IB Diploma Programme Overview
IB Diploma Information

Introduction

The International Baccalaureate Diploma programme is an advanced two-year course of study designed to prepare students for university and life. The IB Diploma programme founders saw the need to create a university preparatory curriculum with high standards which is recognised around the world. Since its inception in 1968, the IB Diploma programme has grown to include over 2741 schools in 138 countries.

The IB Diploma is more than just a curriculum, it is also a teaching and educational philosophy designed to inspire students to think beyond factual recall of information. The spectrum of IB classes is designed to teach students to think critically, to appreciate the importance of seeing events or knowledge claims from different perspectives, to understand strengths and weaknesses of what students or others claim to "know," to understand and explore ethical controversies inherently relevant to what they learn, and to be able to apply what they learn in meaningful ways to the "real world".

While the IB Diploma is not designed exclusively for the elite or gifted academic student, the decision to pursue this qualification is most appropriate for those students who are highly motivated, open-minded, and responsible. The IB programme is much more, however, than a series of academic subjects. Its unique additional features of CAS, Extended Essay and Theory of Knowledge ensure that students are opened to their community responsibilities, are encouraged to develop their research skills and become independent analytical thinkers.

The IBO Mission Statement

"The International Baccalaureate Organization 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 IBO works with schools, governments and international organisations 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."

Reference: www.ibo.org
IB Diploma Students

Eligibility for Acceptance into The IB Diploma

All previous educational backgrounds will be considered for students entering the IB Diploma programme. For students that have followed the IGCSE programme, we recommend that for Standard Level subjects an IGCSE grade of ‘C’ or above is obtained and for Higher Level a ‘B’ or above is attained. Students should be achieving at a high level in their current studies to ensure they commence the IB Diploma programme with a strong academic foundation.

Maintaining Eligibility: Diploma Candidates

Participating in the IB Diploma programme is a privilege, not a right. Maintaining the status of a full Diploma Candidate requires initiative, reflection, responsibility, and motivation - all traits that will help students to be successful in university and in life. In general, a student's status will be evaluated on their performance and behavioural trends rather than isolated events.

IB students will need to pace themselves and plan well ahead of deadlines so that they can be met without cramming at the last minute. Students need to be fully aware of their progress in each class and constantly be trying to improve upon their last performance. Communication with the teacher is essential in this regard.

Students need to be mature enough to be willing to accept criticism to continue to grow academically during any two-year programme. Students should be able to work with their teacher and keep the teacher informed about what they do not understand or when they are facing difficulty. This is especially important in a syllabus that spans two years and where lessons generally build upon one another cumulatively.

Specific expectations must be met to maintain Diploma Candidate standing at EF Academy Oxford.
IB Diploma Structure at EF Academy Oxford

Students who pursue the IB Diploma must complete six examination subjects: three at Higher Level (HL) and three at Standard Level (SL). The IB courses at EF Academy are taught over a two-year period and IB examinations are undertaken in May in the second year of the programme.

**Students must take 6 subjects chosen from Group 1 to 6.**
One subject must be selected from each of the Groups 1 to 5. The sixth subject can be selected from Group 6 or from Groups 1 to 5.

IB Diploma candidates also complete the "core" requirements of the programme: The Extended Essay, Theory of Knowledge, and CAS.

The list below shows the IB subjects that are offered at EF Academy Oxford (some subjects will depend on numbers).

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<td>- Business Management - HL/SL</td>
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<td>- History - HL/SL</td>
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<tr>
<td>- Global Politics - HL</td>
<td>- Environmental Systems &amp; Societies - SL only</td>
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<th>Group 5</th>
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<td>Arts and Electives:</td>
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<tr>
<td>- Math HL</td>
<td>- Visual Arts HL/SL</td>
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<tr>
<td>- Math SL</td>
<td>OR</td>
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<td></td>
<td>- Any additional subject from Groups 3 or 4</td>
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IB Diploma Core Requirements

1. **CAS Requirement** - CAS is an acronym which stands for "Creativity, Activity and Service", ideally divided evenly between the three components and is required for completion of the full IB Diploma. EF Academy also expects students to undertake CAS throughout the two years of their programme. Diploma candidates are required to keep a CAS journal throughout the programme and to submit a short CAS presentation towards the end of their two-year programme. The CAS course must be satisfactorily completed to be awarded the IB Diploma.

2. **Theory of Knowledge** - Theory of Knowledge (TOK) interweaves all the IB subject areas, distinguishes between the way that knowledge is acquired in each area, and explores the difference between truth and belief. The course emphasizes a great deal of critical thinking, personal reflection, and the stresses the importance of seeing events from multiple perspectives. TOK is formally assessed by a final exhibition that is internally marked and externally moderated, and a TOK essay that is externally assessed. The TOK course must be satisfactorily completed to be awarded the IB Diploma.

3. **Extended Essay** - The Extended Essay (EE) is a required analytic paper of 4000 words. The EE is intended to promote high level research and writing skills, intellectual discovery, and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice (chosen from the list of approved Diploma programme subjects), under the guidance of a supervisor (a teacher in the school) and the Extended Essay Coordinator.

**Distinctions Between Standard Level and Higher-Level Classes**

IB students will usually have a certain amount of choice about whether they take each class at Higher Level (HL) or Standard Level (SL). The exact difference in terms of content, standards, and requirements of class taken at the SL or HL varies between subjects in the IB curriculum. In some subjects, HL and SL vary substantially in degree of difficulty and material covered. However, for most IB subjects, the levels differ primarily in the amount of material covered rather than degree of difficulty.

Standard Level courses require approximately 150 class hours while Higher Level courses require approximately 240 class hours. In practice, Standard Level students have additional independent study time, cover fewer units, or have fewer demands regarding their internal assessment.

Students who pursue any course at the Higher Level should do so because they have an aptitude or a high level of motivation in this class.

Students are expected to conduct 1.5 hours of independent reading for each Standard Level subject per week, and 3 hours for each Higher-Level subject per week.

In making the final decision about the level of each subject, students need to carefully balance their interests and abilities with projected university entrance requirements.
Components of an IB Course

Internal Assessment (IA) and IB Exams

1. Internal Assessment (20-30% of the Final Grade): The IB curriculum requires that students complete a major project in each IB subject they take. Such projects are formally called Internal Assessments (IA) because they are assessed internally by the subject teachers. Regardless of the type of project, students are asked to apply the knowledge and skills they are learning in the class to this assignment. To ensure consistency, IA projects are also moderated. This means that while the individual teacher is responsible for grading and assessing the students' work, the IBO randomly requests samples of this work to be examined by IB examiners who check to see that teachers are applying the correct grading criteria. This step is essentially a safeguard to ensure that teachers' grading practices are consistent with IBO standards.

The moderation process is an important part of maintaining consistency, fairness, high standards, and accountability in the IB Programme. The IA requirement also serves to lessen the relative impact of the examination at the end of the course.

2. IB Exams (70-80% of the Final Grade): In the month of May, in the second year of the IB Diploma programme, students will undertake IB examinations. IB examinations are comprehensive; they are usually based on two years' worth of teaching materials. Therefore, they require a great deal of revision and preparation by the student.

These examinations are created by the IBO and sent by courier to each IBO school. The examinations themselves are externally assessed (graded) by trained examiners throughout the world based upon published grading criteria.
IB Diploma Results

The maximum score possible for students pursuing the IB Diploma is 45, representing up to 7 points in each of the six required courses (42 points), plus 3 possible core points for Theory of Knowledge and the Extended Essay components. An IB Diploma candidate must reach a total of 24 points, or an average grade of 4 in each of their classes. To a certain extent, a high grade in one subject can balance a poor grade in another (e.g. a 5 in English can offset a 3 in Mathematics). Be aware that there are several situations that can prevent candidates from receiving the diploma. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

a. CAS requirements have been met
b. Candidate's total points are 24 or more.
c. There is no "N" awarded for Theory of Knowledge, Extended Essay or for a contributing subject
d. There is no grade E awarded for one or both of Theory of Knowledge and the Extended Essay
e. There is no grade 1 awarded in any subject/level
f. There are no more than two grade 2s awarded (HL or SL)
g. There are no more than three grade 3s or below (HL or SL)
h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Successful IB Diploma Candidates will receive an IB Diploma and a document entitled “Diploma Programme (DP) Results” listing the total IB Diploma points score, the subject grades, confirmation of the completion of all CAS requirements and any points awarded and individual grades for the combination of theory of knowledge and the extended essay.

Academic Expectations

- Diploma candidates must earn at least 24 points in total, including a minimum of “9” points in total from their SL classes and at least “12” points in total from their HL classes on each end of term report.
- It is expected that Diploma students meet deadlines set by the teacher or coordinator. Meeting a deadline means that IB assignments should be submitted on time and meet all requirements.
- Students are expected to spend an absolute minimum of 3 hours per week for each Higher Level IB subject and 1.5 hours for each standard level subject.

Consequences for Failing to Meet Academic Expectations

A Diploma Candidate failing to earn at least 24 points in total, including “9” points from their SL classes and “12” points from their HL classes, will need to meet with their Academic Tutor and possibly the IB Coordinator to discuss their progress. If this situation continues, the student may be guided to "IB Course Certificate Status" only and this will affect a student's entry into certain universities.

IB Course Certificates

An IB Diploma Candidate who does not meet the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in theory of knowledge and the extended essay, and confirmation of the completion of all CAS requirements, as appropriate.
Choosing the Right Subjects

On this page, you will see some of the most popular university courses IB students in other schools have joined in the past and the entry requirements for these courses in different countries. Remember this information is subject to change, so you should always check with the university of your choice.

As well as choosing appropriate subjects, it is important to think about the broader skills and activities which will help you get a place at university and to succeed in your chosen career. All university courses and subjects’ value good study and communication skills. Some put a great deal of emphasis on leadership, or creativity, or service. The school Pathways to Success will make sure that there are many more opportunities for learning and co-curricular activities which will help you progress to the right course and career for you.

United Kingdom

**Business Management:** 32 IB Diploma points, 17 points at Higher Level (HL) - no subjects specified  
**Architecture:** 36 IB Diploma points (including an arts-based subject at HL)  
**Medicine:** 38 IB Diploma points (7/6 in Biology and Chemistry in any order at HL and Physics SL)  
**Chemistry:** 32 IB Diploma points, Chemistry HL 5, 5/6 in other appropriate HL subjects  
**Economics:** 38 IB Diploma points - Maths HL  
**Engineering:** 32 IB Diploma points - Maths HL  
**Psychology:** 36 IB Diploma points with at least one 6 at HL

Canada

**Business Management:** 28 IB Diploma points, English, Mathematics. Minimum English and Mathematics predicted/final scores of 5  
**Medicine:** Biology, Chemistry to enter a Science First degree  
**Chemistry:** 28 IB Diploma points  
**Economics:** 24 IB Diploma points, Mathematics HL  
**Engineering:** 24 IB Diploma points, English, Mathematics HL or SL, Chemistry HL or SL, Physics HL recommended

Australia

**Business Management:** 31 IB Diploma points, English B HL 4 or SL 5, Mathematics HL 4 or SL 5. (or at Monash: English and Mathematics (any) at a minimum of grade four at SL)  
**Architecture:** 28 IB Diploma points  
**Medicine:** 30 IB Diploma points, English, Chemistry HL, and one of Mathematics, or Physics at a HL of 4 and a SL of 5  
**Chemistry:** 28 IB Diploma points, Mathematics and Chemistry HL  
**Economics:** 28 IB Diploma points, English and Mathematics HL, at a minimum of grade four at SL  
**Engineering:** 28 IB Diploma points, Mathematics HL 5 or SL 6, English B HL 4 or SL 5.  
**Psychology:** 32 IB Diploma points
Subject Information

Group 1: Studies in Language and Literature

Prerequisites

There are no formal requirements for students undertaking the studies in language and literature course. Students who take this course will often have varied language profiles and may be multilingual. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studies in language and literature. The course offers the opportunity for continued language development and the acquisition of a range of skills including, for example, textual analysis and the expression of literary appreciation.

Course description

The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The study additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstances.

Course content

The course is divided into 5 thematic units, each designed to incorporate the 3 overarching syllabus components: Readers, writers and texts, Time and Space, and Intertextuality: connecting texts.

Student should choose their 'first' language. This is usually the one in which they are the strongest and fluent in reading, writing, and speaking. Options at EF Academy Oxford are:

- English A- HL/SL
- Spanish A- HL/SL
- German A- SL
- French A- SL/HL
- Italian A- HL/SL

Assessment

All students will have to sit for two exam papers and prepare and deliver an oral presentation. HL students will also need to submit a literature essay.
School Supported Self-Taught Literature A SL

Being a self-taught student offers a unique opportunity to study the literature of a language that may not be offered at the school as a taught subject. A certain level of autonomy is expected, for example developing a list of literary works and a timeline as well as identifying strengths and weaknesses.

The course is organized into three areas of exploration which blend while each providing a focus for investigation:

- Readers, writers and texts introduces the notion of literature, its purposes and the ways in which texts can be read, interpreted and responded to.
- Time and space draws attention to the fact that texts are not isolated entities but are connected to space and time.
- Intertextuality: connecting texts focuses on the connections between and among diverse texts, traditions, creators and ideas.

The course only exists at SL level.

Assessment
All students will have to sit for two exam papers and prepare and deliver an oral presentation.
Subject Information

Group 2: Language Acquisition

Language B HL/SL

English, Spanish and French:

Many factors determine the group 2 course that a student should take: the student's best language, the language(s) spoken at home and at school, and any previous knowledge of the language of study. The most important consideration is that the language B course should be a challenging educational experience for the student, offering not only the opportunity to learn an additional language but also the means of learning, appreciating and effectively interacting in a culture different from the student's own. Language B is for a language learner who is not taught other subjects in the target language and is normally taught outside a country where the language is spoken.

All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers using their experience and professional judgment to guide them.

<table>
<thead>
<tr>
<th>Language B HL</th>
<th>Language B SL</th>
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<tbody>
<tr>
<td>is for a language learner who intends to study the</td>
<td>is for a language learner who may not intend continuing</td>
</tr>
<tr>
<td>language at this level for a future career, or to meet</td>
<td>study of the language beyond the Diploma Programme</td>
</tr>
<tr>
<td>a Diploma Programme requirement, and who:</td>
<td>and who:</td>
</tr>
<tr>
<td>- has 4 to 5 years' experience of the target language</td>
<td>- has 2 to 5 years' experience of the target language</td>
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Course Description

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The main focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content.

Course Content

Language B is a language acquisition course developed at two levels-standard level (SL) and higher level (HL)-for students with some background in the target language. While acquiring a language, students will explore the culture(s) connected to it. The focus of these courses is language acquisition and intercultural understanding. The language B syllabus approaches the learning of language through meaning. Through the study of the core and the options at SL and HL, plus two literary works at HL, students build the necessary skills to reach the assessment objectives of the language B course through the expansion of their receptive, productive and interactive skills. SL and HL are differentiated by the recommended number of teaching hours, the depth of syllabus coverage, the study of literature at HL, and the level of difficulty and demands of assessment and assessment criteria.

Assessment

All students will have to sit for two exam papers (one written and one listening) and prepare and deliver and oral presentation.
Spanish Or French ab initio SL

Prerequisites

The language ab initio course is designed for students with little or no prior experience of the language they wish to study.
All final decisions on the appropriateness of the course for which students are entered are taken by coordinators in liaison with teachers, using their experience and professional judgment to guide them. The most important consideration is that the language ab initio course should be a challenging educational experience for the student.

Language ab initio

is for a beginner who:

- has had limited previous experience of the language
- is taught outside the country or countries where the language is spoken
- is not taught other IB subjects in the target language

Course description

The main objective of this challenging but stimulating course will be to provide students with the skills that are necessary for them to be able to handle everyday situations in a Spanish/French-speaking environment.

Through their acquisition of language, they will learn how to communicate effectively with other Spanish/French speakers in practical and social situations. The course will cover the skills of speaking, listening, reading and writing and will enable students to know how to respond appropriately and spontaneously to a wide range of different circumstances.

Course content

The five themes (Identities, experiences, human ingenuity, social organisation, sharing the planet) are made up of a series of 20 topics. These serve as the foundation for the acquisition of the language and the study of different text types (listed in "External assessment details"). Through the study of the three interrelated themes, students will develop the skills necessary to fulfil the assessment objectives of the language ab initio course.

Assessment

All students will have to sit for two exam papers (one written and one listening) and prepare and deliver an oral presentation.
Subject Information

Group 3: Individuals and Societies

Economics HL/SL

Prerequisites

No previous knowledge is assumed nor required to study this subject. Students should have a very strong interest in current affairs and enjoy lively, well-informed debate about current issues and must be prepared to follow these in the media as real-life examples are fundamental to examination success. Students should have a keen interest in politics as many economic decisions are politically motivated or have a political impact.

Course Description

Economics is a dynamic social science, forming part of the study of individuals and societies. The study of economics is essentially seen through the lens of 9 key concepts: scarcity, choice, efficiency, equity, economic well-being, sustainability, change, interdependence, and intervention. These concepts are examined through 6 real-world issues:

- How do consumers and producers make choices in trying to meet their economic objectives?
- When are markets unable to satisfy important economic objectives - and does government intervention help?
- Why does economic activity vary over time and why does this matter?
- How do governments manage their economy and how effective are their policies?
- Who are the winners and losers of the integration of the world's economies?
- Why is economic development uneven?

Therefore, although economics involves the formulation of theory; it is not a purely theoretical subject: real-world examples must be applied to economic theories. Neither is economics a discrete subject, since economics incorporates elements of history, geography, psychology, sociology, political studies, and many other related fields of study.

Course Content

The course is divided into four sections:

- Section 1: Introduction to economics
- Section 2: Microeconomics
- Section 3: Macroeconomics
- Section 4: The Global Economy

Assessment

All students will have to sit for two exam papers and prepare a written economic commentary.

HL Students will sit for an additional examination.
History HL/SL

Prerequisites

Students need not have studied history prior to starting this course. In particular, it is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself.

Course description

History is a dynamic, contested, evidence-based discipline that involves an exciting engagement with the past. It is a rigorous intellectual discipline, focused around key historical concepts such as change, causation and significance. History is an exploratory subject that fosters a sense of inquiry. It is also an interpretive discipline, allowing opportunity for engagement with multiple perspectives and a plurality of opinions. Studying history develops an understanding of the past, which leads to a deeper understanding of the nature of humans and of the world today.

The IB Diploma programme history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past.

Course content

The model for IB history is a core curriculum for SL and HL students, consisting of prescribed subjects and world history topics. Topics are chosen by the teacher to reflect their expertise and devise a curriculum that is suited to the student intake. HL students are required, in addition, to undertake an in-depth study of a period of history.

Assessment

All students will have to sit for two exam papers and prepare a written historical investigation. HL Students will sit for an additional examination.
Business Management HL/SL

Prerequisites

Students should have a very strong interest in current affairs and enjoy lively, well-informed debate about current issues and must be prepared to follow these in the media as real-life examples are fundamental to examination success.

Course description

The course examines business-decision making processes in business organization, marketing, production, human resource management and finance are underpinned by six key business concepts: change, strategy, culture, ethics, globalization and innovation. It studies the way individuals and groups interact in an organization and how resources are transformed within an international perspective.

Course content

The aims of the course are to enable students to develop analytical and evaluative skills in the context of dynamic business environment in order to make informed business decisions.

HL and SL core

| Topic 1: Introduction to Business Management | Topic 4: Marketing |
| Topic 2: Human resource management | Topic 5: Operations management |
| Topic 3: Finance and accounts |

A note on examinations

HL students focus more on business strategy, which is intended to provide a framework and overview for the students to think in an integrated way about the future strategy of a business or businesses. These skills are particularly relevant when examining the case study and when researching for, and writing, the internal assessment components. Both HL and SL examinations test long answer essay-style questions on Paper 2. These are linked to the study of the business concepts. Students must study examples in detail to answer these essay questions.

Assessment

SL students will have to sit for two exam papers, HL students will have to sit for three exam papers.

All students will have to produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words.
Global Politics HL

Prerequisites
Students need not have studied Philosophy prior to starting this course. It is neither expected nor required that specific subjects have been studied for national or international qualifications in preparation for this course. The specific skills and knowledge required are developed throughout the course itself. However, a personal interest in global political affairs and international relations and strong, independent and proactive work ethic would put students in a good starting position.

Course description
Global politics is an exciting course that allows students to explore a range of global political issues and the impact that they have on the relationships between nations, International bodies and other supranational organisations. Students will learn about a broad range of approaches to International relations theory and analyse the ways in which these different perspectives affect relationships and diplomacy between countries, alongside the ways in which bodies such as the United Nations and European Union can influence the actions of different groups. Students will also examine a wide range of specific global political issues and examine both the International and local effects that they have on state government's actions and International relationships.

Course Content
In the global politics course students will examine the core themes of:

- Power, sovereignty and International relations theory;
- Human rights;
- Development;
- Peace and conflict.

In addition to this, students will examine a range of optional themes, including but not limited to the environment, poverty and security.

Assessment
All students will have to sit for two exam papers and conduct a written report and presentation of a political issue that they have explored independently through personal engagement and research.
Subject Information

Group 4: Sciences

Biology HL/SL

Prerequisites

Past experience shows that students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here.

However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science education would be necessary.

Course description

Biology is the study of life. The first organisms appeared on the planet over 3 billion years ago and, through reproduction and natural selection, have given rise to the 8 million or so different species alive today.

Many areas of research in biology are extremely challenging and many discoveries remain to be made. Biology is still a young science and great progress is expected in the 21st century. This progress is sorely needed at a time when the growing human population is placing ever greater pressure on food supplies and on the habitats of other species and is threatening the very planet we occupy.

Course content

Core units studied by both HL and SL are:

Cell Biology, Molecular Biology, Genetics, Human Physiology, Ecology and Evolution and biodiversity.

HL students also study: Nucleic Acids, Metabolism, Cell respiration and photosynthesis, Plant Biology, Genetics and evolution, and Animal physiology.

Options include: Human Physiology, Biotechnology and bioinformatics, Neurobiology and Behaviour and Ecology and Conservation

Assessment

All students will have to sit for three exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.
Chemistry HL/SL

Prerequisites

Past experience shows that students will be able to study a group 4 science subjects at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here. However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science education would be necessary.

Course description

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. Apart from being a subject worthy of study in its own right, chemistry is a prerequisite for many other courses in higher education, such as medicine, biological science and environmental science, and serves as useful preparation for employment.

Course content

Core and Additional Higher Level: a variety of topics are covered including quantitative chemistry, atomic theory, bonding and structure, the periodic table, acid and bases, redox chemistry, energetics, equilibrium, kinetics and organic chemistry. Options include Materials, Biochemistry, Energy and Medicinal Chemistry.

Assessment

All students will have to sit for three exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.
Physics HL/SL

Prerequisites

Past experience shows that students will be able to study a group 4 science subject at SL successfully with no background in, or previous knowledge of, science. Their approach to learning, characterized by the IB learner profile attributes, will be significant here. However, for most students considering the study of a group 4 subject at HL, while there is no intention to restrict access to group 4 subjects, some previous exposure to formal science education would be necessary.

Course description

Physics is the most fundamental of the experimental sciences, as it seeks to explain the universe itself from the very smallest particles—currently accepted as quarks, which may be truly fundamental—to the vast distances between galaxies. Classical physics, built upon the great pillars of Newtonian mechanics, electromagnetism and thermodynamics, went a long way in deepening our understanding of the universe. From Newtonian mechanics came the idea of predictability in which the universe is deterministic and knowable. This led to Laplace's boast that by knowing the initial conditions—the position and velocity of every particle in the universe—he could, in principle, predict the future with absolute certainty.

Course content

The IB physics course includes the essential principles of the subject but also, through selection of an option, allows teachers some flexibility to tailor the course to meet the needs of their students. The course is available at both SL and HL, and therefore accommodates students who wish to study physics as their major subject in higher education and those who do not. Physics deals with the nature of matter and energy. It tries to provide order to our comprehension of the universe around us by explaining how objects interact with each other. The IB Physics course is divided up into the following areas: Mechanics, Thermal Physics, Waves, Electricity and Magnetism, Circular Motion and Gravitation, Atomic Nuclear and Particle Physics, and Energy Production. Options topics include: Relativity, Astrophysics, Engineering Physics and Imaging.

Assessment

All students will have to sit for three exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.
Environmental Systems & Societies SL

Prerequisites
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.

Course description
ESS is an interdisciplinary group 3 and 4 course that is offered only at standard level (SL). As an interdisciplinary course, ESS is designed to combine the methodology, techniques and knowledge associated with group 4 (sciences) with those associated with group 3 (individuals and societies).

As a result of studying this course, students will become equipped with the ability to recognize and evaluate the impact of our complex system of societies on the natural world. It is recognized that to understand the environmental issues of the 21st century and suggest suitable management solutions, both the human and environmental aspects must be understood. Through the exploration of cause and effect, the course investigates how values interact with choices and actions, resulting in a range of environmental impacts. Students develop an understanding that the connections between environmental systems and societies are diverse, varied and dynamic. The complexity of these interactions challenges those working towards understanding the actions required for effective guardianship of the planet and sustainable and equitable use of shared resources.

Course content
Core units studied are:

Foundations of environmental systems and societies, Ecosystems and ecology, Biodiversity and conservation, Water and aquatic food production systems and societies, Soil systems and terrestrial food production systems and societies, Atmospheric systems and societies, Climate change and energy production and Human systems and resource use.

Assessment
All students will have to sit for two exam papers and conduct an individual written investigation. Each investigation is an individual piece of work based on different data collected or measurements generated.
Subject Information

Group 5: Mathematics

Mathematics: Analysis and Approaches

Prerequisites
Mathematics is a linear subject, and it is expected that most students embarking on a I B mathematics course will have studied mathematics for at least 10 years. There will be a great variety of topics studied, and differing approaches to teaching and learning. Thus, students will have a wide variety of skills and knowledge when they start the mathematics course. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics.

Course description
This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof, for instance the study of sequences and series at both SL and HL, and proof by induction at HL. The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, it has a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who choose this course should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns.

Students who wish to take Mathematics: analysis and approaches at higher level will have strong algebraic skills and the ability to understand simple proof. They will be students who enjoy spending time with problems and get pleasure and satisfaction from solving challenging problems.

Assessment
All students will have to sit for two exam papers and conduct an individual written exploration. HL students will have to sit an additional examination paper.
Mathematics: Applications and Interpretation

**Prerequisites**

Mathematics is a linear subject, and it is expected that most students embarking on a Diploma Programme (DP) mathematics course will have studied mathematics for at least 10 years. There will be a great variety of topics studied, and differing approaches to teaching and learning. Thus, students will have a wide variety of skills and knowledge when they start the mathematics course. Most will have some background in arithmetic, algebra, geometry, trigonometry, probability and statistics. Some will be familiar with an inquiry approach and may have had an opportunity to complete an extended piece of work in mathematics. At the beginning of the syllabus section there is a list of topics that are considered to be prior learning.

**Course description**

This course recognizes the increasing role that mathematics and technology play in a diverse range of fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modelling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics.

The course makes extensive use of technology to allow students to explore and construct mathematical models. Students will develop mathematical thinking, often in the context of a practical problem and by using technology to justify conjectures. Students should enjoy seeing mathematics used in real-world contexts and to solve real-world problems.

Students who wish to take Mathematics: applications and interpretation at higher level will have good algebraic skills and experience of solving real-world problems. They will be students who get pleasure and satisfaction when exploring challenging problems and who are comfortable to undertake this exploration using technology.

**Assessment**

All students will have to sit for two exam papers and conduct an individual written exploration. HL students will have to sit an additional examination paper.
Visual Arts HL/SL

Prerequisites

Completion of an introductory course in visual art is desirable, such as the IGCSE Art course, though this is not mandatory. Previous stage experience is also extremely desirable, but not mandatory. Students must, however, show a commitment to the course and be prepared to participate fully in both the theory and practical classes.

Course description

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Course content

The course consists of three components: visual arts in context, visual arts methods and communicating visual arts. The aims of the visual arts course at SL and HL are to enable students to:

- make artwork that is influenced by personal and cultural contexts
- become informed and critical observers and makers of visual culture and media
- develop skills, techniques and processes in order to communicate concepts and ideas.

Assessment

There are no exams for Visual Arts, it's 100% coursework based. All students must do a comparative study and keep a process portfolio. A visual arts exhibition of work is also assessed, students must also create a curatorial rational and exhibit 8-11 pieces of their work.

The Visual Arts Journal

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted, and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.
Subject Choices

The IB Diploma is accepted by top universities worldwide for entry, but it is important that you take the right combination of subjects, especially at Higher Level, to facilitate entry to the university degrees you choose.

There are some degrees which do require a specific subject whilst some do not. Here is a list of the most popular courses students apply for and any obligatory IB subject requirements:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Prerequisite IB Higher Level Subject(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Architecture</td>
<td>Physics, Mathematics and an art portfolio</td>
</tr>
<tr>
<td>Biology</td>
<td>Biology</td>
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<tr>
<td>Chemistry</td>
<td>Chemistry</td>
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<tr>
<td>Computer Science</td>
<td>Mathematics</td>
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<tr>
<td>Dentistry</td>
<td>Chemistry plus two other subjects from Biology, Physics and Mathematics</td>
</tr>
<tr>
<td>Economics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Engineering</td>
<td>Physics and Mathematics</td>
</tr>
<tr>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td>History</td>
<td>History</td>
</tr>
<tr>
<td>Law</td>
<td>At least one Group 3 subject</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics and Further Mathematics</td>
</tr>
<tr>
<td>Medicine</td>
<td>Chemistry plus two other subjects from Biology, Physics and Mathematics</td>
</tr>
<tr>
<td>Physics</td>
<td>Physics and Mathematics</td>
</tr>
<tr>
<td>Psychology</td>
<td>BSc Psychology degrees often require Mathematics (at least Maths SL) in IB</td>
</tr>
<tr>
<td>International Relations</td>
<td>No specific requirements</td>
</tr>
<tr>
<td>Business Studies</td>
<td>No specific requirements (a small number of courses do require Mathematics)</td>
</tr>
</tbody>
</table>

The Russell Group is a group of the best UK universities. A very good document to read with regard to subject choices is on the Russell Group website (http://www.russellgroup.ac.uk/) entitled 'Informed Choices' which gives advice on this topic.
Frequently Asked Questions

Is the IB fully accepted by universities?

The International Baccalaureate (IB) Diploma is recognized and accepted by virtually all universities around the world. Specific requirements may vary, but all will require good grades. However, please check with particular national university entrance requirements to ensure students are pursuing the right subject combinations at the right level.

When choosing your options, please consider the following:

Selecting the right higher-level subjects is very important in terms of your enthusiasm and university choices

- You should enjoy studying these subjects above all else
- You should be committed to working very hard in these subjects
- You should seek advice from the subject teacher before your final selection
- Check individual university entrance specifics before choosing.

Can I take a Group 3 or 6 Subject I have NOT studied before?

Yes - But you must ask your teachers and the IB Coordinator first to find out if they think it is appropriate for you to take a particular subject.

Are there some easy Higher-Level options?

No - All Higher-Level subjects at IB require extra commitment, extra study, a higher level of assessment and student interest. You should never take a Higher-Level subject just because you think it is easy. Your guiding principle should be passion and interest in a subject plus advice from the subject teachers teaching the subject. You have to gain a minimum of a Level 4 to pass a Higher-Level subject for the IB Diploma. You must also score a minimum of 12 points in your Higher-Level subjects to pass the full IB Diploma.

How many points do I need to gain a full diploma?

24 points - with a target of reaching 4 points in each Higher-Level Subject AND a passing condition met for the combined Extended Essay/Theory of Knowledge core subjects and the satisfactory completion of the CAS programme. Remember 3 points for the core combined - effectively 1.5 for EE and 1.5 for TOK.

A student can gain 24 points or more but still fail the diploma if they do not gain an appropriate score in each of their three Higher Level subjects OR if they fail the Theory of Knowledge/Extended Essay/CAS requirements.

Does the IB Diploma guarantee entry into university?

The IB Diploma does not guarantee automatic entry into universities and colleges of higher education, but it will weigh in the applicant's favour in the university's evaluation of the student's overall academic record. Although the IB Diploma is not an admissions credential, sometimes it will be considered for admissions when foreign students are unable to take the College Board Aptitude or Achievement Tests. There is no better preparation for entry into university level studies than the IB Diploma programme.
A LEVEL
STUDENT HANDBOOK

2023-2024
EF ACADEMY OXFORD
**A-Level Information**

A-Level (GCE Advanced Level) qualifications are a two-year program of study. A-Levels are linear qualifications. This means that the exams are all taken at the end of the course, with the exception of practical assessments in science subjects, which are taken throughout the course. Examinations are held in May and June at the end of the second year.

It is recommended that students take three subjects. Most top UK universities ask for three subjects. Those who wish to take Further Maths may do so as a fourth A-Level, subject to meeting the requirements of an internal assessment which the Maths department will run at the beginning of your first term. Students will also have the opportunity to complete A-Levels in their native language, subject to availability.

Alongside A Level subjects, students are also able to undertake an extended project qualification, (EPQ). It can provide students with the skills that universities and employers look for. Students can enjoy the freedom of working in their own way as they undertake a project, based on a subject they are taking or an area of personal interest.

In addition to your A-Level subjects, all students will study English in preparation for taking the IELTS examination, which is required for entry to UK universities. All students have a lesson each week in Pathways Support which covers Study Skills, Growth Mindset, Personal and Social Health Education and University Preparation.

**Choosing the right A-Level Subjects**

As an international student, this may be the first time in your school career that you have a choice of subjects to study. For some of you this is an exciting opportunity to start focusing on your chosen career path. You will need to decide which three subjects you wish to study. All option choices will be checked by the A-Level Coordinator and University Guidance team using the results of your assessments to ensure that you have chosen appropriate combinations which will allow you to fulfil your further career aspirations.

A-Levels are the accepted standard for University Degree courses around the world. While studying for your A-Level we will help you tailor your university application and find the best course for your through our University Pathways programme.

If you want to know more about the different courses in the UK please [click here](#).

With so many courses on offer – and not just in the subject areas you would expect – there will be courses in subjects and subject combinations you’ve never even considered, so it’s important you explore the different options thoroughly.

To make informed subject choices, you will need to think carefully as you take the following steps:

- Assess your ability in subjects: Consider your results and your individual ability, then discuss these with your teachers.
- Future course requirements: Be careful, do not narrow your options by dropping important subjects required for a university course. Think about yourself and your ambitions - your skills, interests, talents and preferences. Consider what type of career area or job interests you. Choose the subjects that lead to this career.
- Find out what courses cover: Read the subject specifications in this guide carefully.
- Think about your interest in the subject: Do you really enjoy the selected subject? Are you prepared to study additional material independently to enhance your knowledge?

**Important:** Some courses may not be offered due to insufficient student enrolment. In addition, it is not always possible to accommodate all course selections due to scheduling conflicts.
A-Level Subjects at EFA Oxford

Changing Subject Choices

Although there will be some flexibility for the first 2-3 weeks, it is not advisable to then change subjects as you will have missed the opportunity to be taught the key elements that form the foundations of your A-Level course.

Subject Combinations

If you are studying sciences, it is common to have mathematics as a natural complement to the sciences, but it is also acceptable to have a social science alongside a more traditional science-based curriculum. This would develop a different set of skills that would make you a more rounded student.

The same can be said for following a social science route where the inclusion of a science or mathematics course adds a different perspective. Choosing a combination that offers breadth as well as depth will put you in the strongest possible position for university applications in the future.

Your final subject choices will be made as part of a discussion with the A-Level Coordinator and teaching staff. At EF Academy we will ensure that each student follows an appropriate program, which allows them to be successful, reach their academic goals and fulfil future career aspirations.

If you are unsure about what course you wish to follow after A-Levels, it is best to choose subjects that you enjoy and are likely to make good progress in. We will help you come to the final decision.

Some suggested combinations are given below, but these are not the only combinations that you can choose.

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Chemistry</td>
<td>Physics/Biology</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Psychology</td>
</tr>
<tr>
<td>Economics</td>
<td>Business Studies</td>
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</tr>
<tr>
<td>Computer Science</td>
<td>Mathematics</td>
<td>Physics</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Physics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Mathematics</td>
<td>Physics/Chemistry</td>
</tr>
<tr>
<td>Business Studies</td>
<td>Art</td>
<td>Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>Business</td>
<td>Maths</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Physics</td>
<td>Art</td>
</tr>
<tr>
<td>Economics</td>
<td>Maths</td>
<td>Computer Science</td>
</tr>
</tbody>
</table>


A-LEVEL ART

Exam board: OCR  www.ocr.org.uk

Prerequisites:
A level Fine Art builds upon the knowledge, skills and understanding developed in IGCSE Art & Design or equivalent. Ideally you will have gained at least grade 6 in the GCSE / IGCSE or equivalent.

Course Description:
The A level Art course is an exciting and creative 2 year course that allows for different approaches and ideas as well as artistic skills to be developed. You will be working with increasing independence towards pursuing your own themes, topics and investigations.

Course Content:
The Fine Art endorsement allows students to extend and develop their skills in a wide range of media. Students are encouraged to pursue their own particular interests, be that painting, sculpture, mixed media, printmaking, video etc. They must conduct in-depth exploration of media and techniques, refining their ideas and outcomes in light of the discoveries they make. Recording of information through drawing or related means, forms the basis of these studies.

Component 01: Personal investigation (60% of A level) completed over the course of year 1 and 2.
There are two distinct elements:
A practical portfolio with supporting contextual research in response to a set theme. The portfolio may be presented in a format appropriate to the specialism and area of study chosen.
A related study using words and illustrations demonstrating the context in which the portfolio exists, exploring the relevant genre, subject matter, movement or historical framework of the selected theme.

Component 02: Externally set task (40% of A level) Completed over a number of weeks beginning in February of year 2.
Students choose a starting point from any of the seven given themes for which they will generate an appropriate personal response for assessment. They will carry out preparatory work to research, plan and develop their ideas, before engaging in 15 hours of supervised time to complete their work.

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample Questions
(d) A postal company is offering commissions for art and design inspired by ‘the moon’ to be used on a set of four postage stamps in response to the following brief.
Explore, develop and produce designs for a set of four postage stamps that will be produced to celebrate ‘the moon’.
You should explore the imagery most suitable for the theme and produce appropriate outcomes. You must produce designs for all four postage stamps and one finished mockup in an appropriate medium.

(e) The portrayal of ‘the moon’ can be found in the work of practitioners such as: Samuel Palmer, Ansel Adams, Paul Roden and Valerie Lueth, and AllCity Media
Either (i) or (ii)

(i) In a medium of your own choice, make several studies which explore this theme and produce a commentary on your selected context and techniques.

(ii) Design an exhibition of selected practitioners on the theme of ‘The Moon’. You should include written analysis of key works and related promotional material.

Assessment:
Components 01 and 02 are internally assessed and externally moderated. There is no written exam.
Exam board: OCR www.ocr.org.uk

Prerequisites: Biology studied as part of the curriculum in the previous two years

Course Description:
The course has been designed to enable schools to deliver the content modules (Modules 2-6) using the framework provided. Practical work undertaken to support teaching of the content will serve to cover the requirements of the practical skills module (Module 1), which is assessed in the written examinations and through the Practical Endorsement.

The specification is divided into topics, each containing different key concepts of biology. Throughout the specification, cross-references indicate the relevance of individual learning outcomes to the mathematical and practical criteria that are embedded in the assessments.

Course Content:
Module a: Development of practical skills in biology Assessment: Internal assessment for full A- Level
A Practical Workbook is to be submitted for the A-Level

Module: Communication, homeostasis and energy
5.1.1 Communication and homeostasis
5.1.2 Excretion as an example of homeostatic control
5.1.3 Neuronal communication
5.1.4 Hormonal communication
5.1.5 Plant and animal responses
5.2.1 Photosynthesis
5.2.2 Respiration

Module: Genetics, evolution and ecosystems
6.1.1 Cellular control
6.1.2 Patterns of inheritance
6.1.3 Manipulating genomes
6.2.1 Cloning and biotechnology
6.3.1 Ecosystems
6.3.2 Populations and sustainability

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample Question

13 The diagram represents the general structure of an antibody.

Which of the following numbered parts of the diagram represent the part of the antibody that has the same sequence of amino acids in all antibodies?

A 1, 2 and 3
B Only 1 and 2
C Only 2 and 3
D Only 1

Assessment: 3 examinations
Biological processes (01) 100 marks (2 hours 15 minutes, written paper)
Biological diversity (02) 100 marks (2 hours 15 minutes, written paper)
Unified biology (03) 70 marks (1 hours 30 minutes, written paper)
A-LEVEL BUSINESS STUDIES

Exam board: AQA www.aqa.org.uk

Prerequisites: Entry to the A-Level Business Studies course requires you to have an interest in the business world. You should have basic skills in Mathematics. A grade C or above at IGCSE Mathematics equivalent is sufficient to be able to access the Business Studies A-Level course.

Course description:
The courses encourages you to: develop an enthusiasm for studying business, gain holistic understanding of business in a range of contexts, develop a critical understanding of organisations and their ability to meet society’s needs and wants, generate enterprising and creative approaches to business opportunities, problems and issues, be aware of the ethical dilemmas and responsibilities faced by organisations and individuals, acquire a range of relevant business and generic skills, including decision making, problem solving and to apply numerical skills in a range of business contexts.

Subject Content: All content identified below is assessed.

What is business? Decision making to improve human resource
Managers, leadership and decision making performance
Decision making to improve marketing performance Analysing the strategic position of a business
Decision making to improve operational performance Choosing strategic direction
Decision making to improve financial performance Strategic methods: how to pursue strategies
Managing Strategic Change

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample question:

Options A to D below show four different combinations of monetary and fiscal policy. Which combination is most likely to lead to an increase in sales for a company that builds houses? Assume there are no other changes.

A  Decreasing interest rates and decreasing taxation  
B  Decreasing interest rates and increasing taxation  
C  Increasing interest rates and decreasing taxation  
D  Increasing interest rates and increasing taxation

Assessment
Paper 1 - Assessment
Written exam: 2 hours (100 marks in total), 33.3% of A-level

Three compulsory sections:
Section A has 15 multiple choice questions worth 15 marks.
Section B has short answer questions worth 35 marks.
Sections C and D have two essay questions (choice of one from two) worth 25 marks each

Paper 2 - What's assessed All content above
A written exam: 2 hours (100 marks in total), 33.3% of A-level
Three data response compulsory questions worth approximately 33 marks each and made up of three or four part questions.

Paper 3 - What's assessed All content above
A Written exam: 2 hours (100 marks in total), 33.3% of A-level
One compulsory case study followed by approximately six questions

EF Academy Oxford 2023
A-LEVEL CHEMISTRY

Exam board: OCR www.ocr.org.uk

Prerequisites: Ideally chemistry studied as part of the curriculum in the previous two years Other learners without formal qualifications may have acquired sufficient knowledge of chemistry to enable progression onto the course.

Course Description:
Our A Level Chemistry qualification is a content-led course designed to develop theoretical and practical chemistry skills, knowledge and understanding.

You will study the material world, and through chemistry we can describe and explain questions such as: 'what happens when sugar dissolves in tea?'; 'how one pain killer will be better than another if you’ve got a headache?'; 'why detergent works better in hot water?'

Six theory modules contributing 100% in three written papers Practical endorsement in Chemistry assessed separately (pass or fail)

Course Content:
Unit 1: Development of practical skills in chemistry Assessment: in 3 written papers and practical endorsement

Unit 2: Foundations in chemistry Assessment: in 3 written papers

Unit 3: Periodic table and energy Assessment: in 2 written papers

Unit 4: Core organic chemistry Assessment: in 2 written papers

Unit 5: Physical chemistry and transition elements Assessment: in 2 written papers

Unit 6: Organic chemistry and analysis Assessment: in 2 written papers

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample questions

Butane reacts with chlorine in the presence of ultraviolet radiation to form a mixture of organic products.

Which equation shows a propagation step in the mechanism for this reaction?

A \[ \text{Cl}_2 \rightarrow \cdot\text{Cl} + \cdot\text{Cl} \]

B \[ \cdot\text{Cl} + \cdot\text{C}_4\text{H}_8\text{Cl} \rightarrow \text{C}_4\text{H}_8\text{Cl}_2 \]

C \[ \text{C}_4\text{H}_9\text{Cl} + \cdot\text{Cl} \rightarrow \text{C}_4\text{H}_8\text{Cl}_2 + \cdot\text{H} \]

D \[ \cdot\text{Cl} + \cdot\text{C}_4\text{H}_9\text{Cl} \rightarrow \cdot\text{C}_4\text{H}_8\text{Cl} + \text{HCl} \]

Assessment:

3 examinations at the end of the second year, plus a practical endorsement for chemistry:

Paper 1 - Periodic table, elements and physical chemistry, 37% (2 hours 15 minutes, written paper)

Paper 2 - Synthesis and Analytical Techniques, 37% (2 hours 15 minutes, written paper)

Paper 3 - Unified Chemistry, 26% (1 hour 30 minutes, written paper)

Practical endorsement (pass / fail) Non-examination assessment, reported separately
Exam board: OCR www.ocr.org.uk

Prerequisites:
To undertake A level Computer science it is not essential to have studied computer science at IGCSE or equivalent, although it is preferable to have some experience of programming. You should have an interest in programming and basic skills in Mathematics. Grade C or above at IGCSE Mathematics equivalent is sufficient to be able to access the course.

Course Description:
Computers pervade all aspects of modern life. As technology improves the study of computers and their applications, is not only valuable but also essential to the future well-being of the world.
Computer science is concerned with problem solving through the acquisition of skills that will enhance your ability to access modelling and the analysis of both real life and theoretical problems. You will study the principles of computation and algorithms, computer programming, machine data representation, computer systems, computer organisation and architecture, communications and networking, databases and you will also be able to discuss and grasp the ethical issues that have arisen through the advancement of computer technology.

Course Content:
- Programming
- Data structures
- Algorithms
- Theory of computation
- Data representation
- Computer systems
- Computer organisation and architecture

- Consequences of uses of computing
- Communication and networking
- Databases
- Big Data
- Fundamentals of functional programming
- Systematic approach to problem solving
- NEA - The computing practical project

Sample question

Describe the Halting problem.

Why is it not possible to create a Turing machine that solves the Halting problem?

To define a Turing machine the finite alphabet of symbols that it can use needs to be specified and there needs to be a tape.

State two other components of a Turing machine.

Explained what a Universal Turing Machine is.

Why can a Universal Turing Machine be considered to be more powerful than any computer that you can purchase?

Click [here](https://www.ocr.org.uk) for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Assessment consists of two examined units and one coursework unit.
In the non-exam assessment, (NEA - The computing practical project) you will select an individual project in which you will design, implement and test a practical solution to a real-life requirement.
The assessment will be based upon the supporting documentation that you provide alongside your solution and an evaluation outlining the processes taken and how you have overcome any challenges.
A-LEVEL ECONOMICS

Exam board: Edexcel www.edexcel.com

Prerequisites:
Entry to the A-Level Economics course requires you to have an interest in the global economy as well as markets. You should have a good grasp of IGCSE or equivalent Mathematics.

Course Description:
The course aims to allow you to develop an understanding of key economic concepts and theories through critical consideration of current economic issues, problems and institutions that impact on everyday life. It develops analytical and evaluative skills and incorporates the study of economic choices and markets as well as studying national and international issues.

Course Content:

Paper 1: Markets and Business Behaviour
The nature of Economics How Markets work
Market failure and government intervention Business behaviour and growth
Revenues, costs and profit

Paper 2: The National and Global Economy
Aggregate supply and aggregate demand and their interaction
Government economic policy objectives and indicators of national economic performance Application of macroeconomic policy instruments; and the international economy
Taxation, Poverty and Inequality
Role of the state in the macro economy

Paper 3: Microeconomics and Macroeconomics
You are required to apply their knowledge and understanding of all content, make connections to transfer high-order skills across all four themes of Markets and Market Failure, The UK economy, Business Behaviour and Global Perspectives

Unit F585: The Global Economy
Macroeconomics performance
Trade and Integration
Development and sustainability
The economics of globalisation

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample Question

EITHER

7 ‘ Tradable permits are less effective than taxation in reducing carbon emissions.’
To what extent do you agree with this statement?

(Total for Question 7 = 25 marks)

OR

8 Evaluate the likely microeconomic impact of an increase in the UK national minimum wage.

(Total for Question 8 = 25 marks)

Assessment consists of two examined units and one coursework unit.
Paper 1 Written paper: 2 hours (60 marks) Weighting: 35% of the total qualification
Paper 2 Written paper: 2 hours Weighting: 35% of the total qualification
Paper 3 Written paper: 2 hours Weighting: 30% of the total qualification

EF Academy Oxford 2023
Exam board: Edexcel www.edexcel.com

Prerequisites:
Entry to the A-Level Mathematics course requires you to have a good understanding of the IGCSE Mathematics syllabus or equivalent an induction test will be used to assess your suitability to follow the course.

Course Description:
A-Level Mathematics is a well-respected qualification that UK universities view highly. It makes an excellent choice alongside science subjects or disciplines such as Economics. The course encourages logical thinking and a systematic approach to solving problems.

Course Content:
Paper 1: Pure Mathematics 1
Paper 2: Pure Mathematics 2
Content Topics: Proof, Algebra and functions,
Coordinate geometry in the (x,y) plane, Sequences and series, Trigonometry, Exponentials and logarithms,
Differentiation, Integration, Numerical methods, Vector

Paper 3: Statistics and Mechanics
Section A Content: Statistical sampling, Data preparation and interpretation, Probability, Statistical distributions,
Statistical hypothesis testing
Section B Content: Quantities and units in mathematics,
Kinematics, Forces and Newton's laws, Moments

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample Question

\[ f(x) = \ln(2x - 5) + 2x^2 - 30, \quad x > 2.5 \]

(a) Show that \( f(x) = 0 \) has a root \( a \) in the interval \([3.5, 4]\)

A student takes 4 as the first approximation to \( a \).

Given \( f(4) = 3.099 \) and \( f'(4) = 16.67 \) to 4 significant figures,

(b) apply the Newton-Raphson procedure once to obtain a second approximation for \( a \),
giving your answer to 3 significant figures.

(c) Show that \( a \) is the only root of \( f(x) = 0 \)

Assessment:
Each paper is a 2-hour written examination worth 33.3% of the qualification

Paper 1: Pure Mathematics 1
Paper 2: Pure Mathematics 2
Paper 3: Statistics and Mechanics

Paper 1: Pure Mathematics 1
Paper 2: Pure Mathematics 2
A-LEVEL FURTHER MATHEMATICS

Exam board: OCR www.ocr.org.uk

Prerequisites:
Entry to the A-Level Further Mathematics course requires students to have an excellent grasp of Mathematics and a high score in the induction test. Potential students should be fascinated by the subject.

Course Description:
A-Level Further Mathematics is a challenging course that requires students to develop logical thinking skills and work systematically. In total six modules must be taken, three in the first year and three in the second year. Further Mathematics accompanies other subjects well, particularly Physics, Chemistry, Biology, Economics and Business Studies.

Course Content:
Paper 1: Core Pure Mathematics 1
Paper 2: Core Pure Mathematics 2
Content overview:
Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors, Polar coordinates, Hyperbolic functions, Differential equations.

Paper 3: Further Mathematics Option 1
Content overview:
Further Pure Mathematics 1,
Further Statistics 1,
Decision Mathematics 1

Students take one of the four options above.

Content overview:
Further Pure Mathematics 2, Further Statistics 1, Further Mechanics 1,

You take one of the seven options above.

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample questions

A pond initially contains 1000 litres of unpolluted water.
The pond is leaking at a constant rate of 20 litres per day.
It is suspected that contaminated water flows into the pond at a constant rate of 25 litres per day and that the contaminated water contains 2 grams of pollutant in every litre of water.
It is assumed that the pollutant instantly dissolves throughout the pond upon entry.
Given that there are \(x\) grams of the pollutant in the pond after \(t\) days,

(a) show that the situation can be modelled by the differential equation,

\[
\frac{dx}{dt} = 50 - \frac{4x}{200 + t}
\]

(b) Hence find the number of grams of pollutant in the pond after 8 days.

(c) Explain how the model could be refined.

Assessment
Each paper is a written examination, 1 hour and 30 minutes, the paper is worth 25% of the qualification

Paper 1: Core Pure Mathematics 1
Paper 2: Core pure mathematics 2
Paper 3: Further Mathematics Option 1
Paper 4: Further Mathematics Option 2
A-LEVEL PHYSICS

Exam board: OCR www.ocr.org.uk

Prerequisites:
Entry to the A-Level Physics course requires basic skills in mathematics. A grade C or above at IGCSE Mathematics or equivalent is sufficient to be able to access the A-Level Physics course.

Course Description:
Physics at A-Level is all about observing the world around us, and looking at how we can measure and explain the things that we observe. Physics ranges from the smallest quark to the largest galaxy, and attempts to find unifying ideas that can explain the universe. A-Level Physics is a highly respected qualification. It can be taken with any subject combination, and makes an excellent choice alongside Mathematics and Chemistry. Physics is essential for those students wishing to study for degrees in Engineering or Architecture, and is often required for Computer Science courses.

Course Content:

Module 1 - Development of practical skills in physics
Physics is a practical subject. The development and acquisition of practical skills is fundamental. The Physics A-Level course provides you with the opportunity to develop experimental methods and techniques for analysing empirical data. Skills in planning, implementing, analysing and evaluating will be assessed in the written papers.

Module 2 - Foundations of physics
The aim of this module is to introduce important conventions and ideas that permeate the fabric of Physics. Understanding of physical quantities, S.I. units, scalars and vectors helps physicists to communicate their ideas effectively within the scientific community.

Module 3 - Forces and motion
You will learn how to model the motion of objects using mathematics, understand the effect forces have on objects, learn about the important connection between force and energy, appreciate how forces cause deformation and understand the importance of Newton’s laws of motion.

Module 4 - Electrons, waves and photons
The aim of this module is ultimately to introduce key ideas of quantum physics. You will learn about electrons, electrical currents, wave properties and electromagnetic waves. With the opportunity to appreciate how scientific ideas of quantum physics developed over time and how their validity rested on the foundations of experimental work, you will gain their first insights into quantum physics itself.

Module 5 - Newtonian world and astrophysics
You learn about thermal physics, circular motion, oscillations, gravitational fields, astrophysics and cosmology.

Module 6 - Particles and medical physics
In this module, you will learn about capacitors, electric fields, electromagnetism, nuclear physics, particle physics and medical imaging.

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample questions

(b) While on the surface of the Moon one of the astronauts hit a golf ball with a club and declared that it went for 'miles and miles'. The ball was given an initial velocity u at a fixed angle $\theta$ to the horizontal. Show that the horizontal distance travelled by the ball is directly proportional to $u^2$.

Assessment
Paper 1 - Modelling Physics 37% (2 hours 15 minutes, written paper)
Multiple choice and structured questions, covering modules 1, 2, 3 and 5
Paper 2 - Exploring Physics 37% (2 hours 15 minutes, written paper)
Multiple choice and structured questions, covering modules 1, 2, 4 and 6
Paper 3 - Unified Physics 26% (1 hour 30 minutes, written paper) Structured questions and extended response questions, covering all modules
Practical endorsement (pass / fail) Non-examination assessment, reported separately
You complete a minimum of 12 practical activities to demonstrate practical competence
A-LEVEL PSYCHOLOGY

Exam board: AQA www.aqa.org.uk

Prerequisites:
In order to be able to develop their skills, knowledge and understanding in psychology, you need to have been taught, and to have acquired competence in, the appropriate areas of mathematics. Overall, at least 10% of the marks in assessments for psychology will require the use of mathematical skills. These skills will be applied in the context of Psychology and will be at least the standard of higher-tier GCSE mathematics.

Course Description:
The mind is something intangible that exists within our brain; an unseen process of enzymes, chemicals and electric currents. But why is it that some people suffer from stress or mental illness? Or that others are considered abnormal for deviating from social norms? Psychology looks at questions like these and more. It is a fascinating science with cutting edge research that has real world applications that you are bound to find interesting.

Psychology is a great subject to study because it will not only give you a number of transferable skills, it will also teach you more about the way people think. An understanding of the human mind is useful in a number of careers.

Course Content:

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<th>Compulsory content</th>
<th>Optional</th>
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<td>Option 1</td>
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<td>9 Relationships</td>
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<td>3 Attachment</td>
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<td>8 Issues and debates in Psychology</td>
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<td>15 Aggression</td>
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<td>16 Forensic Psychology</td>
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<td>17 Addiction</td>
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</tbody>
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Click [here](#) for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample questions

The feedback from one of the schools was that recreational screen time affected pupils’ social interactions. The psychologist decided to investigate this further by using an observation of social interaction during playtime at the school.

Design the observation to investigate pupils’ social interaction in the playground.

In your answer you will be awarded credit for providing appropriate details of:

- type of observation, with justification
- choice of time sampling or event sampling, with justification
- dealing with one relevant ethical issue
- assessing reliability of the data through inter-observer reliability.

Assessments:

Paper 1 Introductory topics in psychology
Compulsory content 1–4 above written exam: 2 hours 96 marks in total 33.3% of A-level

Paper 2 Psychology in context
Compulsory content 5–7 above written exam: 2 hours 96 marks in total 33.3% of A-level

Paper 3: Issues and Options in Psychology
Compulsory content 8 above

**Optional content**, one from option 1, 9–11, one from option 2, 12–14, one from option 3, 15–17 above written exam: 2 hours 96 marks in total 33.3% of A-level
Prerequisites:
The traditional A level focus on thinking and analysis ensures that you will approach these topics from a number of different angles, or perspectives. The ideal student will be interested in current affairs, social, political and contemporary culture, the world around us. You will enjoy the intellectual challenge of debating ideas, enjoy reading about and researching social issues, and be prepared to construct clear, written arguments.

Course description
Sociology offers you a challenging and stimulating course that is widely recognised and highly respected by universities as well as employers. The course covers a range of relevant subjects with an emphasis on contemporary society, ranging from youth culture to the exploration of inequalities in society. Whilst there is a strong emphasis on many traditional topics in sociology that continue to be relevant, there is also a range of topics which are the latest and most exciting developments in the discipline.

Those who have studied Sociology often go on to Higher Education to study for degrees in Sociology, Psychology, Criminology, Social Policy, Media Studies, Law, Journalism, Social Work, Nursing, or other humanities-related courses. Sociology is useful to any career in which you work with people and need an understanding of equality and diversity.

Course Content:
Introducing Socialisation, culture and identity
- Families and relationships
- Youth subcultures
- Media

Researching and understanding social inequalities

Globalisation and the digital social world

Debates in contemporary society
- Crime and deviance
- Education
- Religion, belief and faith

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Sample questions
1. Assess the view that audiences are active in their use of the media
2. Explain and briefly evaluate the view that media representations of age are changing.
3. Outline two ways that the media represent females and illustrate your answer with examples.

Assessments:

Paper 1 Socialisation, culture and identity Written exam 1 hour 30 mins 30% of A Level

Paper 2 Researching and understanding social inequalities Written exam 2 hour 15 mins 35% of A level

Debates in contemporary society written exam 2 hour 15 mins 35% of A level
A-LEVEL EXTENDED PROJECT QUALIFICATION (EPQ)

Exam board: AQA  www.aqa.org.uk

EPQ is worth a maximum of 28 UCAS points, as although it is equivalent to half an A-level, it is worth slightly more as the A* grade is available.

Prerequisites:
The Extended Project Qualification is ideal for those students who have academic interests outside the traditional A Level curriculum. It allows students to clearly display evidence of their being able to complete independent study and well as developing skills in extensive research and essay writing skills as will be required at university.

Course Description:
The EPQ is an A-level standard, standalone qualification designed to extend and develop their abilities beyond the A-level syllabus and prepare for university or for their future career. The Extended Project will develop and extend from one or more of the student’s study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student(s) and agreed as appropriate by the supervisor.

The EPQ can take two formats – written or practical – so it’s suitable for all students. The final piece will either be a written report of around 5,000 words, or an artefact with a written report, which could be, for example, a three-dimensional piece of artwork, a play or musical composition, a robot, a model aeroplane, even a website.

You will learn skills such as:
- how to develop titles, questions and proposals
- project management skills, including time management, planning techniques, and setting aims and objectives
- research methods, including research ethics, analysis and evaluation, risk assessment and data collection techniques
- report writing and presentation skills.

Click here for more details of this course, including a detailed description of the specification which can be downloaded as a pdf document.

Course Content:
Skills you will learn:
- research skills including the ability to search for and identify suitable sources of information in the chosen subject area
- ICT skills that will enhance the production of the report and/or the development of the project
- project management skills including time, resource and task management
- the format and structure of accepted academic forms of research report
- referencing, the evaluation of sources and the prevention of plagiarism
- presentation skills.

Sample project ideas – what can you come up with?
- Why haven’t self-driving cars become mainstream yet?
- Is the age restriction for social media set high enough?
- Why did Brexit happen?
- Where do we apply maths to the real world most in the 21st century?
- How is physics used in sports?
- How has Andy Warhol influenced modern art?
- What makes something artistic?

Assessment
For the assessment you will need to
- choose an area of interest
- draft a title and aims of the project for formal approval by the centre
- plan, research and carry out the project
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment.
Frequently Asked Questions (FAQ’s)

Q. Are A-Levels important?

A-Levels can be a stepping stone to promising academic and business careers and remain absolutely crucial, especially in terms of entry to university. They are hard, but are worth it. They show employers that you can work hard towards a set goal, and overcome problems along the way.

Q. What else will students on the A Level Course study?

As an A Level student, you will have the opportunity to also gain an additional qualification in the form of an EPQ, Extended Project Qualification. An EPQ can be worth anywhere up to 28 UCAS points, so half an A-Level. This will not only show your ability to take on high workloads, but also your initiative and ability to work independently. Both universities and employers look for these qualities.

Q. When are examinations held?

The full A Level qualification in each subject will be completed in May-June of the student’s second year. Results are available in mid-August each year.

Q. How are A Level exams marked?

Examination scripts from May/June A Level exams are sent away to be marked externally by the examining boards. Throughout the entire course, your subject teacher will mark your mock exams, homework and classwork according to the mark scheme provided by the external examining body, and will assist you to improve your academic performance so that you have the best possible opportunity to achieve high marks on the external exams in May/June.

Q. When do A Level Exam Results Arrive?

The results of May/June exams arrive at school in the middle of August and are sent via email, your course coordinator and university counsellor will be available to answer any questions you may have at this time.

Q. How do A Levels compare with other qualifications?

A Levels are a demanding and academically rigorous qualification, which helps you to develop a range of skills. You will learn to research, analyse, evaluate and apply your knowledge. A Levels are the most common route into the UK university system.

Q. I think I am eligible for extra-support or additional time during exams because of a special educational need, who do I talk to?

Talk to your pathway manager, and/or your coordinator and they will refer you to the Educational Needs Coordinator at the school.

Q. What if I want to change my programme of study – e.g. change subjects?

You can only change your programme of study with the authorisation of your coordinator. Therefore, if you feel that one of your chosen subjects is completely wrong for you, and you want to swap to a different A Level subject, go and talk to your coordinator as soon as you can, so that we can help you to establish what options are available for you. You should always be mindful of how any change will affect your future university applications.