

Hockerill Anglo-European College



Curriculum Guide  
**International  
Baccalaureate  
Diploma  
Programme**  
2012



# THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME 2012

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“The model of a modern  
European School”

Daily Telegraph

# **The International Baccalaureate Organisation**

## **Mission Statement**

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

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

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

## **The IB Diploma Programme**

Life in the 21st century, in an interconnected, globalized world, requires critical-thinking skills and a sense of international-mindedness, something that International Baccalaureate (IB) Diploma Programme students come to know and understand.

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## INTRODUCTION

Life in the 21st century places many demands on students. Enabling students to become self-confident, internationally minded learners must be integral to their education. Prospective Hockerill students choose the International Baccalaureate Diploma Programme (IBDP) because it is a broader and more coherent alternative to A levels. 2011 was an extremely tough year for university entrance, nonetheless Hockerill students gained places at the best universities in the UK and abroad.

This prospectus provides an overview of the IBDP structure, individual subject details and the likely range of choices available at Hockerill. The availability of certain courses will depend on demand.

Hockerill has a strong international dimension and a widely acclaimed strength in languages. Since 1998, Hockerill has been a Language College and we also count Music as one of our specialisms. Hockerill has received numerous international awards and has featured in major items in The Times and The Daily Telegraph. BBC 'Breakfast' was broadcast from Hockerill in 2011 and featured Hockerill's interest in sending students to European universities.

We offer a broad and balanced curriculum that seeks to stretch students so that they are fulfilled and stimulated. The IBDP is not an easy option but it allows young people to develop and flourish in a way that other programmes do not. The dynamic classroom experience is supported by our excellent pastoral network, with the tutor at its centre. University entrance guidance and support is well catered for with a dedicated service both pre and post exam results being provided by the strong Sixth Form team.

Hockerill Anglo-European College is proud of its students. We have Sixth Formers from many different backgrounds; Hockerill's existing Year 11s are joined by local students from elsewhere whereas students from further afield are attracted by the unique combination of state boarding and the IBDP.

I do hope you will want to apply and we look forward to welcoming you into our very special Sixth Form.

**Mr G Roberts**

Assistant Principal  
IBDP Co-ordinator

## ADMISSIONS POLICY FOR SIXTH FORM ENTRY IN SEPTEMBER 2012

### ADMISSION NUMBERS

The Admission Numbers (ie. numbers for those students who are transferring from another school) for each category are as follows:

Year of Entry	Day	Board
12	20	40

These admission numbers represent an estimate of the minimum number of external candidates likely to be admitted. It is estimated that the total intake of both internal and external candidates to the Sixth Form will be 125 and if fewer internal candidates remain at the College after Year 11 the number of places for external applicants will be increased.

### OVERVIEW

Hockerill is a co-educational state day and boarding school. It has a significant proportion of boarding students and is, therefore, essentially organised and staffed as a boarding school: but within this boarding structural framework, it also serves as a centre of educational excellence for the local community. It attaches great importance to the international dimension of the College community and the curriculum and to its status as a high performing specialist Language College and Music College. It intends to remain relatively small and to continue to develop a challenging academic curriculum. In the lower College this is modelled on the International Baccalaureate (IB) Middle Years programme and within the Sixth Form the College offers only the academically demanding IB Diploma programme.

The Governors would like to encourage applications from parents who will actively support the College's traditional values on behaviour, dress and prep and whose children will make the most positive contribution to the College's strong sense of community, its outstanding range of extra-curricular opportunities (including sport, music and drama) and its unique international ethos.

All candidates for a Sixth Form place will need to obtain at least GCSE Grade A (or equivalent) in subjects they intend to study at IB Higher Level and at least GCSE Grade B (or equivalent) in subjects they intend to study at standard level.

In addition, the following conditions of offer apply to the International Baccalaureate Diploma programme:-

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

If there are more applicants satisfying the admissions threshold than places available then places will be allocated by applying the following criteria in the order set out below:

1. Children who are looked after by a Local Authority in England and Wales, in accordance with Section 22 of the Children Act 1989.
2. Candidates who are already students at the College.
3. Candidates who have a brother/sister who is a student at the College.

Applicants wishing to take advantage of the College's boarding facilities should study the Notes for Boarding Applicants.

Applicants joining Hockerill Anglo-European College Sixth Form from another school will be considered on the basis of their estimated grades/examination results. The College welcomes and gives full consideration to applicants from the international community. All prospective applicants and their parents/carers will be invited to discuss their application with senior College staff for advice on options and entry requirements.

### NOTES

1. A copy of the sixth form application form is available from the The Registrar, Hockerill Anglo-European College, Dunmow Road, Bishop's Stortford, Herts CM23 5HX.
2. Applications for sixth form are processed by the College and should be made to the address in 1.
3. In the event that a child is not allocated a place at Hockerill Anglo-European College parents/carers can request a place on the continuing interest list within the timescale specified by the relevant Local Authority. It is the responsibility of the parents/carers to contact the school to state their continued interest at the start of each academic year. Parents/carers also have the right to appeal to an Independent Appeal Panel: details may be obtained by contacting the Registrar at the College.

## SECTION 1: WHAT IS THE DIPLOMA PROGRAMME

The IB Diploma Programme is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally taught over two years and has gained recognition and respect from the world's leading universities.

### THE CURRICULUM

IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5.

In addition the programme has three core requirements that are included to broaden the educational experience and challenging students to apply their knowledge and understanding.

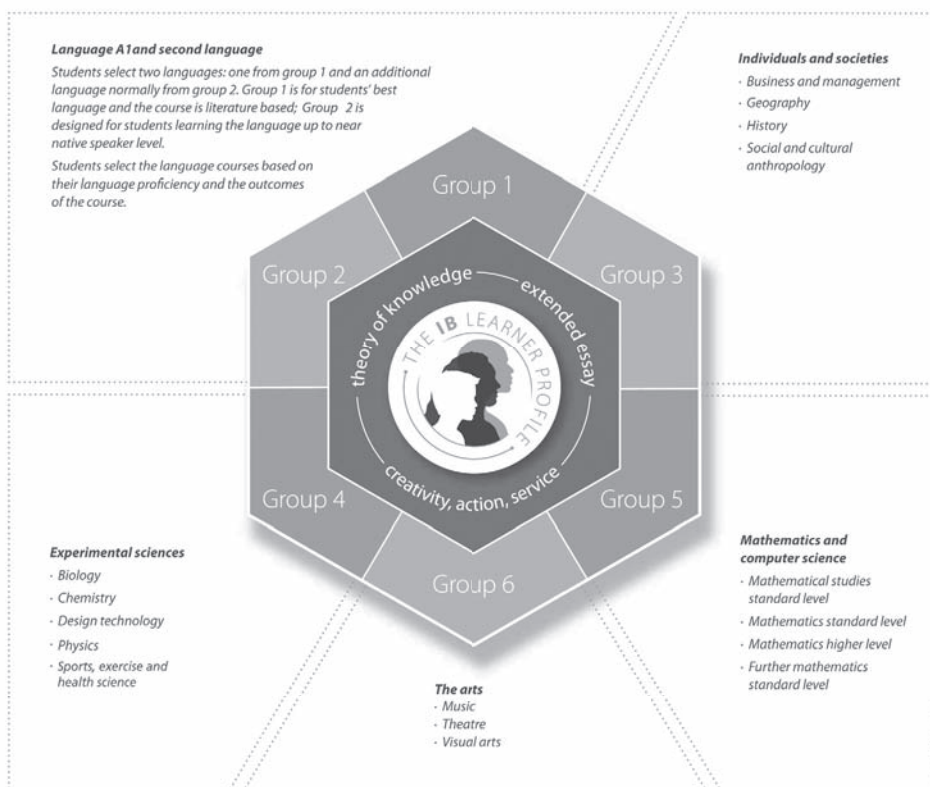
**The extended essay** is a requirement for students to engage in independent research through an in-depth study of a question relating to one of the subjects they are studying.

**Theory of knowledge** is a course designed to encourage each student to reflect on the nature of knowledge by critically examining different ways of knowing (perception, emotion, language and reason) and different kinds of knowledge (scientific, artistic, mathematical and historical).

**Creativity, action, service** requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately.

### DIPLOMA PROGRAMME AT A GLANCE

Students take written examinations at the end of the programme, which are marked by external IB examiners. Students also complete assessment tasks in the school, which are either initially marked by teachers and then moderated by external moderators or sent directly to external examiners.



The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the creativity, action, service requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Find out more about the IB Diploma Programme at <http://www.ibo.org/diploma/>

The availability of these subjects will vary in each IB World School and students should consult their Diploma Programme coordinator. Subject availability may also vary from year to year.

## THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:



<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## SECTION 2: INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME THE CURRICULUM

### GROUPS 1 & 2

#### LANGUAGE A: LITERATURE

##### COURSE DETAILS

The course is intended to meet the needs of students for whom Language A is their first language or who speak the language to native-speaker level. Entirely Literature-based, the courses are intended to encourage breadth and depth of reading, to promote fluency and precision in speech and in writing and to develop a sensitivity to the written word which will enable students to read and write with increased awareness, confidence and enjoyment. Students will be encouraged to develop an appreciation of, and insight into, various cultures.

Taught Courses Available:

<b>Language A Higher</b>	<b>Language A Standard</b>
English	English
German	German
Italian	Italian

Other languages may be available if there is sufficient demand. It is possible that students of languages other than English, German and Italian, for example French, Polish and Hungarian, may have to be self-taught, being supervised on an English-speaking basis by a member of the Modern Foreign Language department.

Analysis of style, literary appreciation, oral presentation and the development of essay and commentary techniques all feature significantly. The study of at least three texts from World Literature is a central element of both Higher and Standard Levels in all Language A1 courses.

##### Higher Level

At Higher Level students study 13 works in four parts as follows:

- Part 1, works in translation, students undertake a literary study of three works in translation which is assessed by a written assignment of 1,200 – 1,500 words.
- Part 2, detailed study, students are expected to complete a close study and analysis of three works, each of a different genre and one of which is poetry, they will then have to do a 10-minute oral literary commentary based on the poetry followed by a 10-minute interview on one other work studied.
- Part 3, Literary Genres, students will do a literary study of four works of the same literary genre, which will be assessed in their second paper in the exam, a literary essay, written in 2 hours.
- Part 4 consists of three works chosen by the school; the approach to the study of works is chosen from four options and followed by a 10-15 minute individual oral presentation.
- Finally their paper 1 in the exam will be a literary analysis, which is again a two hour exam.

##### Standard Level

At Standard Level students will study 10 literary works, in the same four parts. The same skills will be developed as at Higher Level but the demands are slightly lighter:

- Part 1, Works in translation, students will study only two works in translation, followed by the written assessment
- Part 2, detailed study, a close study and analysis of two works, each of a different genre followed by a 10 minute literary commentary
- Part 3, literary genres, a literary study of three works of the same literary genre in preparation for Paper 2, the literary essay, a 1 hour 30 minute exam.
- Part 4 consists of three works chosen by the school; the approach to the study of works is chosen from four options and followed by a 10-15 minute individual oral presentation.
- Finally their paper 1 in the exam will be a literary analysis, which is again is an exam lasting 1 hour 30 minutes.

## LANGUAGE A: LANGUAGE AND LITERATURE

COURSES AVAILABLE:

**Higher Level/Standard Level**  
English and French

### Course details:

There are four assessment objectives at SL and at HL for the language A: language and literature course.

1. Knowledge and understanding
2. Application and analysis
3. Synthesis and evaluation
4. Selection and use of appropriate presentation and language skills

### Assessment of the Standard Level

**Paper 1:** Textual analysis (90 minutes). The paper consists of two unseen texts. Students write an analysis of one of these texts. 25%

**Paper 2:** Essay (90 minutes). In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. 25%

**Written task.** Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. This task must be 800–1,000 words in length plus a rationale of 200–300 words. 20%

**Individual oral commentary.** Students comment on an extract from a literary text. 15%

**Further Oral Activity.** Students complete at least two further oral activities. The mark of one further oral activity is submitted for final assessment. 15%

### Assessment of the Higher Level

**Paper 1:** Comparative textual analysis (120 minutes). Students write a comparative analysis of one pair of texts. 25%

**Paper 2:** Essay (120 minutes). The questions are the same at SL but the assessment criteria are different. 25%

**Written tasks.** Students produce at least four written tasks. Students submit two of these tasks for external assessment. One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. 20%

**Individual oral commentary.** Students comment on an extract from a literary text. 15%

**Further oral activity.** Students complete at least two further oral activities. The mark of one further oral activity is submitted for final assessment. 15%

### Career Opportunities

Apart from the more obvious opportunities in journalism, advertising, public relations and teaching, language and literature specialists are sought after in fields as diverse as business, commerce, industry, finance and the Civil Service.

See further career opportunities for those with proficiency in languages under Group 2 (page 16).

### FOR FURTHER ADVICE PLEASE SEE:

**Ms S Davids** (for English)

**Mr A Geissler** (for other Modern Foreign Languages)

## LANGUAGE B

The Language B programme is a foreign language programme designed for study at both Higher and Standard Levels by students with development.

### COURSES AVAILABLE

#### Higher Level/Standard Level B

French  
German  
Italian  
Japanese  
Spanish

### Course Details

There are six assessment objectives for the language B course. Students will be assessed on their ability to:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding
2. use language appropriate to a range of interpersonal and/or cultural contexts
3. understand and use language to express and respond to a range of ideas with accuracy and fluency
4. organize ideas on a range of topics, in a clear, coherent and convincing manner
5. understand, analyse and respond to a range of written and spoken texts
6. understand and use works of literature written in the target language of study (HL only).

#### Assessment of the Standard Level

**Paper 1** (90 minutes). Receptive skills (Text-handling exercises on four written texts, based on the core; 25%).

**Paper 2** (90 minutes). Written productive skills (One writing exercise of 250–400 words from a choice of five, based on the options; 25%).

**Written assignment.** Receptive and written productive skills (Intertextual reading followed by a written exercise of 300–400 words plus a 100-word rationale, based on the core; 20%).

**Individual oral** (8–10 minutes). Based on the options; 20%.

**Interactive oral.** Activity based on the core; 10%

#### Assessment of the Higher Level

**Paper 1** (90 minutes). Receptive skills (Text-handling exercises on five written texts, based on the core; 25%).

**Paper 2** (90 minutes). Written productive skills (Two compulsory writing exercises; 25%): Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.

**Written assignment.** Receptive and written productive skills (Creative writing of 500–600 words plus a 150-word rationale, based on one of the literary texts read; 20%).

**Individual oral** (8–10 minutes). Based on the options; 20%.

**Interactive oral.** Activity based on the core; 10%

### CAREER OPPORTUNITIES FOR ALL LANGUAGE GROUPS

It is now becoming more common for employers to ask applicants for posts which foreign languages they speak as opposed to if they speak a foreign language. Being confident and competent in several languages is becoming more common and there will be increasing competition for the top posts in this country, elsewhere in Europe and further afield. Students who

are bilingual, trilingual or multilingual will naturally have excellent opportunities to use their languages in numerous situations throughout the world.

However, any IB qualification incorporating good results in foreign languages will provide a wide range of opportunities in higher education as well as career options in commerce and industry. The single European market and the ease of access to the Continent will ensure many more openings for young people with language qualifications in many areas including, for example, Education, Business and Tourism.

## AB INITIO

The overall objective of the *ab initio* course is for students to achieve communicative competence in a variety of everyday situations.

The overall objective of the *ab initio* course is for students to achieve competence in a variety of everyday situations.

### Spanish & Italian *ab initio* (SL)

This is primarily aimed at students who have not studied Spanish before or have found French or German difficult as first foreign languages. A beginner's Spanish course would provide all such students with the possibility of starting a completely new modern foreign language in the Sixth Form.

### Japanese *ab initio* (SL)

Japanese may well appeal to several types of students but in particular those with a keen interest in Asian languages, those who may study commerce or business or simply those who, for a variety of reasons, do not wish to continue studying their main foreign language. Learning Japanese will give our students the possibility to discover a language and culture of which they have no previous experience but which is a major world language and rapidly growing in popularity in Western Europe.

Course details:

There are five assessment objectives for the language *ab initio* course. Students will be assessed on their ability to:

1. demonstrate an awareness and understanding of the intercultural elements related to the prescribed topics
2. communicate clearly and effectively in a range of situations
3. understand and use accurately the basic structures of the language
4. understand and use an appropriate range of vocabulary
5. use a register and a format that are appropriate to the situation.

### Assessment (Standard Level only)

**Paper 1** (90 minutes). Receptive skills (Text-handling exercises); 30%.

**Paper 2** (60 minutes). Productive skills (Two compulsory writing exercises); 25%.

**Written assignment** (120 minutes). Receptive and productive skills (A piece of writing, 200–300 words, in the target language carried out in class under teacher supervision); 20%.

**Individual oral** (Three-part oral internally assessed by the teacher and externally moderated by the IB towards the end of the course); 25%.

### FOR FURTHER ADVICE PLEASE SEE:

**Mr A Geissler** (Head of Modern Foreign Languages and Director of Language College)

**Mrs N Ullmann** (Head of French)

**Mrs A Rajakumar** (Teacher in charge of Japanese)

**Mrs G Pitches** (Teacher in charge of Spanish)

**Mr R Wiesemes** (Head of German)

**Mr H Michell** (Teacher in charge of Italian)

## GROUP 3 INDIVIDUALS AND SOCIETY BUSINESS AND MANAGEMENT

### COURSE DETAILS

The aims of the Business and Management syllabus at Higher and Standard Level are to:

- promote the importance of exploring business issues from different cultural perspectives
- encourage a holistic view of the world of business
- enable the student to develop the capacity to think critically about individual and organisational behaviour
- enhance the student's ability to make informed business decisions
- enable the student to appreciate the nature and significance of change in a local, regional and global context
- promote awareness of social, cultural and ethical factors in the actions of organisations and individuals in those organisations
- appreciate the social and ethical responsibilities associated with businesses operating in international markets.

Having followed the Business and Management course at Higher Level or Standard Level, candidates will be expected to:

- demonstrate knowledge and understanding of business terminology, concepts, principles and theories
- make business decisions by identifying the issue(s), selecting and interpreting data, applying appropriate tools and techniques, and recommending suitable solutions
- analyse and evaluate business decisions using a variety of sources
- evaluate business strategies and/or practices showing evidence of critical thinking
- apply skills and knowledge learned in the subject to hypothetical and real business situations
- communicate business ideas and information effectively and accurately using appropriate formats and tools.

In addition to the above, students at Higher Level will be expected to:

- synthesize knowledge in order to develop a framework for business decision-making.

The curriculum model for Diploma Programme Business and Management is a core curriculum for Higher Level and Standard Level consisting of five topics with common content and learning outcomes. In addition to the core, Higher Level students are expected to complete extension areas of study, in all five topics, adding both depth and breadth to the course. Higher Level students also study one extension topic listed below as topic 6, business strategy.

### Higher Level and Standard Level

- 1 Business Organisation and Environment
- 2 Human Resources
- 3 Accounts and Finance
- 4 Marketing
- 5 Operations Management

### Higher Level only

- 6 Business Strategy

### Assessment Outline

Higher Level	Standard Level
External Assessment 75%	External Assessment 75%
Written Papers – 4½ hours	Written Papers – 3 hours
Paper 1 – 2¼ hours based on a case-study Paper 2 – 2¼ hours – structured questions	Paper 1 – 1¼ hours based on a case-study Paper 2 – 1¾ hours – structured questions
Internal Assessment (Research Project) Maximum of 2000 words – 25%	Internal Assessment (Written Commentary) Maximum of 1500 words – 25%

### CAREER OPPORTUNITIES

IB Business and Management will enable students to follow a career in a variety of fields, for example: Management, Accountancy, Banking, Economics, Exports, Industrial Relations, Marketing, Public Relations, Retailing and Distribution. At university, Business Studies is one of the UK's most popular degrees.

### FOR FURTHER ADVICE PLEASE SEE:

**Mr P Hopkins** (Head of Business Studies and Work Related Learning)

## HISTORY

### COURSE DETAILS

The course is designed to stimulate interest in history by giving a sound knowledge of the period and themes studied and by a consideration of the nature of historiography. Students will study a variety of approaches to aspects of history and different interpretations of historical problems. There will be personal research into sources relating to a topic and the course will promote an awareness of change and continuity in the past.

Work methods will include reading, research, giving of presentations, role play, studying video recordings and archive material and discussion, as well as writing of notes, essays, evidence work and personal study.

#### **Part 1 – Twentieth Century World History Topics**

Topic 1 – The Causes, Practices and Effects of War

Topic 2 – The Rise and Rule of Single Party States

#### **Part 2 – Regional Study of Europe including the USSR (not at Standard Level)**

The topics studied include:

The First World War; The Versailles Settlement; 1920s diplomacy and The League of Nations; Fascist Italy; Nazi Germany; Russia 1860 – 1953, The Second World War

#### **Part 3 Guided Coursework based on Personal Study**

The document study for Paper 1 will be on Peacemaking, Peace-keeping: International Relations 1918 – 1935

### Assessment

Part 1 assessed by Paper 1 and Paper 2

Part 2 assessed by Paper 3 (not at Standard Level)

Part 3 Individual Assignment – guided coursework – an enquiry into a historical issue

	<b>Higher</b>	<b>Standard</b>
Paper 1 – Document Paper on Peacemaking 1918 - 36 (1 Hour)	20%	30%
Paper 2 – 2 Essays (1½ Hours)	25%	45%
Paper 3 – 3 Essays (2½ Hours)	35%	-
Guided Coursework	20%	25%

### CAREER OPPORTUNITIES

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

- Careers where it is important or useful to have a knowledge of historical events, in order to understand current affairs, e.g. Journalism, Broadcasting, Politics, Civil Service, Diplomatic Service, European Union
- Careers which can make good use of research and report writing techniques learned in studying History, e.g. Law, Publishing, Management, Police work, Librarianship
- Careers where a knowledge of the past is needed, e.g. Archaeology, Antiques, Museum work, Conservation, Heritage, Archive work, Design, Architecture.

### FOR FURTHER ADVICE PLEASE SEE:

**Mrs M Fraser** (Head of Humanities)

**Mr A Capener**

**Mrs R Davis**

**Mrs A McCulloch**

**Mrs S Rittman**

# GEOGRAPHY

## COURSE DETAILS

### The Geography IB programme aims to:

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluates management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales and from a range of perspectives.

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

Fieldwork is an essential part of the course and every student must submit a single piece of coursework based on fieldwork. In the past, fieldwork has been conducted in Dorset, Mallorca, the South of France, Northern France and most recently Norfolk where students conducted fieldwork in both urban and rural environments. It is intended that, in future years, we will conduct fieldwork within the UK where we can take advantage of the diverse physical and human landscape.

### The Syllabus

<b>Part 1. Core Themes (HL &amp; SL)</b> Population in transition	Disparities in wealth and development	Patterns in environmental quality and sustainability	Patterns in resource consumption
<b>Part 2. Optional themes</b> Freshwater – issues and conflicts (SL and HL)	Oceans and their coastal margins (SL and HL)	Hazards and disasters (HL only)	
<b>Part 3 (HL extension only)</b> Measuring global interactions	Changing space – the shrinking world	Economic interaction and flows	Environmental change
<b>Part 3, cont.</b> Sociocultural changes	Political outcomes	Global interactions at the local level	
<b>Fieldwork</b>	Fieldwork leading to one written report based on a fieldwork question, information collection and analysis with evaluation.		

### Assessment

Coursework	20% (Higher Level) and 25% (Standard Level) (Teacher marked and externally assessed)
Examination	80% (Higher Level) and 75% (Standard Level)
Paper 1	(Core Themes) Common to Higher Level and Standard Level students – 1 1/2 hours. A selection of short answer questions and extended response questions.
Paper 2	(Optional Themes) 2 hours Higher Level and 1 hour 20mins Standard Level. Two structured questions (SL) and three structured questions (HL)
Paper 3	Higher Level only – 1 hour. One essay question.

### CAREER OPPORTUNITIES

Studying Geography at this level will develop key skills required by many future employers. As a university course it remains popular and opens many doors whether students choose to follow careers directly relating to it or not. Some careers directly associated with this subject include: Environmental Agency work; Conservation; Land Management; Agriculture; Urban Planning; Local Government; Scientific Research; Health and Social Welfare or Travel and Tourism.

### FOR FURTHER ADVICE PLEASE SEE:

**Miss F Johnson** (Second in Humanities and Responsibilities in Geography)  
**Mr A Marshall**

## SOCIAL & CULTURAL ANTHROPOLOGY

### COURSE DETAILS

The course is designed to appeal to students who are interested in other cultures and in the diverse ways by which humans express themselves in a social context. In a nutshell, social and cultural anthropology is the study of societies and cultures and the exploration of the general principles of social and cultural life. Topics of anthropological inquiry include social change, kinship, symbolism, exchange, belief systems, ethnicity and power relations. Social and cultural anthropology examines urban as well as rural societies and modern nation states. Anthropology also contributes to an understanding of contemporary issues such as war and conflict, the environment, poverty, injustice, inequality, and human and cultural rights. Social and Cultural Anthropology is taught almost entirely through ethnographies i.e. studies of particular cultures. A wide variety of visual (e.g. film) and audio (sound recordings) are used to supplement the written materials.

### Higher and Standard Level

Syllabus Part 1: What is anthropology? (SL and HL) Core terms and ideas in anthropology, the construction and use of ethnographic accounts, methods and data collection

Syllabus Part 2: Social and cultural organization (SL and HL) e.g. conformity and nonconformity, social and group identity (ethnicity and race, nationality, class, age), ritual (for example, rites of passage), social movements (environmental movements, human and cultural rights, indigenous movements), population movement (migration, forced removal, refugees), colonialism and post-colonialism.

These strands are studied through eight themes: individuals, groups and society; societies and cultures in contact; kinship as an organising principle; political organisation; economic organisation and the environment; systems of knowledge; belief systems and practices; moral systems. All eight themes are studied through the wide range of cultures we look at.

Syllabus Part 3: Observation and critique exercise (SL only). An observation and the production of a written report from field notes.

Syllabus Part 4: Contemporary theoretical perspectives in anthropology (HL only).

Syllabus Part 5: A piece of fieldwork and the production of a report (HL only). Fieldwork can be undertaken in the UK or abroad.

### External assessment (3 hours) 80%

Paper 1 (1 hour)

Three compulsory questions based on an unseen text. HL 20% SL 30%

Paper 2 (2 hours)

Two of ten questions based on part 2 of the syllabus. HL 35% SL 50%

Paper 3 (1 hour)

One of five questions on theoretical perspectives. HL 20%

### Internal assessment HL 25% SL 20%

A report on fieldwork (HL) or an observation plus a report and a critique (SL).

### CAREER OPPORTUNITIES

Social and Cultural Anthropology is a wonderful subject to study at university and to pursue a career in but it is equally enjoyable simply as one's Group 3 subject choice even if one intends to study something quite different at university.

### FOR FURTHER ADVICE PLEASE SEE:

**Mrs M Fraser** (Head of Humanities)

**Mr R Royal** (Teacher of Social and Cultural Anthropology)

**Dr K Purday** (Teacher of Social and Cultural Anthropology)

## GROUP 4 EXPERIMENTAL SCIENCES

(General criteria for all Science Subjects)

All IB Science subjects have a course based on the following model. All Science subjects studied at Hockerill, can be taken at Higher or Standard Level except Sports Science (Standard Level only). All students study the Subject Specific Core (SSC). There is much significance placed on practical work, with a minimum requirement of 60 hours for Higher Level (81 hours for Design Technology) and 40 for Standard Level (55 for Design Technology). This includes a ten hour interdisciplinary science project, carried out at the end of the Summer Term in Year 12.

**Standard Level** courses include the SSC, 2 option choices (1 option for Design Technology), plus coursework, representing approximately 150 teaching hours over the two years.

**Higher Level** courses include the above plus Additional Higher Level (AHL), representing approximately 240 teaching hours over two years.

The Assessment Criteria for all Sciences subjects is similar – 76% of the marks are based on the written examinations (64% for Design Technology), and 24% on practical assessment (36% for Design Technology). The practical work is moderated internally, and sampled by the IB.

### STANDARD LEVEL SPECIFICATIONS

Component	Biology, Chemistry and Physics		Design Technology		Format
	Overall Weighting %	Duration (hours)	Overall Weighting %	Duration (hours)	
<b>Paper 1</b>	20	¾	20	¾	30 multiple choice questions on the SSC
<b>Paper 2</b>	32	1¼	24	1	Section A: one databased question and several short-answer questions on the SSC (all compulsory) Section B: one extended response question on the SSC (from a choice of three)
<b>Paper 3</b>	24	1	20	1	Several questions of varying length in each option (all compulsory)
<b>Coursework</b>	24	40 minimum	36	55	A variety of practical tasks or projects, all of which must be recorded in a portfolio for submission in March of Year 13. The work is assessed using five different criteria

## HIGHER LEVEL SPECIFICATIONS

Component	Biology, Chemistry and Physics		Design Technology		Format
	Overall Weighting %	Duration (hours)	Overall Weighting %	Duration (hours)	
<b>Paper 1</b>	20	1	20	1	40 multiple choice questions on SSC and AHL material
<b>Paper 2</b>	36	2¼	24	1¾	Section A: one databased question and several short-answer questions on the SSC and AHL (all compulsory) Section B: two extended response questions on the SSC and AHL material (from a choice of three or four)
<b>Paper 3</b>	20	1¼	20	1¼	Several questions of varying length in each option (all compulsory)
<b>Coursework</b>	24	60 minimum	36	81	A variety of practical tasks or projects, all of which must be recorded in a portfolio for submission in March of Year 13. The work is assessed using five different criteria

## BIOLOGY

Biology is the study of living systems. Four basic biological concepts run through the course. These are Structure and Function, Universality versus Diversity, Equilibrium within Systems and Evolution.

### COURSE DETAILS

**(Please read in conjunction with the General Science Criteria)**

#### Standard Level

**SSC Topics:** (80 hours)

Cells, The Chemistry of Life, Genetics, Ecology and Evolution, Human Health and Physiology, Statistical Analysis

**Options:** (30 hours) Students will study two of the following:

Human Nutrition and Health, Physiology of Exercise, Cells and Energy, Evolution, Neurobiology and Behaviour, Microbes and Biotechnology, Ecology and Conservation

Although some options appear on both Standard and Higher lists, Standard Level students only study approximately two thirds of the material in each option

**Coursework:** (minimum of 40 hours)

#### Higher Level

**SSC Topics:** As above.

**Additional Higher Level Material (AHL):** (55 hours)

Nucleic Acids and Proteins, Cell Respiration and Photosynthesis, Plant Science, Further Genetics and Human Health and Physiology

**Options:** (45 hours) Students will study two of the following:

Evolution, Neurobiology and Behaviour, Microbes and Biotechnology, Ecology and Conservation, Further Human Physiology

**Coursework:** (minimum of 60 hours)

### CAREER OPPORTUNITIES

Medicine, Nursing, Veterinary, Medicine, Agriculture, Food Technology, Horticulture, Conservation, Environment

### FOR FURTHER ADVICE PLEASE SEE:

**Mr S Chalmers** (Head of Science)

**Mr C Jones**

**Mr S Jacobs**

**Dr D Letten**

**Mrs Roberts-Child**

**Mrs C Martin**

## CHEMISTRY

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

The course is taught in a range of 'real-life' contexts such as developing fuels or what is in a medicine. Practical work is closely linked to the theory being studied. For example, comparison of energy released by burning a range of fuels or preparation of aspirin.

### COURSE DETAILS

**(Please read in conjunction with the General Science Criteria)**

#### Standard Level

**SSC Topics:** (80 hours)

Stoichiometry, Atomic Theory, Periodicity, Bonding, Energetics, Kinetics, Equilibrium, Acids and Bases, Oxidation and Reduction, Organic Chemistry, Measurement and Data Processing

**Options:** (30 hours) Students will study two of the following:

Modern Analytical Chemistry, Human Biochemistry, Chemistry in Industry and Technology, Medicine and Drugs, Environmental Chemistry, Food Chemistry, Further Organic Chemistry

Although some options appear on both Standard and Higher lists, Standard Level students only study approximately two thirds of the material in each option

**Coursework:** (minimum of 40 hours)

#### Higher Level

**SSC Topics:** As above

**Additional Higher Level Material (AHL):** (55 hours)

The topic titles are the same as the SSC topics above but are studied in much greater depth

**Options:** (45 hours) Students will study two of the options already mentioned in Standard Level above but at greater depth

**Coursework:** (minimum of 60 hours)

**Note:** A sound understanding of Mathematics is required for Higher Level Chemistry. Students should opt for at least Mathematics SL

### CAREER OPPORTUNITIES

Chemistry is essential for Medicine, Veterinary Science, Dentistry and Pharmacy. It is also useful in Engineering, Food Technology, Microbiology and Public Health Services. Chemistry's balance of Mathematics and problem solving is also highly valued for courses such as Law and Accountancy.

### FOR FURTHER ADVICE PLEASE SEE:

**Mr S Chalmers** (Head of Science)

**Mr G Pollard** (Head of Chemistry)

**Miss J Swann**

## PHYSICS

Physics is the most fundamental of the experimental sciences as it seeks to explain the universe itself, from the very smallest particles to the vast distances between galaxies.

### COURSE DETAILS

**(Please read in conjunction with the General Science Criteria)**

All students study eight modules and two options

- |   |                                  |   |   |
|---|----------------------------------|---|---|
| 1 | Physics and Physical Measurement | 6 | Fields and Forces                       |
| 2 | Mechanics                        | 7 | Atomic and Nuclear Physics              |
| 3 | Thermal Physics                  | 8 | Energy, Power and Climate Change        |
| 4 | Oscillations and Waves           |   | and two options, including Astrophysics |
| 5 | Electric Currents                |   |   |

Higher level students study additional material to extend the modules and options, for example Wave Phenomena, Electromagnetism, Quantum Physics and Relativity.

Lessons are a mixture of practical work, some of it in groups, and interactive lecture where the teacher gives some information and asks careful questions so that students are able to work out the rest for themselves.

Prep is a mixture of doing practice questions and writing up practical work. Students should also read around the subject to increase their appreciation of Physics.

Assessment is	24% coursework (writing up practical work, etc)	} at the end of the course
	20% multiple choice	
	56% short answer written questions	

Physics questions answered in this course:

- Why some measurements can be very precise but not accurate, and vice versa
- Why satellites fall round the Earth without crashing into it
- Why heating sometimes increases electrical resistance and sometimes reduces it
- Why a dog on a motor bike makes a noise like a cat (“Mee-oww!”)
- Why alpha particle speed can be predicted but beta particle speed cannot
- There is an almost infinite number of stars, so why is the sky dark at night?
- Why moving clocks run slow.

Choose Physics:

- if you are interested in these questions
- if you would like a course/career related to Physics (there are lots – see below)
- if you like getting to grips with challenging ideas, problem-solving, etc,
- and if you enjoy working systematically and methodically.

### UNIVERSITY COURSES AND CAREER OPPORTUNITIES INCLUDE

Physics, Engineering, Astronomy, Energy & Climate, Electronics, Medicine, Medical Sciences, Aeronautics, Armed Forces, Teaching, Architecture, Earth Science, Communications, Energy Industry, Music Technology, Applied Mathematics, etc.

**Note:** You will need to choose either Higher Level Mathematics or Mathematics SL. Mathematical Studies is not sufficient for IB Physics.

### FOR FURTHER ADVICE PLEASE SEE:

**Mr D Parsons** (Head of Physics)

**Mr J Catchpole**

## DESIGN TECHNOLOGY

### COURSE DETAILS

The aims of the Design and Technology syllabus at Higher and Standard Level are to enable students to:

- develop opportunities for scientific and creative thinking within global contexts
- provide a body of knowledge and method and techniques to develop experimental and investigative technological skills
- develop abilities to analyse, evaluate and synthesise technological information
- raise awareness of moral, ethical, social, economic and environmental implications for design and technology.

All students' activities are set against a background of problem solving, using skills and knowledge to propose solutions that can be tested against original intentions. The design cycle forms the framework for all work. Students will be expected to develop their understanding in Design and Technology through practical, experimental, investigation and project work in the workshop or classroom.

The topics for investigation are:

#### Standard Level and Higher Level

Design Process, Product Innovation, Green Design, Materials, Product Development, Product Design, Evaluation, CAD/CAM

#### Higher Level only

Energy, Structures, Mechanical Design, Advanced Manufacturing Techniques, Sustainable Development

#### Assessment

At Higher and Standard Levels, ongoing assessment will take the form of set tasks, focused investigations and project work, which accounts for 36% of the final mark awarded.

At Higher and Standard Levels all students sit three papers in addition to the internal assessment

Paper 1: consists of a multi-choice paper which covers the core elements of the course

Paper 2: aims to examine the ability to analyse data and information to inform and devise solutions to problems

Paper 3: examines understanding and knowledge relating to the option chosen

### CAREER OPPORTUNITIES

Design and Technology will enable students to follow careers in a variety of fields. The strength of the course is the combination of Science and Technology to produce results that can be tested. This experimental approach is very much sought after in the commercial world. Career examples include all types of Engineering, Research, Telecommunications, Computer Technology, Construction, Armed Forces, Architecture and Design.

### FOR FURTHER ADVICE PLEASE SEE:

**Mr A Russell** (Head of Design Technology)

## SPORTS, EXERCISE AND HEALTH SCIENCE (SL only)

Sports, Exercise and Health Science is of interest not only to athletes, but to anyone who wishes to further their understanding of human anatomy, and how the human body responds to exercise.

### COURSE DETAILS

(Please read in conjunction with the General Science Criteria)

1 Anatomy	4 Movement analysis
2 Exercise physiology	5 Skill in sport
3 Energy systems	6 Measurement and evaluation of human performance

#### Option B Psychology of sport

- B.1 Individual differences
- B.2 Motivation
- B.3 Mental preparation for sport
- B.4 Psychological skills training

#### Option D Nutrition for sport, exercise and health

- D.1 Digestion and absorption
- D.2 Water and electrolyte balance
- D.3 Energy balance and body composition
- D.4 Nutritional strategies

The course consists of a mixture of practical work (both in the laboratory and on the field), long-term practicals or projects, computer simulations, data-gathering exercises, data-analysis exercises and theory lessons.

Prep combines a mixture of all the above elements.

<b>Assessment is</b>	24% coursework (practical's, simulations, data-gathering, etc.)
	20% multiple choice
	32% data-based & response questions
	24% short answer written questions

#### Detailed topics studied in this course:

- Anatomy: The skeletal and muscular systems
- Exercise physiology: The ventilatory and cardiovascular systems
- Energy systems: Nutrition, metabolism, nutrition system, energy system
- Movement analysis: Neuromuscular function, joint and movement types, biomechanics
- Skill in sport: Characteristics and classification of skill, principles of skill learning
- Evaluation of performance: Statistical analysis, fitness components, training programmes

#### Choose Sports, Exercise and Health Science:

- if you are interested in the links between biology and sport
- if you are a very keen sportsperson and want to learn more about the science underlying sport
- if you want a science subject that has variety
- and if you want to learn more about how your own body functions

#### UNIVERSITY COURSES AND CAREER OPPORTUNITIES INCLUDE

Athletics, Sport generally, Coaching, Teaching, Armed Services, and many more.

#### FOR FURTHER ADVICE PLEASE SEE:

**Mr S Chalmers** (Head of Science)

**Miss S Davis** (Course Teacher)

**Mrs G Hodder** (Course Teacher)

## GROUP 5 MATHEMATICS

### MATHEMATICS

#### COURSE DETAILS

There is no doubt that mathematical knowledge provides an important key to understanding the world in which we live. The prevalence of mathematics in our lives provides a clear and sufficient rationale for making the study of this subject compulsory within the IB Diploma Programme.

#### Summary of Courses Available

Because individual students have different needs, interests and abilities, we offer three different courses in Mathematics. These courses are designed for different types of students: those who wish to study Mathematics in depth, either as a subject in its own right or to pursue their interests in areas related to mathematics; those who wish to gain a degree of understanding and competence better to understand their approach to other subjects and those who may not as yet be aware how mathematics may be relevant to their studies and in their daily lives. Great care must be taken to select the course that is most appropriate for an individual student.

In making this selection, individual students should be advised to take account of the following points:

- Their own abilities in mathematics and the type of mathematics in which they can be successful
- Their own interest in mathematics and those particular areas of the subject that may hold the most interest for them
- Their other choices of subjects within the framework of the Diploma programme
- Their academic plans, in particular the subjects they wish to study in future
- Their choice of career.

The IB Co-ordinator will assist with the selection process and can offer advice to students about how to choose the most appropriate course from the three mathematics courses available.

**Please note: The Mathematics Faculty strongly recommends a particular Graphic Calculator for use in all the Year 12 and Year 13 Mathematics courses. If students wish to purchase one through the College could they please see the Mathematics Department at the start of the academic year.**

#### CAREER OPPORTUNITIES

There is an ever increasing demand in society for people with a high level of analytic skills and the study of Mathematics enables their development. Mathematics helps develop these skills and is often sufficient in itself as entry qualification for a wide range of careers. Mathematics is particularly relevant in Accountancy, Computer Programming, Business Management, Banking, Insurance, Retailing, Marketing, Engineering, Architecture, Draughtsmanship and Teaching.

#### FOR FURTHER ADVICE PLEASE SEE:

**Mr A Hill** (Head of Mathematics)

## MATHEMATICS HIGHER LEVEL

This is a very challenging course for students with an excellent background in mathematics who are very competent in a range of analytical and technical skills. In particular, good algebraic skills are needed. All students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as Physics, Engineering and Technology. Students should have GCSE (or equivalent) 'Grade A\*' at the very least.

### SYLLABUS OUTLINE

The course consists of the study of seven core topics and one option topic

#### Core Syllabus Content Requirements

All topics in the core are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed. Students are also required to be familiar with the topics listed as presumed knowledge

- Topic 1 – Algebra
- Topic 2 – Functions and Equations
- Topic 3 – Circular Functions and Trigonometry
- Topic 4 – Matrices
- Topic 5 – Vectors
- Topic 6 – Statistics and Probability
- Topic 7 – Calculus

#### Option Syllabus Content Requirement

Students must study all the sub-topics in one of the following options as listed in the syllabus details

- Topic 8 – Statistics and Probability
- Topic 9 – Sets, Relations and Groups
- Topic 10 – Series and Differential Equations
- Topic 11 – Discrete Mathematics

#### Internal Assessment – 20% of final mark

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks

- mathematical investigation
- mathematical modelling

**External Assessment (5 hours) of examination**

**80% of final mark**

## MATHEMATICS STANDARD LEVEL

This course caters for students who already possess a good knowledge of basic mathematical concepts and who are equipped with the skills needed to apply mathematical techniques correctly. The majority of these students will expect to need a sound mathematical background as they prepare for future studies in subjects such as Chemistry, Economics, Psychology and Business Administration. Students should have GCSE (or equivalent) 'Grade A' or above.

### SYLLABUS OUTLINE

The course consists of the study of seven topics

#### Syllabus Content Requirements

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed. Students are also required to be familiar with the topics listed as presumed knowledge

Topic 1	– Algebra
Topic 2	– Functions and Equations
Topic 3	– Circular Functions and Trigonometry
Topic 4	– Matrices
Topic 5	– Vectors
Topic 6	– Statistics and Probability
Topic 7	– Calculus

#### Internal Assessment

**20% of final mark**

Two pieces of work, based on different areas of the syllabus, representing the following two types of tasks

- mathematical investigation
- mathematical modelling

#### External Assessment (3 hours) of examination

**80%**

## MATHEMATICAL STUDIES STANDARD LEVEL

This course caters for students with varied backgrounds and abilities. More specifically it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a sound knowledge of basic processes. Students should have GCSE (or equivalent) 'Grade B' or above.

### SYLLABUS OUTLINE

The course consists of the study of eight topics

#### Syllabus Content Requirements

All topics are compulsory. Students must study all the sub-topics in each of the topics in the syllabus as listed. Students are also required to be familiar with the topics listed as presumed knowledge

- Topic 1 – Introduction to the Graphic Display Calculator
- Topic 2 – Number and Algebra
- Topic 3 – Sets, Logic and Probability
- Topic 4 – Functions
- Topic 5 – Geometry and Trigonometry
- Topic 6 – Statistics
- Topic 7 – Introductory Differential Calculus
- Topic 8 – Financial Mathematics

#### Internal Assessment – The Project

**20% of final mark**

The project is an individual piece of mathematical work based on an appropriate topic chosen by the student with guidance from the teacher.

#### Assessment

**External Assessment (3 hours)**

**80%**

## GROUP 6 ARTS AND ELECTIVES

### VISUAL ARTS

#### COURSE DETAILS

Visual Arts is an exciting, interesting and largely practical course which allows students to express their ideas, feelings and beliefs through a visual form. Creativity and imagination are strongly encouraged. To enable this, students are introduced to a wide range of media with which they explore themes, styles and technique. Unlike the GCSE Art and Design course, IB candidates produce a far greater number of studio outcomes. Indeed, one artwork is often used to progress to the next.

Throughout the course students are expected to be well equipped and able to maintain their investigation workbooks (sketchbooks) by producing five A4 pages of work a week. Essay style research and written critical analysis combine to enhance the practical work of the student. Trips to galleries and museums are an important feature of the course and allow the artists to learn about art from a variety of cultures and times.

At the start of Year 13, students embark upon their final project. The theme of this project is selected by the student so that he/she may have freedom, motivation and the enthusiasm to develop (with guidance) the project into one which is independent, exciting, creative and draws upon information learned during Year 12.

#### Assessment

	Studio work	Investigation workbooks
<b>Higher Level</b> (240 hours)		
Option A (HLA)	60%	40%
Option B (HLB)	40%	60%
<b>Standard Level</b> (150 hours)		
Option A (SLA)	60%	40%
Option B (SLB)	40%	60%

**Studio work** involves practical exploration and artistic production

**Investigation work** involves independent contextual, visual and critical investigation and reflection, both visual and written

#### CAREER OPPORTUNITIES

Visual Arts offers a broad and balanced art experience encompassing key skills which could be used as a pre-requisite for many career opportunities, for example Graphic Design, Photography, Interior Design, Illustration, Architecture, Fashion, Publishing, Theatre Design, etc.

#### FOR FURTHER ADVICE PLEASE SEE:

**Mr J James** (Head of Art)

## MUSIC

### COURSE DETAILS

Music harnesses the power of both creative and logical thought, and as a discipline has a central role within societies across the globe and throughout history. The IB Music programme offers the ability to develop a critical understanding through a wide range of musical genres/styles both past and present.

Candidates will be expected to demonstrate the development of their performance skills through practical music making. In addition, compositional ability will be refined through exploration and investigation of technical procedures. Ultimately, candidates' aural awareness will enable them to perceive, analyse and discuss musicological concerns with regard to specific social/cultural environments.

### Assessment

	COURSE CONTENT			
<b>HIGHER LEVEL</b>	<b>30%</b>  <b>Musical Perception/ Analysis</b> Musical Genres/Styles 2 Prescribed Works	<b>20%</b>  Musical Links Investigation 2000 word project	<b>25%</b>  Solo Performance One or more recitals approximately 20 minutes	<b>25%</b>  Composition Portfolio of 3 works
<b>STANDARD LEVEL</b>	<b>50%</b>  <b>Musical Perception/Analysis</b> Musical Genres/Styles 2 Prescribed Works		<b>20%</b>  Musical Links Investigation 2000 word project	<b>50%</b>  <b>Solo Performance:</b> 15 minute recital

### CAREER OPPORTUNITIES

Careers within Music can be found in Management, Administration, Teaching, Publishing, Journalism and Broadcasting. Music candidates are also highly favoured by employers in unrelated opportunities due to good communication skills, the ability to work both independently and as a team member and being able to think logically about abstract concepts.

### FOR FURTHER ADVICE PLEASE SEE:

**Mr O Bond** (Director of Music)

## THEATRE

### COURSE DETAILS

The course is designed to appeal to students who love one or more aspects of drama – acting, directing, stage managing, the technical side, etc. Drama is an immensely rewarding process and this course will be enjoyed both by those who have studied GCSE drama and by those who have an interest in the subject.

The course is by design very broad in space and time. The works of both Ancient Greek and contemporary playwrights are studied and, in addition to Ancient Greek tragedy, contemporary European, Japanese and Indian dramatic forms courses are central to the course. I.B. Theatre should be a highly enjoyable and extremely rewarding course for any student interested in drama.

### HIGHER AND STANDARD LEVEL

- 1 Theatre in the making - the process of theatre making, the acquisition and development of all skills required to create, present and observe theatre using a variety of techniques.
- 2 Theatre in performance - the application of skills developed in theatre in the making, presenting theatre as performers and as part of the production team using puppetry, costume, direction, lighting, acting, masks, make-up, etc.
- 3 Theatre in the world - a practical and theoretical exploration of a range of theatre traditions and cultural practices around the world, allowing students to explore the origins and traditions of a variety of theatre conventions and practices from diverse cultural and historical contexts using examples of Japanese Noh / Nogaku Theatre and Indian Street Theatre, etc.

### External assessment (50%)

	SL	HL
Research investigation 25%	1,500–1,750 words with supporting visuals	2,000–2,500 words with supporting visuals
Practical performance Proposal 25%	250-word written presentation with visual materials	250-word written presentation with visual materials and a 1,000–1,250-word rationale

### Internal assessment (50%)

	SL	HL
Theatre performance and production presentation 25%	20-minute oral presentation with 5–7 images	30-minute oral presentation with 7–10 images
Independent project Portfolio 25%	2,000 words from core syllabus	3,000 words from core syllabus and option A or B

### CAREER OPPORTUNITIES

The Theatre course is intended both for those who wish to pursue a career in the performing arts and for those who wish to study drama purely for personal development or because they have an interest in theatre.

### FOR FURTHER ADVICE PLEASE SEE:

**Ms S Davids** (Head of Faculty of English and Drama)

**Ms E Von Mering** (Acting Head of Drama)

## CORE

### WHAT IS THE THEORY OF KNOWLEDGE?

TOK is a course that examines the origins and validity of various knowledge claims and ways of knowing.

The **content** of the course is the various subject areas of a student's IB education as well as personal beliefs acquired in or out of College.

The **process** of the course is a **critical reflection** on what the student claims to know and **what is professed as knowledge by others**.

The **goals** of the course are **to gain an understanding of what it means to know something as a scientist, an artist or an historian**, etc, how the forms of knowledge relate to one another, and how to think critically.

Students of different cultural backgrounds are encouraged to compare and contrast their diverse attitudes and perceptions.

There is not a detailed TOK curriculum, but there is a syllabus of topic areas a teacher must cover. There is also a writing and a formal presentation requirement.

The teacher develops the course with reference to the Subject Guide and, ideally, after consultation with other teachers in the College and attendance at IB Theory of Knowledge workshops.

In TOK, information is not conveyed as it might be in other courses, but new terms are introduced such as **deduction, correlation, objectivity**, and so on.

The focus of the course is on inquiry, but when students question the foundations of knowledge, they are not necessarily fault-finding, nor challenging their other teachers. The spirit of enquiry is meant to carry over into more appreciative ways of looking at other subjects.

In TOK, there may not be right and wrong answers, but there are standards for judgements and defences and knowledge claims. Critical thinking can only take place when there is a substantive core of ideas to explore and criteria for the evaluation of that inquiry and its expression.

TOK gives the student a personal perspective on the discovery and creation of knowledge. Ideally, this will give a coherence to what students often experience as an educational chaos or fragmentation. It should also give a readiness to continue learning as active thinkers.

### AWARD OF BONUS POINTS FOR TOK AND THE EXTENDED ESSAY

According to the quality of work produced by students in TOK and the Extended Essay, bonus points towards the Diploma total can be awarded. A combined maximum bonus of three points is possible. It is also possible to obtain a failing condition by poor quality work in these areas.

### THE CAS PROGRAMME

Since "Education of the Whole Person" is at the basis of the IB philosophy, each Diploma student must engage in CAS activities comprising Creativity, Action and Service. CAS is fundamentally an experiential learning component of the Diploma. The IBO places great importance on CAS as an integral and essential element of the IB curriculum, without which the Diploma will not be awarded.

The CAS philosophy is based on the assumptions that:

- education neither begins nor ends in the classroom nor in the examination hall and the essential aspects of education may exist outside of both
- an international education must go well beyond the provision of information and is inevitably involved in the development of attitudes and values which transcend barriers of race, class, religion, sex or politics

- the will to act in the service of the community (either local, national or international) complements intellectual development and the academic curriculum
- IB schools (both national and international) have a special challenge and opportunity to establish links with the local community and, in doing so, further the aims of international understanding
- Creativity and Action should play an equal part with Service in any such programme. CAS should aim to challenge and extend the individual student; to develop a spirit of discovery and self-reliance; to encourage personal skills and interests; to inspire an awareness, concern and responsibility to serve the community, in general, and its disadvantaged, in particular.

The IBO, as an international examination board, is probably unique among examination boards in giving such importance to these activities. At Hockerill the CAS programme is likely to include:

**CREATIVITY**

Art  
 College Magazine  
 Design  
 Design a web page  
 Drama production  
 Music Performance  
 Photography Exhibition  
 Pottery  
 Stage Lighting  
 Weaving  
 Year Book

**ACTION**

The year group is split into 2. Half of the year follow the CAS PE timetable and the other half of the year they follow Creativity in Music, Visual Arts and Outreach Programme for 2 terms and then swap.

**SERVICE**

Boarding Prefect duties  
 Charity shops  
 Environmental Work  
 Gardening  
 Helping in primary schools  
 Helping special needs  
 Helping the elderly  
 Home visiting  
 Hospital visiting  
 International Community  
 MENCAP  
 Running a club

## SECTION 3: GUIDANCE TO STUDENTS

### APPLICATION AND MEETING

Upon receipt of an application form, The Principal, Vice Principal or another senior member of staff will invite the applicant to attend a meeting to discuss the application.

Each application is carefully considered on an individual basis and applications from abroad are welcomed and considered with considerable sympathy. In certain cases we recognise it will be difficult for students to attend a meeting. In these circumstances, it may be possible to make offers based on school reports, predictions and recommendations as well as written and telephone communications.

### THE MEETING

All prospective applicants and their parents or guardians are invited for a meeting. The meeting is arranged at an agreed and convenient time for all those involved.

The purpose of the meeting is to discuss in detail the programme of study and the student's career plans. It is to inform the student of our tutorial arrangements, registration requirements, monitoring systems and extra curricular programmes. It is important that students have the opportunity to ascertain whether they will be happy in a Sixth Form with a flourishing international student population.

The meeting is designed to be friendly and informative, and lasts about thirty minutes. At the end of the meeting we may make a conditional or an unconditional offer.

Prospective overseas Boarders will be asked to sit a straightforward test to assess their ability in written English.

In addition to the meeting, prospective students will have the chance to meet with Hockerill students and the teaching staff and to view Hockerill's campus and facilities.

Students who attend the meeting at Hockerill should have a fairly good idea of the programme of study they would like to follow. Final choices will be determined by GCSE results (or equivalent) and students are requested to inform the Secretary to the Sixth Form of their examination results as soon as they are known.

### THE OFFER

When an offer is made an Offer letter will be sent to the applicant along with a form to confirm or decline the offer.

### ACCEPTANCE PACK

When an offer has been accepted, a pack will be sent containing the following:

- Information for students and parents booklet
- Preliminary reading lists for IB students
- GCSE results form (if applicable)
- Procedures for application to university in the UK

## INDUCTION INTO THE SIXTH FORM

Students joining Hockerill's Sixth Form come from a wide variety of backgrounds, both cultural and educational. Some students have followed GCSE courses in British schools; others have followed GCSE courses at International schools overseas. Many of our students will come from other countries where they have each followed varied courses and acquired a wide variety of skills. Each nationality brings its own cultural ideas and behaviour patterns.

At Hockerill our aim is to help all students adapt socially and academically. During the first week in Year 12, tutor time is devoted to helping students to become familiar with the everyday side of Sixth Form life. They will take part in activities which enable them to familiarise themselves with Hockerill, the library, the local area and the careers department. There is an induction scheme in place which will help overseas students in particular to settle in.

Our students start their Sixth Form courses with a wide range of skills. From the beginning of Year 12, students will be inducted into study skills, target setting, action planning, recording achievement and self-evaluation.

Our aims are to:

- familiarise students with Hockerill, its ethos and staff
- introduce students to life as a Sixth Former, i.e. roles and responsibilities
- familiarise students with study skills for Sixth Form learning
- foster independence in study and leisure time
- develop co-operative skills and engender a Sixth Form identity
- foster leadership skills and initiative
- provide a clear overview and understanding of the IB course requirements and expectations.

## STUDENTS WITH ENGLISH AS A SECOND LANGUAGE

The key focus for this group will be to become familiar with the language and culture of a British education establishment. A good level of language proficiency would need to be a part of the consideration for a place in the Sixth Form. For students for whom English is not a first language, attendance at an intensive language induction course is highly recommended. International Students who need evidence of formal English achievement for university entrance are prepared for IELTS (International English Language Tests) appropriate examinations.

The resources of the Special Needs Department are available to all members of the Sixth Form. Assistance is available to help individual students reach their full potential, and applies equally to those with exceptional academic ability and those who have difficulty with particular skills.

Learning Support staff liaise with tutors to maintain the student's progress. Assistance is given with Individual Educational Programmes, setting personal targets and in developing study skills, thus encouraging students to become independent learners.

Students who feel they have special needs which need to be taken into account, will be consulted about the best way this can be done. They will be given advice about what Hockerill can offer them, for example ongoing language and literacy development, support in lessons, individual support and special programmes of study, special consideration for external examinations and provision for physically disabled students. Advice will be available on how students can best help themselves, e.g. acquisition of keyboard skills.

There are opportunities for Sixth Formers to work within the Learning Support Department as part of their CAS course. This could include, paired reading schemes, supporting prep sessions at lunchtime or in the evening, developing social skills courses and activities and supporting younger students (in a mentoring role) who have difficulty settling into a new educational environment.

## LEARNING STYLES

Students in the Sixth Form will be coached in and have opportunities to develop strategies and techniques of time-management, research, assimilating and presenting information to the best effect. The library is central to facilitating the individual and independent learning of every student. After induction students will have opportunities to use the library with research facilities, an extensive index to access information, videos, articles and reference materials, the Internet and CDs.

From September 1998, Hockerill has been recognised and funded by the Government as a Specialist Language College. This has enabled Hockerill to invest in high quality audio and visual multi-media learning facilities and provide state of the art language laboratories.

In 2006 Hockerill achieved Specialist Status in Music. This has enabled the College to increase facilities and resources in the teaching and learning of Music.

The Tutor and subject teachers will co-ordinate, suggest and monitor the development of the preferred and most effective learning of every student.

### **TUTOR GROUPS**

Currently, tutor groups are mixed in terms of ability, course choice, gender and nationality. Groups meet twice a day for registration and day-to-day administration matters. Tutor time covers a range of activities within a programme. The work of the Tutor and the supporting role is outlined as targets and objectives agreed and accepted by Hockerill, the Tutor and the Tutee.

### **WORK OF THE TUTOR WITH INDIVIDUALS AND GROUPS**

The Tutor will support students and monitor progress in Year 12 and Year 13. They will be the first contact for parents because they will know about their tutees' work, character, achievements and extra-curricular activities.

The role of the Tutor is very important in a student's progress and happiness in Years 12 and 13. Tutors write references and keep records, oversee reports and liaise with other staff in the student's interest, and support achievement. It will be the student's responsibility to give up-to-date information to the Tutor and maintain the Tutor/Student role.

### **ASSEMBLIES**

All students attend College assemblies and contribute to their organisation, content and success.

In particular, Sixth Form assemblies will address issues specific to Sixth Form students and, where appropriate, follow a thematic programme.

### **PHYSICAL EDUCATION**

Physical Education offered to the student at Hockerill through the CAS programme has a strong emphasis on the enjoyment, involvement and the development of personal responsibility. Physical Education is a compulsory part of your education at Hockerill. A broad range of activities is offered and includes some off-site opportunities. On-site activities include all the major games with opportunities to play fixtures against students from other schools and colleges on Wednesdays through the extra-curricular fixtures programme. Hockerill Sixth Form students are given a great deal of responsibility for contributing to the organisation of their teams and making relevant arrangements for fixtures and training. We offer a 1st XV Rugby Team, 1st XI Football Team, 1st VII Basketball Team, 1st XI Hockey Team and 1st VII Netball Team, and others that are dependent upon student expertise. Many of the Sixth Form can contribute to team training of younger teams. The Sixth Form are also required to contribute to the Equipe Competitions which includes sports fixtures, quizzes and academic competitions.

## CAREERS EDUCATION AND GUIDANCE

Our Careers Education and Guidance programme helps students to:

- make informed choices about their own continuing education, training and career paths
- develop skills, attitudes and abilities which will enable students to be effective in a variety of adult roles and occupations
- manage transitions to new roles and situations
- be aware of the education, training and career opportunities available
- know themselves better.

The learning and experiences we offer in the Sixth Form build on and extend those encountered by students in Key Stages 3 and 4. These experiences are delivered by:

- **Wellbeing Teachers** Careers Education and Guidance through prepared student activities during wellbeing lessons.
- **Tutors** Careers education and guidance through form periods, informal talks or recommendations for referral to specialists. The Tutor is the main contact and mentor for the student
- **Connexions Personal Advisor** who can meet with students either by self-referral or through their Tutor
- **Head of Careers** is available when required to counsel students. The Head of Careers is also the contact for the Connexions Personal Advisor
- **Subject Teachers** particularly with regard to their subject and associated areas
- **Senior Staff** Supporting and directing Higher Education choices
- **Resources** Students may use the Connexions suite at any time. It contains vocational materials, Higher Education prospectuses and many reference books. Students have access to 'Channel Mogo' materials which offer advice and guidance. Hockerill also has a variety of computer software to which the students have free access
- **The Next Step** All careers work in Years 12 and 13 is intended to provide a seamless transition for all students whether to Higher Education or, for example, to European and American universities. This entails a programme for all students preparing them for university application and entry.

## SIXTH FORM

### QUESTIONS AND ANSWERS

#### PROSPECTIVE STUDENTS' QUESTIONS

**Is there a uniform?**

Yes, Year 12 and 13 will be expected to wear suits as outlined in the Uniform List.

**What is expected of my behaviour?**

To both follow Hockerill's Code of Conduct and lead by example.

**Will I be inducted/introduced into the Sixth Form?**

Yes, there will be induction time for boarders and for all members of Year 12.

**What are the privileges?**

Increased freedom in choices of study, a social area and an adult working relationship with staff.

**Do we have library facilities?**

Yes, there is a fully equipped library which has its facilities and resources constantly under review.

**What do you expect my contribution to be?**

To set a positive example in all you do and play a role in life at Hockerill, assemblies, and the day-to-day running of Hockerill, your House (if boarding) and the Common Room.

**Do I have to be on site if I have non-contact time?**

Yes, members of the Sixth Form may use the library, Sixth Form Common Room, or private study facilities.

**Is smoking allowed?**

No, Hockerill is a no-smoking site.

**When will you report to parents?**

After the first half term and then regularly throughout the course, usually towards the end of each term.

**Are there extra-curricular activities?**

Yes, Hockerill has a full range of after College clubs and activities that can be attended or run by students in Years 12 and 13. In addition there will be relevant trips and activities run by members of Faculties and Departments.

**Is there a Prefect system?**

Yes. Towards the end of their first year at Hockerill, Year 12 students may apply to become a Prefect. A Head Boy and Head Girl are appointed at the end of the Summer Term.

**Can I use my own computer at Hockerill?**

Yes, you can. You will then be able to access the College network and the internet.

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## SAFEGUARDING STATEMENT

At Hockerill Anglo-European College, the health, safety and well-being of every student is our paramount concern. We listen to our students and take seriously what they tell us. Our aim is that the students will enjoy their time in the College

We want to work in partnership with you to help your child achieve their full potential and make a positive contribution.

On rare occasions, our concern about your child may mean we have to consult other agencies, even before we contact you. The procedures we follow have been laid down by the Hertfordshire Safeguarding Children Board and the College has adopted a Child Protection Policy in line with this for the safety of all. If you want to know more about our procedures or the policy, please speak to Mr G. Roberts or Mrs L. Ketteridge who are the College's designated senior persons for Child Protection. Alternatively all our policies can be found on the College website at [www.hockerill.herts.sch.uk](http://www.hockerill.herts.sch.uk)

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