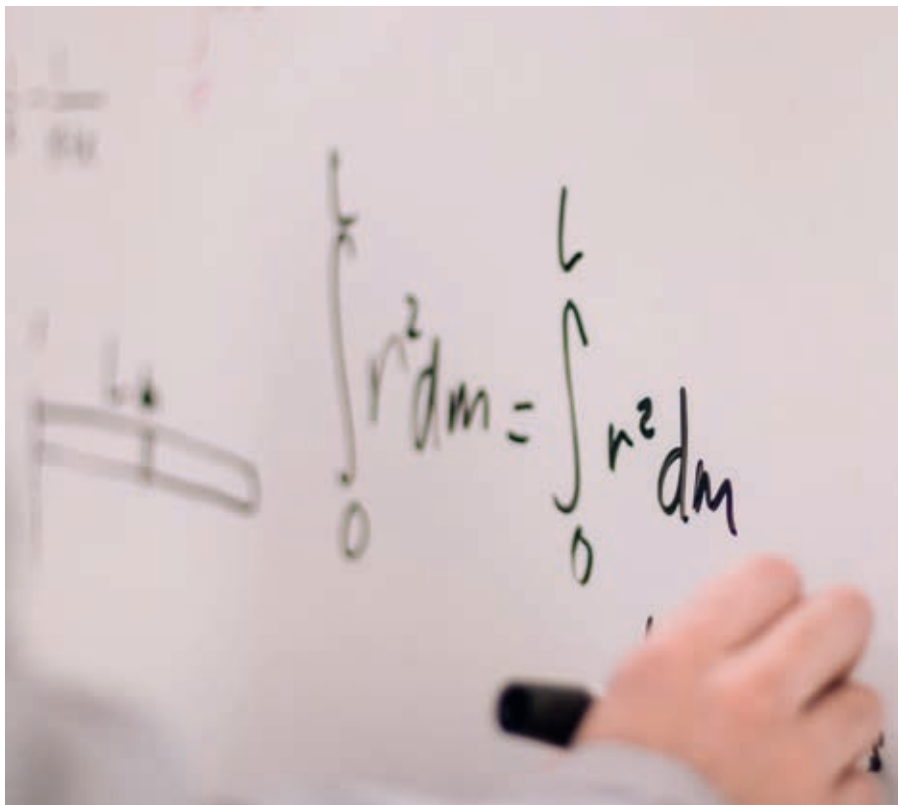


### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Core Pure Mathematics	1.5 hours	25%
Paper 2	Core Pure Mathematics	1.5 hours	25%
Paper 3	Applied Mathematics	1.5 hours	25%
Paper 4	Applied Mathematics	1.5 hours	25%

### Career Opportunities

Please refer to Mathematics A Level but note that mathematicians are at the heart of space research, aircraft design and many engineering disciplines as well as at the forefront of information technology.



## A LEVEL GEOGRAPHY

### Who is this course for?

The A Level geography course covers both the physical and human environments and the complex interaction of processes that shape our world. It also, importantly, enables you to find connections between a broad range of ideas, considering how human intervention affects the environment and how people adapt to and mitigate the effects of change. This is complex and dynamic and varies from place to place depending on people's resources, technology and culture. There is plenty of room for discussion and extended research which will help you become an independent thinker and learner. You will be encouraged to frame your own questions using higher level thinking skills and showing your grasp of complex issues through essay writing.

You will learn in a wide variety of ways including discussion, research and the analysis of a variety of media such as graphs, maps, infographics, videos, podcasts and geographical information systems (GIS). You will investigate case studies at a range of scales and complete an independent piece of research on a topic of your own choice.

### Course Details

**The Edexcel geography course covers the following content:**

1. Tectonic processes and hazards
2. Coastal landscapes and change
3. Globalisation
4. Regenerating places
5. The water cycle and water insecurity
6. The carbon cycle and energy insecurity
7. Superpowers
8. Migration, identity and sovereignty

There is also the compulsory fieldwork and non-examined assessment (coursework).

### Career Opportunities

Geography combines well with both arts and science subjects. Geography is a broad-based subject that really fits well with future progression. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change, geography is an obvious choice. It also provides the transferable skills

that allow students to access a broad range of careers including business, IT, tourism, architecture and law.

## Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	<b>Dynamic Landscapes (AoS 1)</b> Topic 1: Tectonic Processes and Hazards Topic 2: Landscape Systems, Processes & Change Option B - Coastal Landscapes and Change <b>Physical Systems &amp; Sustainability (AoS 3)</b> Topic 5: The Water Cycle & Water Insecurity Topic 6: The Carbon Cycle & Energy Insecurity	2 hours 15 mins	105 marks 30%
Paper 2	<b>Dynamic Places (AoS 2)</b> Topic 3: Globalisation Topic 4: Shaping Places Option A - Regenerating Places <b>Human Systems &amp; Geopolitics (AoS 4)</b> Topic 7: Superpowers Topic 8: Global Development and Connections Option B - Migration, identity and sovereignty	2 hours 15 mins	105 marks 30%
Paper 3	A synoptic paper based on a geographical issue. A resource booklet will be issued.	2 hours 15 mins	70 marks 20%
Coursework	<b>Independent investigation</b> Students are required to develop a question or issue for investigation; carry out primary data collection and write a report of approximately 4000 words analysing the evidence and drawing conclusions.		70 marks 20%



## A LEVEL HISTORY

### Who is this course for?

The course is designed by Edexcel Examinations Board for study at Advanced Level (9H10). The course is focused on the history of international protest in the pursuit of political freedom and national self-determination.

### Course Details

**The A Level History course requires the study of the following core content:**

**Paper 1 - USA 1916-1996;** the impact of changing Presidency, World Wars, Civil Rights groups. (Essay based)

**Paper 2: South Africa 1946-1994;** Life in the Apartheid system, development of the National Party, SASO & ANC development, the development of the 'Rainbow Nation.' (Essay based)

**Paper 3: Ireland c.1774-1923;** the development of Irish nationalism through constitutional, violent and cultural processes. 1798 uprising & 'United Irishmen', Daniel O'Connell, the Famine, Home Rule campaigns, 1916 Rising, Anglo-Irish War of Independence to Irish Civil War. (Essay based)

**Unit 4: Coursework- 3500 words;** The purpose of this coursework is to enable students to develop skills in the analysis and evaluation of interpretations of history in a chosen question, problem or issue, and to organise and communicate their findings, as part of an independently researched assignment. The main focus is on understanding the nature and purpose of the work of the historian. Students will be required to form a critical view on the question, problem or issue which is based on relevant reading. They will also be specifically required to analyse, explain and evaluate the interpretations of three historians.

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Three essays	2.25 hours	30%
Paper 2	Two essays	1.5 hours	20%
Paper 3	Three essays	2.25 hours	30%
Coursework	Written 3000-4000 words	N/A	20%

## CAREER OPPORTUNITIES

History is a useful qualification for a wide range of university courses and careers including Law, Politics, Civil Service, etc. The skills developed on the course, such as the ability to critically analyse, cross reference and evaluate research material, will ensure students have acquired valuable skills for application in a diverse range of academic and professional environments.



## A LEVEL MATHEMATICS

### Who is this course for?

The course is designed for students who enjoyed GCSE mathematics and achieved at least a level 7 (grade A) or equivalent. Mathematics is one of the most widely studied subjects at A Level and is highly desirable for the study of many university courses and many careers. It demonstrates core intelligence, a logical mind and excellent problem-solving skills.

### Course Details

Students follow the Edexcel Mathematics A Level course, 9MA0, over a 2-year period and course components consist of two pure mathematics and one applied component, mechanics and statistics.

### Core Content:

#### Pure Mathematics

Proof, algebra and functions, coordinate geometry in the (x,y) plane, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, numerical methods and vectors.

#### Applied Mathematics

Statistical sampling, data representation and interpretation, probability, statistical distributions, statistical hypotheses testing, quantities and units in mechanics, kinematics, forces and Newton's laws and moments

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Pure Mathematics	2 hours	33⅓%
Paper 2	Pure Mathematics	2 hours	33⅓%
Paper 3	Applied Mathematics	2 hours	33⅓%

### Career Opportunities

This is probably the most marketable A Level in terms of acceptability. Many courses and careers would welcome the prior study of mathematics in the Sixth Form. Examples include Computing, Accountancy, Economics, Business, Banking, Air Traffic Control, Retail Management, Architecture, Surveying, Medicine and of course, Teaching to name but a few!

## A LEVEL MEDIA STUDIES - WJEC EDUQAS

### Who is this course for?

The media is the most dynamic, innovative and influential method of mass communication of modern times. It has been reported that adults in Great Britain are consuming media for almost 8 hours a day! That's 8 hours a day watching films and television, reading newspapers, and sifting through online media. Within that time, we are bombarded by other people's representations of the world and how we respond to these representations can affect our perceptions of people, places and society, of politics and culture, of ourselves and of our place in the world.

If you want to understand the media's significance and its power, if you want to develop a critical knowledge of media texts, audiences, digital culture, and of the complex political economy and technology which underpin them, then this subject is for you.

### Course Details

You will analyse how media products use language and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products and considering how different people might respond to products differently and why.

You will study many different media forms, such as: television, newspapers, online media, music video, advertising and marketing, radio and video games.

You will explore and apply critical perspectives including those of world-renowned media and cultural theorists and will examine how social, historical, political and economic contexts affect media production.

You will also have the opportunity to apply what you have learned through the production of your own media texts, exploring and creating media forms such as music videos, magazines and film marketing.



## Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Component 1 Media Products, Industries and Audiences	<p><b>Section A: Analysing Media Language and Representation</b></p> <p>This section will assess your ability to analyse media language and representation in relation to <b>two</b> media forms studied for this section: advertising, marketing, music video or newspapers.</p> <p><b>One question</b> will assess <b>media language</b> and will require analysis of an <b>unseen audio-visual or print</b> resources from any of the media forms studied for this section.</p> <p><b>One question</b> will assess representation. The question will require comparison of one set product and one unseen audio-visual or print resource from any of the forms studied for this section through an extended response.</p> <p><b>Section B: Understanding Media Industries and Audiences</b></p> <p>This section will assess your knowledge and understanding of media industries, audiences and media contexts in relation to any of the forms studied for this section: advertising, marketing, film, newspapers, radio and video games.</p> <p><b>Question 3</b> will be a stepped question assessing knowledge and understanding of media industries in relation to at least one form studied.</p> <p><b>Question 4</b> will be a stepped question assessing knowledge and understanding of audiences. It will assess a different form from that assessed in Question 3 and may assess more than one form.</p>	2 hours 15 mins	35%

COMPONENT	FORMAT	DURATION	WEIGHTING
Component 2 Media Forms and Products	<p><b>Section A: Television in the Global Age</b> There will be <b>one</b> two-part question or one extended response question.</p> <p><b>Section B: Magazines; Mainstream and Alternative Media</b> There will be <b>one</b> two-part question or one extended response question.</p> <p><b>Section C: Media in the Online Age</b> There will be one two-part question or one extended response question.</p>	2 hours 30 mins	35%
Component 3 Cross-Media Production	<p>You are required to apply your knowledge and understanding of media language, representation, audiences, media industries and the digitally convergent nature of the media in an <b>individual</b> production for an intended audience.</p> <p>The production will be based on <b>two media forms</b> and completed in response to a <b>choice of briefs</b> set by the exam board each year.</p> <p>The following media will always be set: television, advertising and marketing: music, advertising and marketing: film, magazines and website production.</p>	Non-examined assessment	30%

## Career Opportunities

Over one hundred universities offer courses in Media, Communications and Cultural Studies in the UK. An A level in Media Studies helps you to progress to these courses, as well as to those in other areas such as English, Humanities and Social Sciences. There is a huge array of career opportunities in the media, which is an industry that is growing at an exponential rate. According to accountancy giant PwC's latest Global Entertainment & Media Outlook, the entertainment and media sector was worth £76 billion in 2021. If you are looking for a job in this area, studying Media at A level and degree level is a route into careers such as TV and film production, advertising, journalism, interactive media and digital marketing.

There has never been a better time to become a Media Studies student.

## A LEVEL MUSIC - EDUQAS A660PA/A660PB

### Who is this course for?

This course is aimed at students who enjoy performing, composing and analysing music. They may be interested in taking music further, for example studying music at university, or they may just enjoy the subject and want to demonstrate and develop their broad skill set and creative mind.

To study music at A-level you must be able to read music fluently and perform an instrument or voice to grade 5 standard or above (though you do not have to have taken the grade exams).

### Course Detail

Eduqas A-level music consists of three main skills: performing, composing and appraising. The course consists of 60% practical coursework which is split between performing and composing and allows students to specialise in one of the two. Their non-specialist area will hold 25% of the marks and their specialist area will hold 35% of the marks.

The performance will be assessed in a recital performed at school and marked by a visiting examiner. The composition portfolio will be externally assessed by the exam board.

### Assessment

COMPONENT	FORMAT	MARKS
<b>Component 1:</b>	<b>Option A (35%)</b>	108
Performing	Performance recital of 10-12 minutes.	
<i>Assessed by a visiting examiner.</i>	Minimum of three piece, one of which must be a solo. Two of the pieces must reflect two different areas of study.	
	<b>Option B (25%)</b>	72
	Performance recital of 6-8 minutes.	
	One of the pieces must reflect one of the areas of study.	
<b>Component 2:</b>	<b>Option A (25%)</b>	72
Composing	A portfolio of two compositions, one of which must reflect the western classical tradition in response to a brief set by the exam board.	
<i>Externally assessed.</i>		

COMPONENT	FORMAT	MARKS
	<b>Option B (35%)</b>	108
	A portfolio of three compositions, one of which must reflect the western classical tradition in response to a brief set by the exam board. The second must reflect a different area of study and the third is a free composition.	
<b>Component 3:</b>	A written examination (45%)	100
Appraising	A listening and appraising written examination set by the exam board.	
<i>Externally assessed.</i>	The exam covers the following areas of study: <b>Area of study A:</b> The western classical tradition – Development of the symphony (1750 – 1900) One of the following: <b>Area of study B:</b> Rock and pop <b>Area of study C:</b> Musical theatre <b>Area of study D:</b> Jazz One of the following: <b>Area of study E:</b> Into the twentieth century <b>Area of study F:</b> Into the 21st century	

### Career Opportunities

There are many careers that students may pursue in music and in the music industry. The composing skills studied at A-level can prepare students for a career in music composition; for example composing music for film, TV or video games. The composition element can also tie in with music production and sound engineering. The performing element can prepare students for a career in teaching music performance, being a session musician, being part of a national or international orchestra or being a solo performer. The ability to appraise music is extremely useful in all music careers but is vital in careers such as teaching music in secondary school, arranging music, conducting an orchestra and managing musical artists.

## A LEVEL PHYSICAL EDUCATION

### Who is this course for?

The course is designed for pupils with a wide interest in sport. The course focuses quite heavily on sports science and would be perfect for pupils who are looking to complete a degree in Sports. A good understanding of Biology would be a course requirement as well as completion of GCSE PE.

### Course Details

We follow the OCR specification and the course is a two-year linear programme. This specification gives learners a clear appreciation of key issues in physical education including balanced, active and healthy lifestyles, a focus on performance in practical activity, and the opportunity to pursue particular areas of interest.

### Assessment

#### Exam 1

- Applied Anatomy and Physiology
- Exercise Physiology
- Biomechanics
- 90 Marks, 2 hour paper - 30% of course total

#### Exam 2

- Skill Acquisition
- Sport Psychology
- 60 Marks, 1 hour paper - 20% of course total

#### Exam 3

- Sport and Society
- Contemporary issues in Physical activity and sport
- 60 Marks, 1 hour paper - 20% of course total

#### Practical

- Choose 1 sport from the OCR list (30 marks)
- Performance or coaching, EAPI (Analysis) (30 marks)
- 60 Marks - 30% of course total

### Career Opportunities

Sports Management, Physiotherapist, Physical Education teacher, Exercise physiologist, Fitness centre manager, Sports administrator, Sports coach, Sports development officer, Sports Agent, Sports therapist.

## A LEVEL PHYSICS

### Who is this course for?

This two-year course is designed for students who want to take their existing understanding of Physics and go further. It is articulated for a seamless transition from GCSE Physics. The course covers a range of topics including an optional topic which is determined at the beginning of Year 13. The topic is chosen from astrophysics; medical physics, engineering physics, history of physics or electronics. Students are challenged to take their existing understanding of the topics and go deeper by considering new implications and situations, and to further develop their laboratory techniques by developing and carrying out a range of practical experiments.

### Course Details

The A-Level Physics course requires the study of the following core content:

#### Core Content for A-Level

- Measurement and Error
- Particles and Radiation
- Waves
- Mechanics and Materials
- Electricity
- Thermal physics
- Fields
- Nuclear Physics

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1 Sections 1 – 5 and 6.1	Written exam, 85 marks, 60 marks short and long answer and 25 multiple choice	2 hours	34%
Paper 2 Sections 6.2 and 7 and 8	Written exam, 85 marks, 60 marks short and long answer and 25 multiple choice	2 hours	34%
Paper 3 Section A and Option topic	Written exam, 45 marks short and long answer on practical experiments and data analysis 35 marks short and long answer on optional topic	2 hours	32%

### Career Opportunities

Physics is a useful qualification for a wide range of science orientated university courses and careers. The problem solving, analytical and evaluative skills developed on this course mixed with the ability to use this for abstract concepts is a sought after skill in many industries. Physics therefore provides an edge for students taking this subject and opens many doors. Career opportunities are not limited but to name a few these could be within: Engineering, renewable energy, medical physics and digital healthcare, robotics and AI, VFX and gaming, finance and law.

## A LEVEL PSYCHOLOGY

### What is Psychology

Psychology is the scientific study of the human mind and behaviour. The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electric current moving within the structure of our neural networks dictates why we feel, think and behave the way we do. But why is it that some people suffer from stress and mental illness? Why do some people fear snakes yet a few think they are cuddly? Psychology looks at questions like these in the study of the human mind and behaviour.

At A Level we look at cutting edge research that has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change.

### Course Details

- Social Influence
- Memory
- Attachment
- Psychopathology
- The Approaches
- Research Methods
- Issues and Debates
- Gender
- Schizophrenia
- Forensic Psychology

### A Level Assessment

COMPONENT	FORMAT	DURATION	HIGHER
Paper 1	Multiple choice, short answer and extended writing, 96 marks	2 hours	33.3%
Paper 2	Multiple choice, short answer and extended writing, 96 marks	2 hours	33.3%
Paper 3	Multiple choice, short answer and extended writing, 96 marks	2 hours	33.3%

### Career Opportunities

Psychology is grounded in the sciences and develops skills such as numeracy, data analysis, research skills and critical thinking. It is a subject that also requires students to develop vital literacy skills such as argument construction, extended writing skills and the ability to evaluate material from different psychological perspectives.

All of these skills are transferable and are sought after by both universities and employers.

The different areas of Psychology are: Health, Clinical, Educational, Academia, Research & Teaching, Occupational, Counselling, Neurological, Sport & Exercise, Forensic.



## BTEC LEVEL 3 NATIONAL DIPLOMA IN SPORT

### Who is this course for?

The course is intended for pupils with a wide interest in sport. It is aimed at post-16 learners wanting to continue their education through applied learning. It can help pupils progress onto higher education and employment in the sports sector. A good understanding of sport, PE and biology is required. It is recommended that pupils have previously studied GCSE PE.

### Course Details

The qualification is equivalent in size to two A Levels and has been designed as a two-year programme. There are **9 units of which the following 6 are mandatory**.

- **Unit 1:** Anatomy and Physiology
- **Unit 2:** Fitness Training and Programming for Health, Sport and Well-being
- **Unit 3:** Professional Development in the Sports Industry
- **Unit 4:** Sports Leadership
- **Unit 22:** Investigating Business in the Sport and Active Leisure Industry
- **Unit 23:** Skill Acquisition in Sport.

### Internal Assessment

Most units in the sector are internally assessed and subject to external standards verification. Teachers set and assess the assignments that provide the final summative assessment of each unit.

Learners are assessed using a variety of styles to help them develop a broad range of transferable skills. Learners are given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situations
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills.

Learners may not make repeated submissions of assignment evidence.

## External Assessment

### 1 Exam

Anatomy and Physiology

80 Marks, 1.5 hour paper

### 2 Task completed under supervised conditions

Fitness Training and Programming for Health, Sport and Well-being

One week preparation, 2.5 hour written task

60 marks

### 3 Task completed under supervised conditions

Fitness Training and Programming for Health, Sport and Well-being

Two week preparation, 3 hour written task

64 marks

## Career Opportunities

Sports Management, Physiotherapist, Physical Education teacher, Exercise physiologist, Fitness centre manager, Sports administrator, Sports coach, Sports development officer, Sports Agent, Sports therapist.



## A LEVEL TEXTILES DESIGN

### Who is this course for?

This course is designed for Art & Design students who have studied at GCSE level, have prior knowledge of and an interest in art, design, textiles and fashion.

### Course Details

The OCR A LEVEL Textiles Design and Fashion course builds on the knowledge gained at GCSE Art and Design level. This course covers a two-year period and prepares students for further courses in art, design, textiles and fashion.

The 2 year course comprises of 2 components:

#### **Component 01: Personal investigation (2 parts)**

In response to a theme, students will produce the following elements.

Part 1. The Personal Portfolio: an extensive sketchbook, several practical studies and final outcomes covering the assessment objectives.

Part 2. The Related Study: an extended piece of writing demonstrating an understanding of an area of art related research. The related study should consist of a minimum of 1000 words.

These 2 parts contribute 60% to the overall weighting of OCR's Art and Design A Level.

#### **Component 2: Externally Set Task**

Externally set task. The early release paper will be issued on 1 February in the year of certification. It will provide learners with a range of themes each with written and visual starting points, a brief and stimuli. From these, one option must be selected by the learner on which they must base their personal response. The Externally set task has a 15 hour practical exam in which students produce an end outcome. It is internally marked and externally moderated.

It contributes 40% to the overall weighting of OCR's Art and Design A Level.

## Core Content

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).

Learners are required to choose one or more area(s) of study, such as:

- Garments/Fashion
- Accessories
- Soft furnishings
- Printed and/or dyed textiles
- Constructed textiles
- Textile installation
- Expressive textiles

This will require students to address each of the Assessment Objectives:

**AO1** Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

**AO2** Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.

**AO3** Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

**AO4** Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements. Students must work within the specific discipline of Textile & Fashion Design.

## Career Opportunities

Students will gain a broader understanding of the art, design and textiles industry for pathways including: Retail for Fashion & Business; Buying, Merchandising, Visual Merchandising, Creative Director, Fashion Marketing, Teaching & Lecturing (up to University level), Fashion Design and Interior Design, Printmaking.

## A LEVEL THEATRE STUDIES

### Who is this course for?

A Level Theatre Studies is for students who are interested in the practical study and exploration of plays and practitioners within a social, cultural and historic context. There are three key components to the course and all are taught practically. The course provides opportunities for devising, directing, performance and design across a range of genres and styles and students can select their own route through. Currently, students enjoy exploring two plays: 'the first working class tragedy' Woyzeck, a play which presents the protagonist's struggles in a hostile environment and Accidental Death of An Anarchist, a fast paced and darkly comic political satire.

### Course Details

The A Level Course requires study of the following core content:

**Component 1: Devising.** Students create their own original piece using a play and practitioner as a starting point.

**Component 2: Text in Performance.** Students study two plays and perform or design for a group extract and a monologue/ duologue.

**Component 3: Theatre Makers in Practice.** Students analyse and evaluate a live performance, present their own director's concept for a play and write as a performer and designer on a second play.

### Career Opportunities

Theatre Studies offers students the opportunity to develop a full range of transferable skills from literacy through communication to presentational skills and opens up a range of careers including marketing, broadcasting, acting, technical theatre careers, therapy and teaching. Universities accept theatre Studies as an academic entry qualification.

There are a range of theatre courses available with different specialisms to suit a range of skills.



## IB BIOLOGY

### Who is this course for?

Biology is the study of living things, right down to a molecular level to look at the very fundamental question of “what is life?” Biology centralises around an understanding of how cells function and interact to create complex life forms, and how those life forms are adapted and fit into a wider environment. Modern technology has allowed greater and greater levels of control and manipulation of this understanding to impact all areas of life from what food you eat to what medical treatments you could receive to advances in biotechnology that could have global consequences. If the 20th century was the century of physics, the 21st is definitely the century of biology.

### Course Details

The biology course covers the following content:

#### Core Content

1. Cell biology
2. Molecular biology
3. Genetics
4. Ecology
5. Evolution and biodiversity
6. Human physiology

#### Additional higher level (AHL)

7. Nucleic acids
8. Metabolism, cell respiration and photosynthesis
9. Plant biology
10. Genetics and evolution
11. Animal physiology

Plus an “option” unit on Ecology.

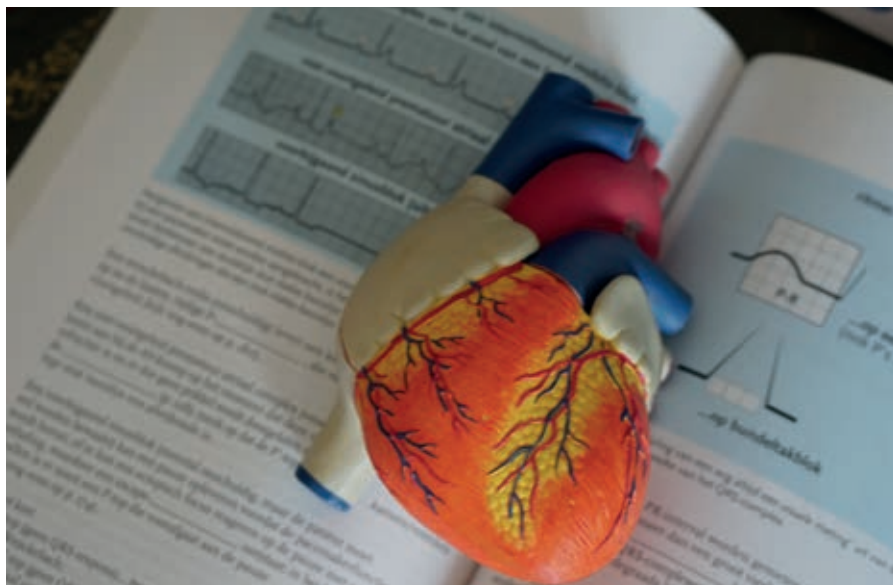
There is also a piece of scientific investigation work which must be designed, conducted and analysed by the student. Full and detailed guidance is given and this covers 20% of the final grade.

## Assessment

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Multiple choice questions	60 mins HL 45 mins SL	20%	20%
Paper 2	Data based questions plus short response questions plus an extended response question	135 mins HL 75 mins SL	36%	40%
Paper 3	Short response questions on experimental technique plus questions on the option unit	75 mins HL 60 mins SL	24%	20%
Individual Assignment	A full investigation into a topic/question of their choice		20%	20%

## Career Opportunities

There are a great many fields open to biology that are obvious (medicine, veterinary science, nursing, dentistry etc) but biological research is a huge and diverse area. You could find yourself in any field of lab based research from looking for new cancer treatments to developing the next generation of food crop to studying climate change or analysing fossils of ancient beasts. Aside from that, any science teaches critical thinking and investigation skills. These are highly sought after in almost any field.





## IB 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

- Business organisation & environment
- Human resources
- Accounts and finance
- Marketing
- Operations Management
- Business Strategy (HL only)

### Assessment

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	3 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	3 questions on the case study	1.5 hours		35%
Paper 2	Data response questions	1.5 hours		40%
Individual Assignment	Written 1500 words			25%

### 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.

## IB CHEMISTRY

### Who is this course for?

The course is designed for study at both Higher Level (HL) and Standard Level (SL). Studying chemistry after your GCSEs really develops your practical and mathematical skills. If you enjoy experimenting in the lab, you'll love it.

Chemistry is an experimental science that combines academic study with the acquisition of practical and investigational skills. Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is often a prerequisite for many other courses in higher education, such as medicine, biological science and environmental. The skills developed on the course, such as the ability to analyse and evaluate data will ensure students have acquired valuable skills for application in the wider world.

### Course Details

Both IB Chemistry SL and HL require the study of the following core content:

#### Core Content

- Physical chemistry
- Organic chemistry
- Inorganic chemistry
- Practical skills

### Assessment

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1 has 2 components.		1 hour 30 minutes	36%	36%
Paper 1A	Multiple choice			
Paper 1B	Data-based questions			
Paper 2	Short answer and extended response questions	2 hours 30 minutes	44%	44%
Internal assessment	The internal assessment consists of one task: The scientific investigation.		20%	20%

### Career Opportunities

Studying Chemistry at IB or degree level opens up plenty of career opportunities, such as: analytical chemist, chemical engineer, clinical biochemist, pharmacologist, medical doctor, research scientist, toxicologist, environmental consultant and much more.

## IB ECONOMICS

### Who is this course for?

The course is designed for study at both Higher Level (HL) and Standard Level (SL).

### Course Details

The IB Economics course at Higher and Standard Level requires the study of the following core content:

The study of economics is essentially about dealing with scarcity, resource allocation and the methods and processes by which choices are made in the satisfaction of human wants. As a dynamic social science, economics uses scientific methodologies that include quantitative and qualitative elements.

The course emphasises the economic theories of microeconomics, which deal with economic variables affecting individuals, firms and markets, and the economic theories of macroeconomics, which deal with economic variables affecting countries, governments and societies.

At both standard level and higher level, candidates are required to study four topics: microeconomics, macroeconomics, international economics and development economics with some sub-topics within these reserved solely for higher level. These sections are assessed by two examinations at standard level and three examinations at higher level.

In addition to the examinations, candidates must submit an internal assessment. Both standard level and higher level economics students must produce a portfolio of three commentaries based on articles from published news media.

### Assessment

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	An extended response paper	1 hr 15 mins	20%	
Paper 2	Data response questions	1 hr 45 mins	30%	
Paper 3	A Policy paper	1 hr 45 mins	30%	
Internal Assessment	Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media. Maximum 800 words x 3 (45 marks)		20%	

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	An extended response paper	1 hr 15 mins		30%
Paper 2	Data response questions	1 hr 45 mins		40%
Internal Assessment	Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media using a different key concept. Maximum 800 words x 3 (45 marks)			30%

### Career Opportunities

As a subject, Economics lends itself to a wide variety of careers and not necessarily those in finance. Some of the career options include:

- Economist
- Chartered accountant
- Investment analyst
- Financial risk analyst
- Management consultant
- Government officer

With an Economics qualification, you can find work in both the public and private sectors for a range of different companies over many different industries. Some people find work in areas including:

- Blue-chip companies
- Consultancies
- Banks and building societies
- Charities and voluntary organisations
- Insurance firms



## IB LANGUAGE A: ENGLISH LANGUAGE AND LITERATURE

### Who is this course for?

The Language A programme is primarily a pre-university course in language and literature. It is aimed at students who intend to pursue language and/or literature, or related studies at university, as well as at students whose study of language and literature will not continue beyond this level. The programme is designed for study at both Higher and Standard levels. 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 a range of literary and non-literary texts;
- want to broaden their perspective through the study of works from other cultures and languages.

### Course Details

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Topics studied include language and power. Texts studied include Marjane Satrapi's graphic novel, 'Persepolis', and Arthur Miller's play, 'Death of a Salesman'.

### Career Opportunities

These skills are highly desirable at University level and this is why English is a respected choice at Sixth Form level. If you study English it will help you to gain a university place and it complements future studies in the Arts, Humanities, Social Sciences and Law.

Students who study English at University level can progress into jobs in publishing, law, advertising, acting, human resources, management in various public and private organisations, teaching and journalism.

## Assessment

### Standard

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1: Guided textual analysis	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	1 hour 15 mins	35%
Paper 2: Comparative essay	In response to one of six questions students write an essay based on both literary texts studied in Part 3. (30 marks)	1 hour 45 mins	35%
Internal Assessment	Individual oral: Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	15 mins	30%

### Higher

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1:	The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	2 hours 15 mins	35%
Paper 2: Essay	The paper consists of four general questions. In response to one question students write a comparative essay based on two works studied in the course. (30 marks)	1 hour 45 mins	25%
HL Essay	Students submit an essay on one non-literary text of a collection of non-literary texts by one same author, or a literary work or work studied during the course.  The essay must be 1,200-1,500 words in length. (20 marks)	N/A	20%
Internal Assessment	Individual oral: Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied. (40 marks)	15 mins	20%

## IB ENGLISH – LANGUAGE B

### Who is this course for?

The English B HL course is designed for candidates with 4-5 years learning experience. The course is holistic in approach and explores themes that promote personal and intellectual growth. It is organized around a clear and consistent inquiry-based structure that will help students to develop cognitive and linguistic abilities. This course has been designed to meet the needs of this new generation of learners. It is in complete alignment with the IB vision to create a collaborative, global community united by a mission to make a better world through education.

The new English B course focuses on learning from a global perspective so that students can increase their understanding of language and culture, which, in turn, can help them to become more globally engaged.

### Course Details

The course focuses on five main themes:

#### **Theme 1: Identities**

- Lifestyles
- Health and wellbeing
- Beliefs and values
- Subcultures
- Language and identity

#### **Theme 2: Experiences**

- Leisure activities
- Holidays and travel
- Life stories
- Rites of passage
- Customs and traditions
- Migration

#### **Theme 3: Human Ingenuity**

- Entertainment
- Artistic expressions
- Communication and media
- Technology
- Scientific innovation

### **Theme 4: Social Organization**

- Social relationships
- Community
- Social engagement
- Education
- The working world
- Law and order

### **Theme 5: Sharing the planet**

- The environment
- Human rights
- Peace and conflict
- Equality
- Globalization
- Ethics
- Urban and rural environment

### **Main aims**

- Language acquisition and development of the skills of Listening, Speaking, Reading and Writing
- Develop international mindedness
- Enable effective communication
- Develop awareness and appreciation of a variety of perspectives of diverse cultures.
- Understanding the importance of language in relation to other areas of knowledge.
- Develop critical and creative-thinking skills
- Foster curiosity, creativity, and a lifelong enjoyment of language learning.
- Learn and practise effective approaches to learning (ATL)
- Create connections with Theory of Knowledge and CAS.

### **Skills developed**

Listening – understanding authentic spoken language

Speaking – effective oral language use in a range of styles

Reading – accurate understanding and analysis

Writing – producing different texts for various purposes



## Assessment

All assessments takes place in the final year of the course.

### External assessment

**Paper 1:** 90 minutes 25% of total assessment

#### *Productive Skills*

Based on five themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet.

Students write a task of 450-600 words from a choice of three, each from a different theme.

Assessment criteria Based on Language B descriptors Paper 1 (Writing)  
Criteria: Language; Message; Conceptual Understanding.

**Paper 2:** 120 minutes 50% of total assessment

#### *Receptive skills*

**Listening comprehension**, based on five themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet.  
Comprehension exercises on three audio passages.

**Reading comprehension**, based on the on five themes: Identities, Experiences, Human Ingenuity, Social Organisation and Sharing the Planet.  
Comprehension exercises on three written texts.

### Internal assessment

**Oral component** 25% of total assessment

Individual oral This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  
12-15 minutes (plus twenty minutes' supervised preparation time). The student is shown two extracts of up to approximately 300 words each one from each of the two literary works studied during the course. The student chooses one of the extracts and prepares a presentation.  
3 parts:  
1. Presentation (3-4 minutes): Students present the extract, discussing the event, ideas and messages in the extract itself.  
2. Follow-up discussion between teacher and candidate (4-5 minutes).

3. General discussion (5-6 minutes): The teacher and students have a general discussion using one or more of the five themes of the syllabus.

### **Career Opportunities**

English B is accepted by universities as their language entry requirement. It is incredibly rare that English B students are asked by universities to take the IELTS exam. The language skills developed on the course will ensure students have the skills to function well in academic and work environments. In addition to developing your English language skills to a high level, the English B course adds a further international dimension to your studies as intercultural understanding and appreciation of the Anglophone culture, in particular, is a major feature of the syllabus. The aim is to help you to be more internationally minded and to become a person who recognizes their common humanity and shared guardianship of the planet. As an English B learner, you will strive to be: an inquirer, a caring, open-minded thinker, knowledgeable, and a better communicator.



## IB ENVIRONMENTAL SYSTEMS AND SOCIETIES

### Who is this course for?

Through studying environmental systems and societies (ES&S) students will be provided with a coherent perspective of the interrelationships between environmental systems and societies; one that enables them to adopt an informed personal response to the wide range of pressing environmental issues that they will inevitably come to face.

The teaching approach is such that students are allowed to evaluate the scientific, ethical and socio-political aspects of issues.

Students will be able to study this course successfully with no specific previous knowledge of science or geography. However, as the course aims to foster an international perspective, awareness of local and global environmental concerns and an understanding of the scientific methods, a course that shares these aims would be good preparation.

The course is designed for study at Standard Level (SL). The course provides the students with the tools with which to criticise and evaluate local and global environmental issues. The students learn to use models and other representations of environmental systems, then be able to develop an understanding of the potential influences that any change to a system might have on human development. Both economic, social and environmental consequences of environmental management and change is considered. Students will learn how to use analytical tools as well as the skills that will enable them to develop their own area of study for their Internal Assessment.

### Course Details

During the course, students will study eight different topics. An important aspect of the ES&S course is hands-on work in the laboratory and/or out in the field.

In summary

- Available only at standard level (SL)
- The minimum prescribed number of hours is 150
- A hands-on approach to the course delivery is emphasised
- Students are assessed both externally and internally
- External assessment consists of two written papers and provides opportunities for students to demonstrate an understanding through the application, use, synthesis, analysis and evaluation of environmental issues, information, concepts, methods, techniques and explanations

- Internal assessment task accounts for 25% of the final assessment. This involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report

### Core Content for Standard Level

- Modelling Environmental Systems
- Ecosystems and Ecology
- Biodiversity and Conservation
- Water and Aquatic Food Systems and Societies
- Soil Systems, Terrestrial Food Production and Societies
- Atmospheric Systems and Societies
- Climate Change and Energy Production
- Human Systems and Resource Use

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Objectives 1 – 3 Case Study	1 hour	25%
Paper 2	Objectives 1 – 3 Short answer questions plus two essay answers written from a choice of 4	2 hours	50%
Internal Assessment	Objectives 1 – 4	10 hours work	25%

### Career Opportunities

This course enables an understanding of the complex environmental structures that govern our world. It engenders a need for thought, analysis and reasoned argument. It is the first real IB transdisciplinary course. It explores ethical frameworks that influence global decisions and provides an insight into local issues that represent equally challenging problems and conflicts.

If you wish to study any other subject at University or in further education then this course will provide you with some of the necessary skills and abilities. It bridges geography, economics, politics, law, sciences, sociology and environmental sciences. It will open many different career avenues for you.

## IB FRENCH (AB INITIO)

### Who is this course for?

The language Ab Initio course is a language acquisition course for students with little or no experience of the language.

### Course Details

The Ab Initio course is organised around five main themes which are divided in topics providing the students with opportunities to practise and explore the language as well as to develop intercultural competence.

#### IDENTITIES

- Personal attributes
- Personal relationships
- Eating and drinking
- Physical wellbeing

#### EXPERIENCES

- Daily routine
- Leisure
- Holidays
- Festivals and celebrations

#### HUMAN INGENUITY

- Transport
- Entertainment
- Media
- Technology

#### SOCIAL ORGANISATION

- Neighbourhood
- Education
- The workplace
- Social issues

#### SHARING THE PLANET

- Climate
- Physical geography
- The environment
- Global issues

While some of the topics are similar to those studied for GCSE, please note the focus remains a wider international understanding of the world (with a focus on French-speaking world), leading to students to consider more grown-up questions such as the coloration between technologies and shopping habits.

In addition to their class-based lessons, students will have an additional 25 min session a fortnight with the French assistant, when possible, in order to discuss and develop their understanding of the topics covered in class.

Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Writing	1 hour	25%
Paper 2	Comprehension Listening comprehension (45 minutes) Reading comprehension (1 hour)	1 hour 45	50%
Individual oral	A conversation with the teacher, based on a visual stimulus and at least one additional course theme.	10 mins	25%

Benefits of the Course

The language Ab Initio course achieves a reflection on cultural values and behaviours in different ways. The course is divided into three broad themes, all of which are well suited to fostering an international perspective. The language ab initio course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students’ awareness of their own responsibility at a local level.

In addition, students’ literacy skills are enhanced through the analysis and production of text-types such as articles , interviews speech, etc.



## IB FRENCH - LANGUAGE B

### Who is this course for?

French SL (Standard Level) and HL (Higher Level) is a language acquisition course for students with some background in the target language. While developing further linguistically this additional language, students also explore the cultures connected to it such as Senegal, Quebec, Nouvelle Orleans, Haiti, etc.

In addition to their class-based lessons, students will have an additional 25- min session a fortnight with the French assistant in order to discuss and develop their understanding of the topics covered in class.

### Course Details

The IB French course at both SL and HL requires the study of the following content:

#### IDENTITIES

- Lifestyles
- Health and wellbeing
- Beliefs and values
- Subcultures
- Language and identity

#### EXPERIENCES

- Leisure activities
- Holidays and travel
- Life stories
- Rites of passage
- Customs and traditions
- Migration

#### HUMAN INGENUITY

- Entertainment
- Artistic expressions
- Communication and media
- Technology
- Scientific innovation

#### SOCIAL ORGANISATION

- Social relationships
- Community
- Social engagement
- Education
- The working world
- Law and order

#### SHARING THE PLANET

- The environment
- Human rights
- Peace and conflict
- Equality
- Globalization
- Ethics
- Urban and rural environment

In addition, Higher level students are expected to study two literary works: they should understand the works in some depth (themes, problematics, etc.) but literary criticism as such is not an objective of the language B course at HL. Reading literature in French is an enjoyable journey into the culture studied. It will help students to broaden their vocabulary and to use language in a more creative manner, contributing to intercultural understanding.

### Assessment Standard Level

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Writing	1 hour 15	25%
Paper 2	Comprehension Listening comprehension (45 minutes) Reading comprehension (1 hour)	1 hour 45	50%
Individual oral	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme	15 mins	25%

### Assessment Higher Level

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Writing	1 hour 30	25%
Paper 2	Comprehension Listening comprehension (1 hour) Reading comprehension (1 hour)	2 hours	50%
Individual oral	A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	15 mins	25%

### Career Opportunities

Not only will the French B course be an excellent stepping stone for pursuing French beyond Sixth Form, it adds an international dimension to your studies as intercultural understanding is a major cohesive element of the syllabus.

While learning French, the student becomes aware of the similarities and differences between their own culture(s) and those of the French-speaking culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered.



## IB FRENCH - LANGUAGE A LANGUAGE AND LITERATURE

### Who is this course for?

The course is designed for study at both Higher Level (HL) and Standard Level (SL). The course is designed for native speakers of French who will be studying language and literature in French across the French-speaking world.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

### Course Details

Language A: language and literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into three areas of exploration:

### Assessment SL

	DURATION	WEIGHTING
<b>Paper 1: Guided literary analysis</b>	1 hour	35%
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	15 mins	
<b>Paper 2: Comparative Essay</b>	1 hour	35%
The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	45 mins	
<b>Individual oral</b>		
Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response, followed by a discussion led by the teacher, to the following prompt:	15 mins	30%

Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.

Assessment HL

	DURATION	WEIGHTING
<b>Paper 1: Guided literary analysis</b>	2 hours	35%
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	15 mins	
<b>Paper 2: Comparative Essay</b>	1 hour	25%
The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	45 mins	
<b>HL essay</b>		20%
Students submit an essay (1500 words) on one non-literary body of work, or a literary work studied during the course.		
<b>Individual oral</b>		
Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response, followed by a discussion led by the teacher, to the following prompt:	15 mins	30%
Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.		



## IB GEOGRAPHY

### Who is this Course for?

Geography is a link between the humanities and the sciences. Because of its cross disciplinary nature it teaches you a whole range of skills that can be used in your continuing academic learning and future careers. These include data collection, manipulation, presentation and analysis, essay writing, reading and interpreting maps, graphs and images, forming and justifying opinions and making formal oral presentations.

Two of the most important issues facing the world today are climate change and globalisation, both geographical. However, many other aspects of the subject are globally important, such as population change, resource management, hazard management, multiculturalism, industrial growth, economic development and much more.

If you study geography you are learning about issues that affect us and the world daily. To appreciate its relevance, watch the news and you will realise that nearly every issue is related to geography in some way. Geography is a multidisciplinary subject that offers you a whole range of choices for future study.

### Course Details

The IBDP Geography course covers the following content:

1. Geophysical hazards
2. Leisure, sport and tourism
3. Urban environments (HL only)
4. Changing population
5. Global climate – vulnerability and resilience
6. Global resource consumption and security
7. Power, places and networks (HL only)
8. Human development and diversity (HL only)
9. Global risks and resilience (HL only)

There is also the compulsory internal assessment, which includes writing up an individual investigation.

## Assessment

### PAPER

Part 1

### STANDARD LEVEL

#### Year 1

Geographic themes:  
Geophysical hazards  
Leisure, sport and tourism

Assessment:  
35%  
40 marks  
1 hour 30 min

### HIGHER LEVEL

#### Year 1

Geographic themes:  
Geophysical hazards  
Leisure, sport and tourism  
Urban environments

Assessment:  
35%  
60 marks  
2 hour 15 min

Part 2

#### Year 1

Geographic perspectives -  
global change  
Population distribution -  
Changing population

#### Year 2

Global climate -  
vulnerability and resilience  
Global resource consumption  
and security

Assessment:  
40%  
50 marks  
1 hour 15 min

#### Year 1

Geographic perspectives -  
global change  
Population distribution -  
Changing population

#### Year 2

Global climate -  
vulnerability and resilience  
Global resource consumption  
and security

Assessment:  
25%  
50 marks  
1 hour 15 min

Part 3

HL core  
extension

#### Year 1

Geographic perspectives -  
global change  
Power, places and networks

#### Year 2

Human development and  
diversity. Global risks and  
resilience

Assessment:  
20%  
28 marks  
1 hour exam

PAPER	STANDARD LEVEL	HIGHER LEVEL
Internal assessment– written fieldwork enquiry report	Assessment: 25% 25 marks 20 hours total time	Assessment: 20% 25 marks 20 hours total time

### Career Opportunities

Geography combines well with both arts and science subjects. Geography is a broad-based subject that really fits well with future progression. For example, for careers in sustainability and green issues, urban regeneration, energy supply, retail location, managing the effects of hazards and climate change, geography is an obvious choice. It also provides the transferable skills that allow students to access a broad range of careers including business, IT, tourism, architecture and law.



## IB GERMAN LANGUAGE A – LANGUAGE AND LITERATURE

### Who is the course for?

IB German Language A: Language and Literature is a broad-based two-year course designed for native speakers of German studying a wide range of literary and non-literary texts in a variety of media. Approaches to study are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

### Course details

The course develops skills of textual analysis along with a deeper understanding of literature. A study of the formal structures of a text is combined with an exploration into the way the use of text elements and our understanding of their meaning is affected by reading practices that are culturally defined. Students will investigate the nature of language itself and the way it is shaped and influenced by identity and culture. This course can be studied at higher level (HL) and standard level (SL) and will have three areas of exploration:

#### 1. Readers, writers and texts

This area involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound. Students move from personal response to understanding and interpretation.

#### 2. Time and space

This area focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. It explores the variety of cultural contexts in which texts are produced and read across time and space. Students will investigate ways in which texts may represent, and be understood from, a variety of cultural and historical perspectives.

#### 3. Intertextuality: connecting texts

This area focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. Throughout the course, students will be able to see similarities and differences among diverse texts.

Several works will be analysed and their links with global issues investigated (for example health and development or equality and inequality or culture, language and identity).

SL studies 4 and HL studies 6 works of literature which have to be

- two works originally written in German,
- one work originally written in another language
- from at least two continents
- from a prescribed list of authors
- from different genres and literary periods.

There is also a large content of non-literary works organised in Bodies of Work from a variety of media (for example speeches, blogs, photographs, biography, film, etc.)

### Assessment SL/HL

		DURATION	WEIGHTING
Paper 1	Guided analysis of previously unseen non-literary extracts or texts.	SL 1 hr 15 min HL 2 hr 15 min	SL 35% HL 35%
Paper 2	In response to one of four question options students compare two literary works studied in class	SL 1 hr 45 min HL 1 hr 15 min	SL 35% HL 25%
Individual Oral	Students present a formal oral commentary and answer questions on an a work studied in class and a work of the students choice	15 min	SL 30% HL 20%
HL essay	Students submit an essay on one non-literary text or a collection of non-literary texts by on same author, or a literary text or work studied during the course.	Length 1200 - 1500 words	SL 0% HL 20%

### Career Opportunities

The course forms an excellent stepping stone into pursuing German beyond Sixth Form. It allows students to sharpen their critical thinking skills, their understanding of any kind of text, their analytical skills and their ability to communicate clearly and accurately. The course also gives them an international outlook and an understanding of a variety of cultural issues.

## IB HISTORY

### Who is this course for?

The course is designed for study at both Higher Level (HL) and Standard Level (SL). The course includes a study of Twentieth Century Wars, the Rise and Rule of Single Party Dictatorships and a regional study of about one hundred years of European history.

### Course Details

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

#### Core Content for Standard Level

**Paper 1** - Global expansion in 1930s and 1940s; Germany, Italy & Japan (Documents study and evaluation)

**Paper 2** - The origins of the Spanish and Chinese Civil War, Origins of World War One and World War Two; The rise to and consolidation of power of left and right wing dictators from different continents in the twentieth century. (Essay based)

**Coursework (IA)** 2,200 words based on student choice with school support.

Higher Level is core content as above and Paper 3

**Paper 3 (HL)** - Russian Empire to USSR 1855-1924; Inter-War Europe 1919-1938 & European Diplomacy 1871-1923. (Essay based)

### Assessment

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1 (Core)	1 multi-part documents based paper	1 hour	20%	30%
Paper 2 (Core)	Two essay questions	1.5 hours	25%	45%
Individual Assignment (Core)	Written 2, 200 words	20 hours of class & prep time	20%	25%
Paper 3 (HL)	Three essay questions	2.5 hours	35%	N/A

### Career Opportunities

History is a useful qualification for a wide range of university courses and careers including Law, Politics, Civil Service, etc. The skills developed on the course, such as the ability to critically analyse, cross reference and evaluate research material, will ensure students have acquired valuable skills for application in a diverse range of academic and professional environments.



# IB ITALIAN - LANGUAGE A LANGUAGE AND LITERATURE

## Who is this course for?

The course is designed for study at both Higher Level (HL) and Standard Level (SL). The course is designed for native speakers of Italian who will be studying language and literature in Italian.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

## Course Details

Language A: language and literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into three areas of exploration:

## Assessment SL

	DURATION	WEIGHTING
<b>Paper 1: Guided literary analysis</b>	1 hour	35%
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	15 mins	
<b>Paper 2: Comparative Essay</b>	1 hour	35%
The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	45 mins	
<b>Individual oral</b>	15 mins	30%
Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response, followed by a discussion led by the teacher, to the following prompt:		
Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.		

Assessment HL

	DURATION	WEIGHTING
<b>Paper 1: Guided literary analysis</b>	2 hours	35%
The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages	15 mins	
<b>Paper 2: Comparative Essay</b>	1 hour	25%
The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	45 mins	
<b>HL Essay</b>		20%
Students submit an essay (1200-1500 words) on one non-literary body of work, or a literary work studied during the course.		
<b>Individual oral</b>	15 mins	30%
Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response, followed by a discussion led by the teacher, to the following prompt:  Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.		



## IB MATHEMATICS - ANALYSIS AND APPROACHES

### Who is this course for?

The course is designed for study at Standard level. It is for students who wish to develop mathematical knowledge, concepts and principles, logical, critical and creative thinking. They will employ and refine their powers of abstraction and generalisation.

Students are also encouraged to appreciate the international dimensions of mathematics and the multiplicity of its cultural and historical perspectives.

It is intended for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

### Course Details

The IB Mathematics - Analysis and Approaches course requires the study of the following core content:

#### Core Content Standard Level

- Number and algebra
- Functions
- Geometry and Trigonometry
- Probability and Statistics
- Calculus

### Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	10 questions. No calculator	1.5 hours	40%
Paper 2	10 questions. Calculator allowed	1.5 hours	40%
Individual Assignment	Written		20%

### Career Opportunities

Analysis and Approaches is a useful qualification for a wide range of university and higher education courses and careers. It has a strong algebraic content and the skills developed will enhance any course.

# IB MATHEMATICS - APPLICATIONS AND INTERPRETATION

## Who is this course for?

The course is designed for study at Standard level as well as an option to take it at Higher level. The course considers many aspects of Mathematics which are of use both in further study and future careers. It is for students who do not intend to move to careers which use very technical Mathematics.

## Course Details

The IB Mathematics - Applications and Interpretation course requires the study of the following core content:

### Core Content Standard and Higher Level

- Number and Algebra
- Functions
- Statistics and Probability
- Geometry and Trigonometry
- Calculus

## Assessment

COMPONENT	FORMAT	DURATION	SL	HL
			WEIGHTING	WEIGHTING
Paper 1	10 questions. No calculator	1.5 hours	40%	30%
Paper 2	10 questions. Calculator allowed	1.5 hours	40%	30%
Paper 3	10 questions. Calculator allowed	2 hours		20%
Individual Assignment	Written		20%	20%

## Career Opportunities

IB Mathematics - Applications and Interpretation is a useful qualification for a wide range of business, geography and biology based university courses and careers. With its strong statistical content, the skills developed will enhance many university courses and careers in these areas.

## IB PHYSICS

### Who is this course for?

This course is designed for study at both Higher Level (HL) and Standard Level (SL). The course considers essential components of Physics and covers a range of topics in both SL and HL. Students also study an optional topic chosen from: astrophysics; imaging; engineering physics; relativity. Students are challenged to take their existing understanding of the topics and go deeper by considering new implications and situations, and to further develop their laboratory techniques by developing and carrying out a range of practical experiments.

### Course Details

The IB Physics course requires the study of the following core content:

#### Core Content for Standard Level

- Measurement and uncertainties
- Mechanics
- Thermal physics
- Waves
- Electricity and magnetism
- Circular motion and gravitation
- Atomic, nuclear and particle physics
- Energy production

#### Content for Higher Level

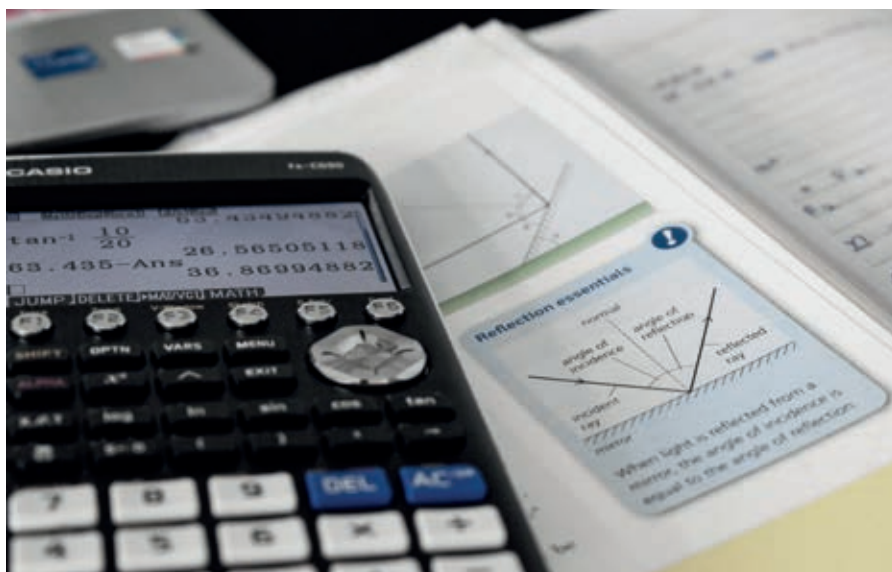
- Wave phenomena
- Fields
- Electromagnetic induction
- Quantum and nuclear physics

## Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Written exam, 30 marks multiple-choice at SL, 40 marks multiple-choice at HL	$\frac{3}{4}$ hour (SL) 1 hour (HL)	20% 20%
Paper 2	Written exam, 50 marks short answer and extended response (SL); 95 marks short answer and extended response (HL)	$1\frac{1}{4}$ hours (SL) $2\frac{1}{4}$ hours (HL)	40% 36%
Paper 3	Written exam, 35 marks (SL), 45 marks (HL) short and long answer	1 hour (SL) $1\frac{1}{4}$ hours (HL)	20% 24%
Internal Assessment	Written Report (6-12 pages)		20%

## Career Opportunities

Physics is a useful qualification for a wide range of science orientated university courses and careers. The problem solving, analytical and evaluative skills developed on this course mixed with the ability to use this for abstract concepts is a sought after skill in many industries. Physics therefore provides an edge for students taking this subject and opens many doors. Career opportunities are not limited but to name a few these could be within: Engineering, renewable energy, medical physics and digital healthcare, robotics and AI, VFX and gaming, finance and law.



## IB PSYCHOLOGY

### What is Psychology

Psychology is the scientific study of the human mind and behaviour. The mind is something intangible that exists within our brain. An unseen process of enzymes, chemicals and electric current moving within the structure of our neural networks dictates why we feel, think and behave the way we do. But why is it that some people suffer from stress and mental illness? Why do some people fear snakes yet a few think they are cuddly? Psychology looks at questions like these in the study of the human mind and behaviour.

At IB we look at cutting edge research that has real world applications to issues in everyday life, ranging from things like artificial intelligence to social change.

### Course Details

- Biological approach to behaviour
- Cognitive approach to behaviour
- Sociocultural approach to behaviour
- Abnormal Psychology
- Developmental Psychology (HL only)
- Approaches to research
- Internal Assessment

### IB Assessment

COMPONENT	FORMAT	DURATION	HIGHER	STANDARD
Paper 1	Three short answer questions and one essay questions on the three core approaches	2 hours	40%	50%
Paper 2	One essay from a choice of three on Abnormal psychology	1 hour		25%
Paper 2	Two essays from a choice of six on Abnormal and Developmental Psychology	2 hours	20%	
Paper 3	Three short answer questions from a list of six questions on approaches to research	1 hour	20%	
Internal Assessment	A report on an experimental study undertaken by student		20%	25%

## Career Opportunities

Psychology is grounded in the sciences and develops skills such as numeracy, data analysis, research skills and critical thinking. It is a subject that also requires students to develop vital literacy skills such as argument construction, extended writing skills and the ability to evaluate material from different psychological perspectives.

All of these skills are transferable and are sought after by both universities and employers.

The different areas of Psychology are: Health, Clinical, Educational, Academia, Research & Teaching, Occupational, Counselling, Neurological, Sport & Exercise, Forensic.





## IB SPANISH LANGUAGE A - LANGUAGE AND LITERATURE

### Who is the course for?

The course is designed for study at both Higher Level (HL) and Standard Level (SL). The course is designed for native speakers of Spanish who will be studying language and literature in Spanish across the Spanish-speaking world.

In this course, students study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

### Course Details

**Language A:** language and literature is a flexible course that allows teachers to choose works from prescribed lists of authors and to construct a course that suits the particular needs and interests of their students. It is divided into three areas of exploration.

#### Area of exploration—readers, writers and texts

This area involves close attention to the details of texts in a variety of types and literary forms so that students learn about the choices made by creators and the ways in which meaning is communicated through words, image, and sound. Students move from personal response to understanding and interpretation.

#### Area of exploration—time and space

This area focuses on the idea that language is a social capacity and as such is intertwined with community, culture and history. It explores the variety of cultural contexts in which texts are produced and read across time and space. Students will investigate ways in which texts may represent, and be understood from, a variety of cultural and historical perspectives.

#### Area of exploration—intertextuality: connecting texts

This area focuses on the concerns of intertextuality, or the connections between and among media, text and audience involving diverse traditions and ideas. Throughout the course, students will be able to see similarities and differences among diverse texts.

## Assessments SL

COMPONENT	DURATION	WEIGHTING
<b>Paper 1: Guided literary analysis</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it.	1 hour 15	35%
<b>Paper 2: Comparative essay</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	1 hour 45	35%

## Assessments HL

COMPONENT	DURATION	WEIGHTING
<b>Paper 1: Guided literary analysis</b> The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages.	2 hour 15	35%
<b>Paper 2: Comparative essay</b> The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course.	1 hour 45	25%
<b>HL essay</b> Students submit an essay (1200-15000 words) on one non-literary body of work, or a literary work studied during the course.		20%
<b>Individual oral</b> Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response, followed by a discussion led by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied.	15 mins	30%

## IB SPANISH (AB INITIO)

### Who is this course for?

The language Ab Initio course is a language acquisition course for students with little or no experience of the language.

### Course Details

The Ab Initio course is organised around five main themes which are divided into topics providing the students with opportunities to practise and explore the language as well as to develop intercultural competence.

#### **Identities**

Personal attributes  
Personal relationships  
Eating and drinking  
Physical wellbeing

#### **Experiences**

Daily routine  
Leisure  
Holidays  
Festivals and celebrations

#### **Human Ingenuity**

Transport  
Entertainment  
Media  
Technology

#### **Social Organization**

Neighbourhood  
Education  
The workplace  
Social issues

#### **Sharing the Planet**

Climate  
Physical geography  
The environment  
Global issues

While some of the topics are similar to those studied for GCSE, please note the focus remains a wider international understanding of the world (with a focus on the Spanish-speaking world), leading students to consider more grown-up questions such as the correlation between technologies and shopping habits.

In addition to their class-based lessons, students will have an additional 25 minutes session once a fortnight with the Spanish Assistant, when possible, in order to discuss and develop their understanding of the topics covered in class.

Assessment

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Writing	1 hour	25%
Paper 2	Comprehension	1 hour	50%
	Listening comprehension (45 mins)	45 mins	
	Reading comprehension (1 hour)		
Individual oral	A conversation with the teacher based on a visual stimulus and at least one additional course theme.	10 mins	25%

Benefits of the Course

The language Ab Initio course achieves a reflection on cultural values and behaviours in different ways. The course is divided into three broad themes, all of which are well suited to fostering an international perspective. The language ab initio course, albeit at a basic level, seeks to develop intercultural understanding and foster a concern for global issues, as well as to raise students’ awareness of their own responsibility at a local level.

In addition, students’ literacy skills are enhanced through the analysis and production of text-types such as articles, interviews speech, etc.



## IB SPANISH - LANGUAGE B

### Who is this course for?

Spanish SL (Standard Level) and HL (Higher Level) is a language acquisition course for students with some background in the target language. While developing further linguistically this additional language, students also explore the cultures connected to it such as South America (Latin) and Spain as well as the expansion of Spanish language in the world.

In addition to their class-based lessons, students will have an additional 25 min session a fortnight with the Spanish assistant in order to discuss and develop their understanding of the topics covered in class.

### Course Details

The Spanish B course at both SL and HL requires the study of the following content:

#### **Identities**

Lifestyles  
Health and wellbeing  
Beliefs and values  
Subcultures  
Language and identity

#### **Experiences**

Leisure activities  
Holidays and travel  
Life stories  
Rites of passage  
Customs and traditions  
Migration

#### **Human Ingenuity**

Entertainment  
Artistic expressions  
Communication and media  
Technology  
Scientific innovation

#### **Social Organization**

Social relationships  
Community  
Social engagement  
Education  
The working world  
Law and order

#### **Sharing the Planet**

The environment  
Human rights  
Peace and conflict  
Equality  
Globalization  
Ethics  
Urban and rural environment

In addition, Higher-level students are expected to study two literary works: they should understand the works in some depth (themes, problematics, etc.) but literary criticism as such is not an objective of the language B course at HL. Reading literature in French is an enjoyable journey into the culture studied. It will help students to broaden their vocabulary and to use language in a more creative manner, contributing to intercultural understanding.

## Assessment Standard Level

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Writing	1 hr 15 mins	25%
Paper 2	Comprehension Listening comprehension (45 minutes) Reading comprehension (1 hour)	1 hr 45 mins	50%
Individual oral	A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme.	15 mins	25%

## Assessment Higher Level

COMPONENT	FORMAT	DURATION	WEIGHTING
Paper 1	Writing	1 hr 30 mins	25%
Paper 2	Comprehension Listening comprehension (1 hour) Reading comprehension (1 hour)	2 hrs	50%
Individual oral	A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus.	15 mins	25%

## Career Opportunities

Not only will the Spanish B course be an excellent stepping stone for pursuing Spanish beyond Sixth Form, it adds an international dimension to your studies as intercultural understanding is a major cohesive element of the syllabus.

While learning Spanish, the student becomes aware of the similarities and differences between their own culture(s) and those of the Spanish-speaking culture(s). With this awareness, a greater respect for other peoples and the way in which they lead their lives is fostered.

## IB SPORTS, EXERCISE AND HEALTH SCIENCE (SEHS)

### Who is this course for?

The course is designed for pupils with a wide interest in sport. It is perfect for pupils who are looking to complete a degree in Sports. A good understanding of Biology and Sport is a requirement.

### Course Details

Sports, exercise and health science (SEHS) explores the science underpinning physical performance and incorporates the disciplines of anatomy and physiology, biomechanics, psychology and nutrition. The course offers a deeper understanding of the issues related to sports, exercise and health in the 21st century and addresses the international dimension and ethics related to both the individual and global context.

### Assessment

COMPONENT	FORMAT	DURATION		WEIGHTING	
		SL	HL	SL	HL
Paper 1	SL - 30 multiple choice questions on the core HL - 40 multiple choice questions on the core and the AHL	0.75	1	20%	20%
Paper 2	One data-based and several short answer questions SL - one extended response question HL - two of four extended response questions	1.25	2.25	35%	35%
Paper 3	Several short answer questions in each of the two options HL - additional extended response questions	1	1.25	25%	25%
Individual investigation		10	10	20%	20%

### Career Opportunities

Sports Management, Physiotherapist, Physical Education teacher, Exercise physiologist, Fitness centre manager, Sports administrator, Sports coach, Sports development officer, Sports Agent, Sports therapist.





## IB THEATRE STUDIES

### Who is this course for?

IB Theatre is for students who would like to explore the subject as creators, designers, directors and performers. It is for students who would like to work both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. The course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre — as participants and audience members — they gain a richer understanding of themselves, their community and the world. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

### Course Details

#### HL only - Creating theatre based on theatre theory

At HL, students research and examine the various contexts of at least one theatre theorist.

At HL, students create, present and evaluate at least one theatre piece based on an aspect(s) of a theatre theorist's work they have explored.

At HL, students practically explore at least one theatre theorist collaboratively and engage with the process of creating a piece of theatre based on their theory.

#### HL and SL - Working with play texts

Students research and examine the various contexts of at least one published play text and reflect on live theatre they have experienced as spectators.

Students take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.

Students direct at least one scene or section from one published play text which is presented to others.

### **HL and SL - Examining world theatre traditions**

Students research and examine the various contexts of at least one world theatre tradition.

Students practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.

Students present a moment of theatre to others which demonstrates the performance convention(s) of at least one world theatre tradition.

### **HL and SL - Collaboratively creating original theatre**

Students reflect on their own personal approaches, interests and skills in theatre. They research and examine at least one starting point and the approaches employed by one professional theatre company, and consider how this might influence their own personal approaches.

Students respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.

Students participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.

## **Career Opportunities**

Theatre Studies offers students the opportunity to develop a full range of transferable skills from literacy through communication to presentational skills and opens up a range of careers including marketing, broadcasting, acting, technical theatre careers, therapy and teaching. Universities accept theatre Studies as an academic entry qualification.

## IB THEORY OF KNOWLEDGE (TOK)

### Who is this course for?

The TOK course is part of the IB diploma Core and as such is taken by all diploma students. TOK explores questions about knowledge and the process of knowing. It emphasizes comparisons and connections between areas of knowledge and encourages students to become more aware of their own perspectives and the perspectives of others.

The course encourages students to be curious about, and to think deeply and carefully about, complicated issues. It encourages students to avoid shallow and polarized thinking, and to avoid making quick judgements.

Through their explorations in TOK, students are encouraged to discover and articulate their own views on knowledge. They are encouraged to share their ideas with others, and to listen to and learn from what others think. Through this process of dialogue and discussion, their own understanding is enriched and deepened as they become more engaged with different beliefs, values and experiences, as well as with alternative ways of answering questions.

### Course Details

The TOK curriculum is made up of three interconnected parts.

- **The Core Theme – Knowledge and the Knower**

This theme encourages students to reflect on themselves as knowers and thinkers, and to consider the different communities of knowers to which we belong.

- **Optional Themes**

This element provides an opportunity to take a more in-depth look at two themes which have a significant impact on the world today and play a key role in shaping people's perspectives and identities. The optional themes currently studied are Knowledge and Religion and Knowledge and Indigenous Societies.

- **Areas of Knowledge**

The areas of knowledge are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts.

## Assessment

There are two assessment tasks in the TOK course.

- The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is marked by the teacher and is externally moderated by the IB.
- The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session.

## Career Opportunities

Since TOK provides students with the opportunity to think critically and develop greater awareness of their own perspectives and those of others, it equips them with thinking skills that are highly desirable in the work place. It encourages international-mindedness and respect for the ideas of others whilst challenging students to be intellectual risk-takers – traits which any university or employer would find desirable.



## IB VISUAL ARTS

### Who is this course for?

Students exploring and developing outcomes leading to: visual arts in context, visual arts methods and communicating visual arts

### Course details

Through prescribed activities and independent studies, Students are required to investigate the following three criteria below:

	<b>VISUAL ARTS IN CONTEXT</b>	<b>VISUAL ARTS METHODS</b>	<b>COMMUNICATING VISUAL ARTS</b>
Theoretical practice	Students examine and compare the work of artists from different cultural contexts. Students consider the contexts influencing their own work and the work of others.	Students look at different techniques for making art. Students investigate and compare how and why different techniques have evolved and the processes involved.	Students explore ways of communicating through visual and written means. Students make artistic choices about how to most effectively communicate knowledge and understanding.
Art-making practice	Students make art through a process of investigation, thinking critically and experimenting with techniques. Students apply identified techniques to their own developing work.	Students experiment with diverse media and explore techniques for making art. Students develop concepts through processes that are informed by skills, techniques and media.	Students produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
Curatorial practice	Students develop an informed response to work and exhibitions they have seen and experienced. Students begin to formulate personal intentions for creating and displaying their own artworks.	Students evaluate how their ongoing work communicates meaning and purpose. Students consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.	Students select and present resolved works for exhibition. Students explain the ways in which the works are connected. Students discuss how artistic judgments impact the overall presentation.

## Assessment

EXTERNAL ASSESSMENT TASKS	STANDARD	HIGHER
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<b>Task 1:</b> Comparative Study	20%	20%
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Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.

**At SL:** Compare at least 3 different artworks, by at least 2 different artists, with commentary over 10–15 pages.

**At HL:** As SL plus a reflection on the extent to which their work and practices have been influenced by any of the art/artists examined (3–5 pages).

<b>Task 2:</b> Process Portfolio	40%	40%
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Students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.

**At SL:** 9–18 pages. The submitted work should be in at least two different art-making forms.

**At HL:** 13–25 pages. The submitted work should be in at least three different art-making forms.

EXTERNAL ASSESSMENT TASKS	STANDARD	HIGHER
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<b>Task 3:</b> Exhibition	40%	40%
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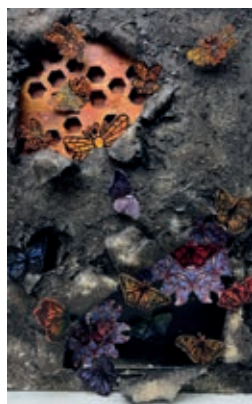
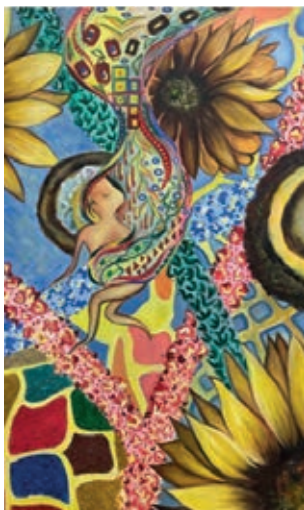
Students submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.

**At SL:** 4–7 pieces with exhibition text for each. A curatorial rationale (400 words maximum).

**At HL:** 8–11 pieces with exhibition text for each. A curatorial rationale (700 words maximum)

## Career Opportunities

Students will gain a broader understanding into the Arts industry for pathways including: Artist, Creative Director, Fashion Arts pathways, Gallery Management & Curation, Foundation courses.



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