

KS5 Curriculum Guide 2024-2026



Introduction

Entry Requirements

At St George's International School, we have several pathways available for students to follow.

- Students will need a minimum of five grade 5s at IGCSE to progress into the Sixth Form.
- The pathway available to students achieving the minimum entry requirement will be via the BTEC and EPQ route.
- It may be possible to study one or two A Levels in addition to a BTEC qualification, providing that the individual entry requirements have been met for the A Level subject.
- If the minimum of five grade 5s at IGCSE and individual subject entry requirements are met, students can choose to study three A Levels over the course of two years.
- The four A Level route is still very much possible for our more able students, and this will be discussed during the results meeting in August.
- We will be recommending specific pathways, based on these results, during these meetings.
- In addition, students studying Further Mathematics will also study four A Levels.

Life in Years 12 and 13 – the Sixth Form

Students joining Year 12 will be expected to adapt to life in the Sixth Form rapidly. A much greater degree of organisation and independence is expected of students as they move from Year 11 into the Sixth Form.

Each subject, except for EPQ, will have six taught lessons of 55 minutes per week. In addition to these lessons, students will be expected to study between three and five hours per week, per subject. Whilst there will be directed homework on a weekly basis for each subject, students will need to be proactive and read widely around their courses to extend their understanding.

Each student will have Study Periods during their time in Year 12 and 13. These sessions are taken when they do not have a timetabled lesson. Students are expected to use this time by studying either in the Sixth Form common room, Secondary Library or the dedicated study room.

Each day begins with a compulsory registration period with the Form Tutor from 8.30-8.40am. Registration is the time for daily notices, so students must be present to receive important information for the day and week ahead. Form Tutors are the first point of contact for students in Years 12 and 13, as they are well placed to answer students' questions, discuss any concerns or issues with which students may need further support.

Technology is an important part of learning and the use of laptops and tablets in lessons to enhance, support and develop student outcomes is a feature of 21st century schools. However, using personal electronic devices after 8.30am is only permitted in the Sixth Form common room, unless a student is asked to do so by a teacher as part of a learning activity in the classroom.

It is important that students learn how to balance academic study with leading a healthy, active lifestyle. Our personal development programme provides a wealth of opportunities for students to engage in their passions and participation in a range of activities is strongly encouraged. We have a very active Sixth Form Leadership Team (SLT), and a variety of leadership roles are available for those students who wish to become involved in both the school community and the wider community.

Alongside the support offered by the Form Tutor, Year Heads and Director of Sixth Form, we have a Personal Development Mentor and an excellent team of nurses who are available to listen to students' questions and concerns. In addition to our SLT, we also have Sixth Form representatives on the Student Parliament who can raise issues and suggestions from the student body.

Mrs Roe, Miss Connolly and Mr Todd
The KS5 Team

Curriculum Overview

At St George's International School, we offer A Levels, BTEC programmes and EPQ.

A Levels

We offer students a range of international AS and A Levels from a variety of UK exam boards (Edexcel, AQA and CAIE). The international AS (Advanced Subsidiary) Level, A (Advanced) Level courses focus on traditional study skills and take a minimum of 2 years to complete. They are an accepted route into University and Higher Education in the UK and worldwide.

These are very demanding and academically rigorous courses. They enable students to study individual subjects in depth, and to specialise in those areas in which they feel they are particularly strong and have a keen interest.

Modular and Linear A Levels

Modular A Levels are those where the marks achieved in the AS Level examination at the end of Year 12 count towards the overall A Level grade at the end of Year 13. Linear A Levels are those where the students will be examined on the two-year course at the end of Year 13.

Modular	Linear
Biology	Art
Business Studies	Drama and Theatre Studies
Chemistry	Music
Computer Science	Politics
Economics	Psychology
English Literature	
Geography	
History	
Media Studies	
Physics	
Mathematics	
Further Mathematics	
Sociology	

BTECs

Pearson BTEC International Level 3 qualifications have been designed for progression into higher education.

Each year, around 100,000 students enter university in the UK having taken a Level 3 BTEC qualification. This makes up around one in four of the annual UK cohort progressing to university. Around one third of these students take a Level 3 BTEC alongside A levels, whilst two-thirds take a BTEC on its own.

146 universities and conservatoires in the UK recognise Level 3 BTECs. Internationally, the BTEC Nationals are recognised by 172 universities in 29 countries around the world, including the USA, Canada, Australia, UAE, Netherlands, Malaysia and Japan.

BTECs are graded distinction*, distinction, merit and pass.

EPQ

The Extended Project Qualification is an A Level standard qualification designed to extend and develop students' abilities beyond the A Level syllabus and prepare for university and future careers.

- It can be taken in addition to other Level 3 qualifications or A Levels
- It is worth half an A Level (28 UCAS points)
- It is recognised by universities and employers
- Many universities make lower A Level offers to students undertaking an EPQ

AS Subject Entry Requirements Matrix

These entry requirements are a guideline as to the minimum requirements needed to succeed at AS Level; each student's suitability for a course will be judged on an individual basis.

Please note that a minimum of four students are required for a course to run.

SUBJECT	EXAM BOARD	ESSENTIAL MINIMUM ENTRY REQUIREMENTS (GCSE or equivalent)	PREFERRED SKILLS and/or QUALIFICATIONS
Art, Craft and Design 9AD01	Edexcel	<ul style="list-style-type: none">• Grade 6 in ACD• A good portfolio of work	<ul style="list-style-type: none">• An interest in art, both contemporary and historical, is essential• The ability to work independently• Willingness to visit art galleries and exhibitions outside of school during own free time
Biology 9700	CAIE	<ul style="list-style-type: none">• Grade 6 in science• Grade 6 in maths• Grade 5 in English Language	<ul style="list-style-type: none">• Grade 7 in science highly recommended• A high level of motivation and enthusiasm for science is also required• An aptitude for literacy is of benefit
Business 9609	CAIE	<ul style="list-style-type: none">• Grade 6 in Maths• Grade 6 in English Language	<ul style="list-style-type: none">• No previous study of the subject is assumed, but if previous study has taken place, a grade 6 in IGCSE Business Studies is required

			<ul style="list-style-type: none"> An interest in business issues is essential
Chemistry 9701	CAIE	<ul style="list-style-type: none"> Grade 6 in science Grade 6 in maths Grade 5 in English Language 	<ul style="list-style-type: none"> Grade 7 in science highly recommended Grade 7 in maths highly recommended A high level of motivation and enthusiasm for science is also required
Computer Science 9608	CAIE	<ul style="list-style-type: none"> Grade 6 in Computer Science or equivalent Grade 6 in Maths A high level of mathematical skills 	<ul style="list-style-type: none"> An interest in computing is essential Self-motivation – you will be required to work using your own initiative
Drama and theatre studies 9482	CAIE	<ul style="list-style-type: none"> Grade 5 in English Language 	<ul style="list-style-type: none"> Grade 5 in drama Experience of public performance An interest in drama and theatre is essential
Economics 9708	CAIE	<ul style="list-style-type: none"> Grade 6 in English Language Grade 6 in Maths 	<ul style="list-style-type: none"> No previous study of the subject is assumed, but if previous study has taken place, a grade 6 in IGCSE Economics is required An interest in economic issues and current affairs is essential
English literature XETO1/YETO1	Edexcel	<ul style="list-style-type: none"> Grade 6 or above in English Language and a Grade 6 in English Literature. 	<ul style="list-style-type: none"> An interest in literature in all its forms is essential A strong work ethic and the desire to be challenged
Extended Project Qualification 7993		<ul style="list-style-type: none"> Grade 5 or above in English Language 	<ul style="list-style-type: none"> A strong work ethic and the desire to be challenged
Geography 9696	CAIE	<ul style="list-style-type: none"> Grade 6 in English Language 	<ul style="list-style-type: none"> An interest in geography and current affairs is essential Geography GCSE (or equivalent) at grade 6 is desirable
French language (MFL) 7651	AQA	<ul style="list-style-type: none"> Grade 7 or above in French 	<ul style="list-style-type: none"> Interest and good understanding of the French language and culture Willingness to communicate orally and in writing
Further Mathematics XFM01/YFM01	Edexcel	<ul style="list-style-type: none"> Grade 7 or above in Maths 	<ul style="list-style-type: none"> A strong interest in Mathematics is essential. Self-motivation – you will be required to work on your own initiative Excellent knowledge and skills in algebra and trigonometry Interest in problem solving Desire to be challenged
German language (MFL) 7661	AQA	<ul style="list-style-type: none"> Grade 7 or above in German 	<ul style="list-style-type: none"> Interest and good understanding of the German language and culture

			<ul style="list-style-type: none"> Willingness to communicate orally and in writing
History XHI01	Edexcel	<ul style="list-style-type: none"> Grade 6 in English language 	<ul style="list-style-type: none"> An interest in history is essential No previous study of the subject is assumed, but if previous study has taken place, a grade 6 in GCSE History is required
Mathematics XMA01/YMA01	Edexcel	<ul style="list-style-type: none"> Grade 7 in Maths 	<ul style="list-style-type: none"> An interest in mathematics is essential Self-motivation – you will be required to work on your own initiative A logical and inquisitive mind Excellent knowledge and skills in algebra and trigonometry
Media studies 9607	CAIE	<ul style="list-style-type: none"> Grade 6 in English Language 	<ul style="list-style-type: none"> Grade 6 in GCSE media is desirable, but the GCSE is not required An interest in current trends across the media industries is essential Existing technical skills are not required, but preparedness to organise and carry out shoots independently is
Music	Edexcel	<ul style="list-style-type: none"> Grade 5 in Music 	<ul style="list-style-type: none"> 30% of the grade is performance on a chosen instrument voice.
BTEC International LEVEL 3 Award in Performing Arts	Edexcel	<ul style="list-style-type: none"> Grade 5 in English Language 	<ul style="list-style-type: none"> Grade 5 in drama Experience of public performance An interest in drama and theatre is essential
BTEC International Level 3 Award in Business	Edexcel	<ul style="list-style-type: none"> Grade 5 in English Language Grade 5 in Maths 	<ul style="list-style-type: none"> A qualification in IGCSE Business Studies is not required. An interest in business is essential
BTEC International Level 3 Award in Sport	Edexcel	<ul style="list-style-type: none"> Grade 5 in English Language Grade 5 in science 	<ul style="list-style-type: none"> A qualification in GCSE PE is not required. An interest in Sport is essential. The ability to perform one sport at club level is required.
Physics 9702	CAIE	<ul style="list-style-type: none"> Grade 6 in science Grade 6 in maths Grade 5 in English Language 	<ul style="list-style-type: none"> Grade 7 in science highly recommended Grade 7 in maths highly recommended A high level of motivation and enthusiasm for science and mathematics is also required
Politics 7152	AQA	<ul style="list-style-type: none"> Grade 6 in English Language 	<ul style="list-style-type: none"> Grade 7 in Politics is desirable but the GCSE is not required An interest in current affairs is essential; independent wider reading is a basic requirement

Psychology 9PS0	Edexcel	<ul style="list-style-type: none"> Grade 7 in Psychology (If studied for GCSE) Grade 6 in English Language Grade 6 in Science Grade 5 in Maths 	<ul style="list-style-type: none"> GCSE psychology is desirable but not required Demonstration of self-discipline and independent working Ability to analyse data and research methods
Sociology 7191, 7192	AQA	<ul style="list-style-type: none"> Grade 6 in English Language 	<ul style="list-style-type: none"> No previous study of the subject is assumed, but if previous study has taken place, a grade 6 in GCSE Sociology is required An interest in current affairs and social issues

UCAS tariff tables

This table shows the conversion from AS, A Level and BTEC grades into the points required by some universities.

UCAS Tariffs A2		UCAS Tariffs AS		BTEC single award	
Grade	Points	Grade	Points	Grade	Points
A*	56			DIST*	56
A	48			DIST	48
B	40				
C	32			MERIT	32
D	24	A	20		
E	16	B	16	PASS	16
		C	12		
		D	10		
		E	6		

Personal Development

Our Personal Development curriculum content has its roots in the English PSHE (Personal, Social, Health & Economic) Association's Programme of Study, but we develop and adapt our lessons from this base, to engage our students with more specific issues affecting young people growing up both in Luxembourg and internationally.



The Personal Development lessons focus on the development of interpersonal relationship skills, such as listening, turn-taking, researching, collaborating, formulating, and justifying opinions and considering others' opinions. Through developing these skills and others, we seek to expose students to important topics and enable them to consider the topic, broaden their related knowledge, and formulate a thoughtful response.

If you have any questions about the Personal Development curriculum then please contact Mrs S. Roe, Director of Sixth Form.

Curriculum

Throughout the Personal Development (PDV) course, students will explore a broad range of topics. PDV staff will deliver a series of lessons and these areas include wellbeing, careers and university, relationships, online safety and self-image. Lessons are often supported by visiting speakers, themed assemblies, student-led assemblies and practical activities.

The curriculum is supported by day trips to universities, residential trips and special events at school, such as the Careers Mixer. The topic of careers is supported by a Careers Advisor and an online Career Portal that includes a range of resources including the careers learning journey, work experience opportunities, and information to help with subject choices for university. Here is a link to the portal – <https://sites.google.com/view/sgis-career-portal/home>

Year 12 & Year 13 PDV Curriculum Outline

Team Building and Well Being

Relationships & Mental Health Awareness.

Online Safety

University and Careers Pathways.

Current Affairs and The World Around Us

Examination Preparation, Mental Well Being and Dealing with Stress.

Physical Health and Sporting Activities

Pearson Edexcel GCE in Art and Design Unendorsed Art and Design (9AD0) Art, Craft and Design Option



What will students learn?

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Art and Design are to enable students to develop:

- Intellectual, imaginative, creative and intuitive powers
- Investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- Independence of mind in relation to developing their own ideas, refining their own intentions and personal outcomes
- An interest in, enthusiasm for, and enjoyment of art, craft and design

- Experience of working with a broad range of media, including traditional and new media technologies
- An understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- Experience of working within relevant and real frameworks and, where appropriate, make links to the creative industries
- Knowledge, understanding and application of art, craft, design and media and technologies in contemporary and past societies and cultures
- An awareness of different roles, functions and audiences and consumers of art, craft and design practice
- Art and Design complements literary, mathematical, scientific and factual subjects.

Course content:

The Pearson Edexcel Level 3 Advanced GCE in Art and Design is a two-year programme and consists of two components:

- Component 1 (Personal Investigation: Course work and Personal Study)
- Component 2 (Externally Set Assignment: preparatory studies and the 15-hour period of sustained focus)

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

- This course encourages personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes
- Throughout the course of the programme investigations should combine a breadth and depth of study so that it may accommodate a wide range of abilities and individual resources

What will students need to do, know and learn?

Every piece of work undertaken, whether in class or at home, will be part of the preparation towards the examination. Students will be expected to complete at least 3 to 4 hours of homework per week. Students are also encouraged to visit galleries and museums in their free time. It is essential that students become independent learners and thinkers for this course.

This specification requires students to develop practical and theoretical knowledge and understanding of:

- Relevant materials, processes, technologies and resources
- How ideas, feelings and meanings can be conveyed and interpreted in images and artefacts
- How images and artefacts relate to the time and place in which they were made and to their social and cultural contexts
- Continuity and change in different genres, styles and traditions
- A working visual/written vocabulary and specialist terminology

Art and Design: Unendorsed (9AD0)

The GCE in Art and Design is a broad and flexible course that requires students to develop an appreciation of the creative process through a practical response, using a variety of two-dimensional and three-dimensional media, materials, techniques and processes.

Students should explore critically how artists, craftspeople and designers from diverse cultures, times and societies have arrived at solutions and communicated meaning using the formal elements. Students should use this knowledge when developing new ideas, recording observations and creating outcomes which fully realise their personal intentions.

Work produced for this subject will demonstrate the use of formal elements and creative skills, and give visual form to individual thoughts, feelings, observations and ideas. Students will show evidence of trying to extend their own and others' ways of seeing the world. They will use the visual language of the subject sensitively and thoughtfully to support their intentions.

The Pearson Edexcel GCE in Art and Design enables students to develop the four assessment objectives:

- Creative and imaginative skills and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design
- Investigative, analytical, experimental and interpretive capabilities, aesthetic understanding and critical skills
- Understanding of codes and conventions of art, craft and design and awareness of the contexts in which they operate
- Knowledge and understanding of art, craft and design in contemporary society and in other times and cultures

How will students be assessed?

This GCE qualification has two parts:

- Component 1 Personal Investigation: Course work and Personal Study – 60%
- Component 2 Externally Set Assignment (preparatory studies and 15 Hour Examination) – 40%

Both components are teacher assessed and externally moderated.

Students must show evidence of working in at least two disciplines and the work must show evidence of all four assessment objectives.

This specification requires students to develop the skills to:

- Record experiences and observations, mainly in visual form; undertake research and gather, select and organise visual and other appropriate information
- Explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements
- Use knowledge and understanding of the work of others to develop and extend thinking and inform own work

Generate and explore potential lines of enquiry using appropriate media and techniques

Apply knowledge and understanding in making images and artefacts; review and modify work, and plan and develop ideas in the light of own and others' evaluations

Organise, select and communicate ideas, solutions and responses, and present them in a range of visual, tactile and/or sensory forms

Overview of assessment:

Coursework

Component 1: Personal Investigation

- Incorporates three major elements: supporting studies, practical work, and a personal study
- Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes selected by the teachers and ideas developed from personal starting points
- The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18
- Work must cover all four Assessment Objectives

Marks available: 90

Component 2: Externally Set Assignment

- Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus
- Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment
- During the 15-hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment
- The Externally Set Assignment is released on 1 February and contains a theme and suggested starting points
- Students have from 1 February until the commencement of the final 15-hour period of sustained focus to develop preparatory studies

The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks)

Work must cover all four Assessment Objectives

- Marks available: 72

All student work will be assessed against the following Assessment Objectives. Assessment Objectives are equally weighted in this qualification.

GCE Assessment Objectives		
AO1	Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding	25
AO2	Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	25

AO3	Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress	25
AO4	Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements	25
	Total	100

What can students do after they finish this course?

Art is good for students who wish to undertake further studies in art, craft and design, usually at Art College or in further education.

It is also useful for those who are hoping to take up careers for which an art and design background is relevant.

Art brings together the skills you need to be adaptable, creative and a critical thinker. The leading people in any field are those who can think creatively and innovatively. These are skills that employers value alongside qualifications. Making and participating in the arts aids the development of these skills.

Employment opportunities with Art qualifications:

Animator	Automotive designer	Advertising layout
Architect	(transport)	Exhibition curator
Art director	Costume designer	Fashion buyer
Art therapist	Fashion designer	Fashion journalist
Ceramicist	Games designer	Landscape architect
Fine Artist	Graphic designer	Location finder (TV & films)
Film maker	Industrial designer	Magazine layout
Illustrator	Interior designer	Make-up artist/ stylist
Musician	Product designer	Performing arts
Printmaker	Textile designer	Photographer
Publisher	Theatre / set designer	Picture editor
Teacher	Shoe designer	TV producer
Stylist	Web designer	Window dresser
		Writer/ Radio

You can explore more art career options on the following links

- <https://theartcareerproject.com/careers/>
- https://creativejourneyuk.com/?fbclid=IwAR3zFSttUq97ud1oKxmYl8I9tFOc4_jEwVYP_hFHDrrtV3FIUvB-zeJAFic
- <https://www.bbc.co.uk/bitesize/groups/c44r0vv1xe4t>

Famous people who went to Art school:

Actors: Rachel McAdams, Adam Sandler, Brad Pitt, Ben Stiller, Alan Rickman, Robbie Coltrane, Bonnie Wright, Peter Capaldi (Dr Who), Lily Cole (model/actress/broadcaster).

Musicians: Kanye West, Chuck D, John Lennon, Freddie Mercury, Ian Dury ([Ian Dury and the Blockheads](#)), Keith Richards, David Byrne (Talking Heads), Franz Ferdinand, Steve Mackey, (bass guitarist for [Pulp](#)), Florence Mary Welch (Florence + the Machine).

Film directors: Steven Spielberg, Ridley Scott (Alien, Gladiator).

Fashion designers: Stella McCartney, Vivienne Westwood, Christopher Bailey ([Burberry](#)).

Artists: David Hockney (painter, printmaker), Peter Blake (Designed [the Beatles'](#) album cover "[Sgt. Pepper's Lonely Hearts Club Band](#)"), Raymond Briggs (illustrator and author, The Snow Man, Fungus the Bogeyman).

Car designers: Ian Callum, (Director of Design for Jaguar), Dirk van Braeckel (Head of Design at Bentley Motors).

Biology

Cambridge (9700)



What will students learn?

The A Level biology course is a two-year programme of study consisting of the AS and A2 components. The AS course content will be studied and examined in the first year and the A2 content will be studied and examined in the second year.

Students will be assessed on their knowledge and understanding of the content together with their data-handling, problem-solving and investigation skills.

The AS level course will cover the following topics:

1. Cell structure
2. Biological molecules
3. Enzymes
4. Cell membranes and transport
5. The mitotic cell cycle
6. Nucleic acids and protein synthesis
7. Transport in plants
8. Transport in mammals
9. Gas exchange
10. Infectious disease
11. Immunity

AS Level candidates also study practical skills.

The A2 course will then continue with the following topics:

12. Energy and respiration
13. Photosynthesis
14. Homeostasis
15. Control and coordination
16. Inheritance
17. Selection and evolution
18. Classification, biodiversity and conservation
19. Genetic technology

A Level candidates also study practical skills.

How will students be assessed?

Exam Paper	Component	Exam Length	Exam Weighting
1	Multiple choice	1 hour 15 min	31% AS Level 15.5% A-Level
2	AS Structured questions	1 hour 15 min	46% AS Level 23% A-Level
3	Advanced practical skills	2 hours	23% AS Level 11.5% A-Level
4	A2 Structured questions	2 hours	38.5% A-Level
5	Planning, analysis and evaluation	1 hour 15 min	11.5% A-Level

The assessment objectives which are being assessed in the exam papers are:

AO1 Knowledge and understanding

AO2 Handling, applying and evaluating information

AO3 Experimental skills and investigations

What do students need to take this course?

In addition to meeting the course entry requirements:

An aptitude for literacy is of benefit as the A level biology course has an abundance of unfamiliar vocabulary embedded in it that requires it to be learned and used articulately in the correct context.

A high level of motivation and enthusiasm for science. Biology is a difficult subject which is covered in great depth and, as such, requires a large amount of home study.

What can students do after they finish this course?

A Level biology will give students an awareness of the natural world around them. It will provide them with the ability to think objectively and apply a scientific argument to situations outside of the classroom. These skills are transferrable and are recognised by universities even if they do not intend to pursue a career in the sciences.

A qualification in biology will increase a student's chances of accessing a variety of science-based courses at a tertiary level and is especially useful if they have ambitions to enter a career in the natural/biological sciences such as marine biology, medicine, dentistry, microbiology, biochemistry and many more other avenues.

BTEC International Level 3 Subsidiary Diploma in Business



Pearson/Edexcel
Equivalent in size to one International A Level.

What will students learn?

A broad basis of study for the business sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

Course Overview

The course covers a combination of at least four units over the two-year period of study which totals 360 guided learning hours (GLH). Two units are mandatory, see below, of which at least one is assessed using a Pearson Set Assignment. Learners must complete and achieve a Pass or above in these units.

Mandatory units		
Unit title	Size	Assessment
Exploring Business	90 GLH	Internal
Research and Plan a Marketing Campaign	90 GLH	Set Assignment

Learners must also complete optional units totalling at least 180 GLH. Choices for optional units cover a wide range of topics including: Business Finance; Digital Marketing; Decision-making in Business; Sustainability in Business and Business Ethics.

How will students be assessed?

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector.

Internal assessment

All units in the International BTEC qualification are internally assessed and externally Verified by the exam board. Each unit within the qualification has specified assessment and grading criteria. Learners are permitted to resit set assignment units during their programme.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher

education, and successful development of transferable skills. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

What can students do after they finish this course?

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include: the ability to learn independently; the ability to research actively and methodically; and the ability to give presentations and be active group members. BTEC International Level 3 qualifications also provide a vocational context in which learners can develop the knowledge and skills required for particular degree courses, including: effective writing; analytical skills; and preparation for assessment methods used in a degree.

The qualifications are recognised by higher education providers as contributing to meeting admission requirements to many relevant degree courses.

The most popular degree courses chosen are:

- Business
- Business and Management
- Business and Finance
- Business with Human Resource Management
- International Management
- Marketing and Retail Management

Employment prospects

After this qualification, learners can also progress directly into employment, however it is likely that many will do so via higher study.

Areas of employment include roles in:

- Marketing
- Administration
- Finance
- Financial services
- Procurement
- Events management
- Human resources

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills such as: cognitive and problem-solving skills, interpersonal skills, and intrapersonal skills.

BTEC International Level 3 Subsidiary Diploma in Performing Arts



Pearson/Edexcel

Subsidiary Diploma - Equivalent in size to one International A Level.

What will students learn?

The Pearson BTEC Level 3 Diploma is an applied general qualification, enabling learners to develop a significant common core of knowledge such as the processes involved in creating performances, performing skills and techniques and the different types of organisations and employment opportunities in the performing arts sector. The qualification is also supplemented by optional units providing extensive opportunity to study in more depth a range of pathways of their choice.

The Diploma allows time in the curriculum to study other A Level qualifications alongside it.

Course Overview

The course covers a combination of mandatory and optional units over the two year period of study.

The Subsidiary Diploma

Learners must complete one mandatory assessment unit and choose two from three optional units and achieve a Pass grade or above in at least two assessment units.

How will students be assessed?

Module	Assessment Units	Subsidiary Diploma
Acting Skills Development	B4 Exploring Performance Styles	O
	B5 Creating Performance Material	O
	B6 Performing as an Actor for an Audience	O
The Global Performing Arts Industry Personal Performing Arts Profile	F16 Planning a Career in the Industry	M

All units in the International BTEC qualification are internally assessed and externally Verified by the exam board. Each unit within the qualification has specified assessment and grading criteria.

A double summative unit grade can be awarded at pass, merit or distinction:

- To achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria
- To achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria in addition to the 'pass' criteria
- To achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria in addition to the 'pass' and 'merit' criteria

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'



What can students do after they finish this course?

This course is designed to prepare students for work in the performing arts industry. This can follow either directly after achieving the qualification, or via university, college or drama school.

Employment prospects

The Performing Arts are a major part of the creative and cultural industries in the UK. Overall, the industry contributes £3.5 billion to the UK economy. The Performing Arts industry employs 148,030 with actors and entertainers accounting for 23% of this total workforce.

BTEC International Level 3 Subsidiary Diploma in Sport (Pearson/Edexcel)

What will students learn?

This qualification is designed to support learners who are interested in learning about the sports industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in sport-related

Subjects. The Subsidiary Diploma is equivalent to one International A Level and therefore allows time in the curriculum to study other A Level or BTEC qualifications alongside it.

Course Overview

The course covers a combination of mandatory and optional units over two years of study. Learners must complete five units, one of which is mandatory, and at least one is assessed by Pearson Set Assignment. Mandatory content is 25%.

Key

Pearson Set Assignment	M	Mandatory units	O	Optional units
------------------------	---	-----------------	---	----------------

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
1 Health, Wellbeing and Sport	90	M	M	M	M	M
2 Careers in the Sport and Active Leisure Industry	90	O	O	M	M	M
3 Research Project in Sport	120					M
4 Ethics, Behaviours and Values	60	O	O	O	O	O
5 Self-employment in Sport and Physical Activity	60	O	O	O	O	O
11 Business in Sport	60	O	O	O	O	O
12 Sports Tourism	60	O	O	O	O	O
13 Sports Journalism	60			O	O	O
14 Marketing Communications	60				O	O
17 Inclusive Coaching	60			O	O	O
19 Sport and Leisure Facility Operations	60			O	O	O
20 Large Sports Spectator Events	60			O	O	O
21 History of Liverpool Football Club	30	O	O	O	O	O
22 Liverpool Football Club as a Business	60	O	O	O	O	O

Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Subsidiary Diploma (360 GLH)	Foundation Diploma (540 GLH)	Diploma (720 GLH)	Extended Diploma (1080 GLH)
23 Talent Identification and Development in Sports	30	O	O	O	O	O
24 Applied Sports Anatomy and Physiology	90	O	O	O	M	M
25 Sports Injuries Management	60				O	O
26 Nutrition for Physical Performance	60	O	O	O	O	M
27 Sports Psychology	60	O	O	O	O	M
28 Fitness Testing	60	O	O	O	O	O
29 Technical and Tactical Skills in Sport	60	O	O	O	O	O
30 Organising Events in Sport and Physical Activities	60	O	O	O	O	O
31 Influence of Technology in Sport and Physical Activity	60	O	O	O	O	O
32 Sports Performance Analysis	60	O	O	O	O	O
33 Rules, Regulations and Officiating in Sport	30	O	O	O	O	O
34 Sport Development	60	O	O	O	M	M
35 Practical Sports Performance	30	O	O	O	M	M
36 Functional Sports Massage	60	O	O	O	O	O
37 The Liverpool Coach – Employability Skills	30	O	O	O	O	O
38 Coaching Football The Liverpool Way	30	O	O	O	O	O
39 Enterprise and Entrepreneurs	90				O	O

How will students be assessed?

All units in the International BTEC qualification are internally assessed and externally Verified by the exam board. Each unit within the qualification has specified assessment and grading criteria using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

To achieve a 'pass' a learner must have satisfied **all** the pass assessment criteria To achieve a 'merit' a learner must additionally have satisfied **all** the merit grading criteria in addition to the 'pass' criteria.

To achieve a 'distinction' a learner must additionally have satisfied **all** the distinction grading criteria in addition to the 'pass' and 'merit' criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

What can students do after they finish this course?

This course will prepare students for work in the sports industry directly after the 6th form or support applications to universities to study a wide range of further education courses, including those related to sports.

95% of universities and colleges in the UK now accept BTECs as an alternative to an A level.

Employment prospects

A total of 1.51 million people are employed in the sector across the EU.

There is an increase of 10.9% since 2022. The sports sector is now one of the fastest growing areas of employment.

<https://ec.europa.eu/eurostat/web/products-eurostat-news/w/ddn-20230728-1>

Business

CAIE (9609)



The A Level Business syllabus enables students to understand and appreciate the role of enterprise and the contribution of business to society – locally, nationally, and internationally.

Students develop critical understanding of business organisations, the markets they serve and the process of adding value, allowing them to evaluate business behaviour from the perspective of a range of stakeholders and consider their relative influence on business organisations. Students also develop an awareness of the political, economic, social, technological, legal, environmental, and ethical issues that influence or may be influenced by business activity.

Business students can apply quantitative, problem-solving, decision-making and communication skills, and they develop the skills and knowledge needed for further study or employment in business.

The following topics are studied during Year 12:

- **Business and its environment:** Enterprise; Business structure; Size of business; Business objectives; Stakeholders in a business
- **Human resource management:** Human resource management; Motivation; management
- **Marketing:** The nature of marketing; Market research; The marketing mix

- **Operations management:** The nature of operations; Inventory management; Capacity utilisation and outsourcing
- **Finance and accounting:** Business finance; Forecasting and managing cash flows; Costs; Budgets

The following topics are studied during Year 13:

- **Business and its environment:** External influences on business activity; External economic influences on business activity; Business strategy; Corporate planning and implementation
- **Human resource management:** Organisational structure; Business communication; Leadership; Human resource management strategy
- **Marketing:** Marketing analysis; Marketing strategy
- **Operations management:** Location and scale; Quality management; Operations strategy
- **Finance and accounting:** Financial statements; Analysis of published accounts; Investment appraisal; Finance and accounting strategy

How will students be assessed?

All components are externally assessed as follows:

Component	Weighting	
	AS Level	A Level
Paper 1 Business Concepts 1: Section A: four short answer questions. There are two parts to the first three questions. Section B: one essay from a choice of two. There are two parts to each essay. Questions are based on the AS Level subject content. 40 marks 1 hour and 15 minutes	20% 20%	10% 10%
Paper 2 Business Concepts 2: Two data response questions. There are six parts to each question. Questions are based on the AS Level subject content. 60 marks 1 hour 30 minutes	60%	30%
Paper 3 Business Decision-Making: Five questions based on a case study. There are three parts to Question 3 and two parts to Question 4. Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed. 40 marks 1 hour 45 minutes		30%
Paper 4 Business Strategy Two essay questions based on a case study. Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed. 40 marks 1 hour 15 minutes		20%

Students are assessed using the following assessment objectives:

AO1 Knowledge and understanding

AO2 Application

AO3 Analysis:

AO4 Evaluation

The key concepts for Cambridge International AS & A Level Business are:

- **Change** is the only constant. New enterprises and opportunities are created in response to change in the external environment. Change can also happen within a business, leading to success when change is handled correctly.
- **Context** is the basis for every business decision. What might be a suitable solution in one situation may be unsuitable in another. Businesses must understand and research their context to be able to make good decisions.
- **Decision-making** affects all levels in a business. Stakeholders in businesses use their knowledge, apply it to a scenario, analyse the data, evaluate the arguments, and then come to a decision.
- **Enterprise** is the ability to seek out and successfully develop business opportunities.
 - **Innovation** enables a business to re-invent itself and stay ahead of the competition. The business world is dynamic, and companies must seek to innovate through product development, more efficient processes and finding better ways to do business.
- **Strategy** is about knowing where you are, where you want to get to and how you are going to get there. Being able to analyse a business situation, make choices given relevant data and then implement this effectively is key to running a successful business.

What can students do after they finish this course?

By the end of this course students will understand the nature of business and its role in society and have an appreciation of the diverse issues that are associated with business activity.

They will also have developed skills in decision-making and problem solving, the management of information and effective communication. These skills are valuable for both further studies and in most careers.

A Level business is widely recognised and accepted by universities and employers as proof of essential knowledge and ability. As well as providing an excellent base for a career in all kinds of business, it is also useful for those thinking of careers in law, economics, and accounting.

Chemistry

Cambridge (9701)



What will students learn?

The A Level chemistry course is a two-year programme of study consisting of the AS and A2 components. The AS course content will be studied and examined in the first year and in the second year these topics will be studied in greater depth for the A2 examinations.

Students will be assessed on their knowledge and understanding of the content together with their data-handling, problem-solving and investigation skills.

Physical chemistry (AS)

1. Atomic structure
2. Atoms, molecules and stoichiometry
3. Chemical bonding
4. States of matter
5. Chemical energetics
6. Electrochemistry
7. Equilibria
8. Reaction kinetics

Inorganic chemistry (AS)

9. The Periodic Table: chemical periodicity
10. Group 2
11. Group 17
12. Nitrogen and sulfur

Organic chemistry (AS)

13. An introduction to organic chemistry
14. Hydrocarbons
15. Halogen compounds
16. Hydroxy compounds
17. Carbonyl compounds
18. Carboxylic acids and derivatives
19. Nitrogen compounds
20. Polymerisation
21. Organic synthesis

Analysis (AS)

22. Analytical techniques

Physical chemistry (A2)

23. Chemical energetics
24. Electrochemistry
25. Equilibria
26. Reaction kinetics

Inorganic chemistry (A2)

27. Group 2
28. Chemistry of transition elements

Organic chemistry (A2)

29. An introduction to organic chemistry
30. Hydrocarbons
31. Halogen compounds
32. Hydroxy compounds
33. Carboxylic acids and derivatives
34. Nitrogen compounds
35. Polymerisation
36. Organic synthesis

Analysis (A2)

37. Analytical techniques

AS and A Level candidates also study practical skills.

How will students be assessed?

Exam Paper	Component	Exam Length	Exam Weighting
1	Multiple choice	1 hour 15 min	31% AS Level 15.5% A-Level
2	AS Structured questions	1 hour 15 min	46% AS Level 23% A-Level
3	Advanced practical skills	2 hours	23% AS Level 11.5% A-Level

4	A2 Structured questions	2 hours	38.5% A-Level
5	Planning, analysis and evaluation	1 hour 15 min	11.5% A-Level

The assessment objectives which are being assessed in the exam papers are:

- AO1 Knowledge and understanding
- AO2 Handling, applying and evaluating information
- AO3 Experimental skills and investigations

What do students need to take this course?

In addition to meeting the course entry requirements:

- A high level of motivation and enthusiasm for science and mathematics. Chemistry is a difficult subject which is covered in great depth and, as such, requires a large amount of home study.

What can students do after they finish this course?

A Level chemistry will provide students with the ability to think objectively and logically; analyse data; plan and execute investigations; recognise usefulness and limitations of scientific method and apply to other disciplines or everyday life. These skills are transferrable and are recognised by universities.

Chemistry is **essential** for further study in chemistry or biochemistry medicine, dentistry and veterinary science. It is also recommended for studying life sciences (including biology, genetics, neuroscience and pharmacy).

The analytical skills gained in chemistry provide a good basis for careers in many sectors including finance, management, law, computing and IT.

Computer Science Cambridge (9618)



Course content

The Computer Science CIE Computer Science 9618 syllabus is split into Four Parts: Theory Fundamentals 1, Fundamental Problem Solving and Programming Skills 2, Advanced Theory 3, Further Problem Solving and Programming Skills 4. These four parts are further split into 8, 4, 8 and 2 units respectively. Students study Theory 1 & and Fundamental programming skills 2 in Year 12 (AS) and cover the remaining units in Year 13 (A2). The parts and units are progressive, students who haven't studied Computer Science at IGCSE can access the course, but a minimum of grade 7 at Mathematics IGCSE and commitment is required, as the course is fast paced. Those who have taken IGCSE Computer Science will have an advantage with the Year 12 AS material. All students will use the Cambridge International AS and A Level Computer Science Course book.

AS Level	A2 Level
Part 1 Theory Fundamentals: Information Representation Communication Hardware Processor Fundamentals System Software Security, Privacy and Data Integrity Ethics and Ownership Databases	Part 1 Theory Fundamentals: Data Representation Communication and Internet Technologies Hardware and Virtual Machines System Software Security Artificial Intelligence
Part 2 Fundamental Programming: Algorithm Design and Problem-Solving Data Types and Structures Programming Software Development	Part 4 Further Programming: Computational Thinking and Problem-Solving Further Programming

How will students be assessed?

There are papers at the end of Year 12 that contribute to the entire A Level, and three papers at the end of Year 13 as detailed below:

Exam Paper/ Component	Exam Length/Weighting	Breakdown of exam	Exam sitting
P1	1hr 30min – 1/4 of an A Level	All papers: <ul style="list-style-type: none"> 75 marks per paper Available May/June and Oct/Nov (resits) Calculators not allowed P1-P3: <ul style="list-style-type: none"> Written exam P4: <ul style="list-style-type: none"> Practical (on the computer) 	Year 12 AS
P2	2hr – 1/4 of an A Level		
P3	1hr 30min – 1/4 of an A Level		
P4	2hr30 – 1/4 of an A Level		Year 13 A2

An AS in Computer Science is very valuable as a supporting subject to many courses at Advanced GCE and degree level, especially the sciences, geography, psychology, sociology, medical, economics and business courses.

A Level Computer Science is a much sought-after qualification to a wide variety of full-time courses in higher education. There are so many areas of employment and vocational qualifications that would see a Computer Science GCE as a requirement.

Higher Education courses or careers that either require A Level Computer Science or are strongly related/recommend the GCE include:

- Software development
- Architecture
- Engineering
- Teaching
- Business/ informatics
- Marketing/ advertising
- Research and development
- Multimedia, entertainment industry

Drama and theatre studies

Cambridge 9482



What will students learn?

Cambridge A Level drama and theatre studies looks at plays from the point of view of a director, designer, and performer. It combines the activities of exploring and performing plays, creating and analysing theatre, and the critical evaluation of all of these elements. Students will experience a range of opportunities to develop their dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work.

The course is designed to give thorough understanding of drama and theatre, including critical concepts and specialist terminology.

Assessment Objectives for both courses

AO1 Knowledge and understanding

AO2 Devising

AO3 Performing

AO4 Analysing and Evaluating

How will students be assessed?

Students will be examined in four components across the A Level. One written examination, four performances and one research essay.

Course Overview

All students will be entered for the AS examination as preparation for A2.

Component number and unit title	Assessment information A level Drama and theatre studies	Number of marks allocated in the unit
Component 1 Written examination	Written exam 2 hours 60 marks	60 marks Examination

	Candidates answer two questions: one question from Section A and one question from Section B. Open-book exam Externally assessed 50% of the AS Level 25% of the A Level	50% of the AS Level 25% of the A Level
Component 2 - Practical drama	Practical drama Coursework 60 marks There are two compulsory parts: devising and performing. Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus. There are two parts to the devising coursework: – 10–15minute devised piece – 3-minute self-evaluation Candidates work in a group to prepare and perform an extract from a published play of their own choice. There is one part to the performing coursework: – 10–25-minute scripted performance Internally assessed and externally moderated 50% of the AS Level 25% of the A Level.	60 marks Coursework 50% of the AS Level 25% of the A Level.
Component 3 9DR0/03: Theatre makers in practice	There are two compulsory parts: devising and performing. Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus. There are two parts to the devising coursework: – 15–20-minute group devised performance – 800-word analysis and evaluation Candidates individually create a programme of thematically linked materials and perform it. There is one part to the performing coursework: – 6–8-minute individual performance	80 marks 50% of the AS Level 25% of the A Level
Component 4 9DR0/03: Theatre makers in practice	Candidates explore performance texts, a theatre genre, a theatre practitioner's work or a performance style. There is one part to the research coursework: – 2500–3000-word research essay Externally assessed	80 marks 25% of the A Level

What can students do after they finish this course?

By the end of this course students will understand the nature of performance from the perspective of an actor, designer, director and critic.

They will also have developed skills in teamwork, decision-making, problem solving and effective communication. These skills are valuable for both further studies and in most careers.

Drama and theatre studies A Level is widely recognised and is accepted by universities and employers as proof of essential knowledge and ability. It provides an excellent base for a related career in business, law or politics along with careers in the creative industries, theatre, technical theatre, TV, radio, film, journalism and any other careers which require confident presentation skills.

Students will be equipped with the skills and knowledge needed to progress onto performance-based courses at both universities and international drama schools.

Economics CAIE (9708)

What will students learn?



The A Level economics syllabus aims to provide a basis of factual economic knowledge. It also allows the student to develop a facility for self-expression and an appreciation of the methods of study used by the economist and the most effective ways economic data can be analysed, discussed and presented.

The following topics are studied at AS Level during Year 12 and at A Level during Year 13:

Focus of Module	All candidates study these AS-Level topics	A-Level candidates also study these additional topics
1. Basic economic ideas and resource allocation	<ul style="list-style-type: none"> • Scarcity, choice and opportunity cost • Economic methodology • Factors of production • Resource allocation in different economic systems • Production possibility curves • Classification of goods and services 	
2. The price system and the micro economy	<ul style="list-style-type: none"> • Demand and supply curves • Price elasticity, income elasticity and cross elasticities of demand • Price elasticity of supply • Interaction of demand and supply • Market equilibrium and disequilibrium • Consumer and producer surplus 	<ul style="list-style-type: none"> • Utility • Indifference curves and budget lines • Efficiency and market failure • Private costs and benefits, externalities and social costs and benefits • Types of cost, revenue and profit, short-run and long-run production • Different market structures • Growth and survival of firms • Differing objectives and policies of firms
3. Government microeconomic intervention	<ul style="list-style-type: none"> • Reasons for government intervention in markets • Methods and effects of government intervention in markets • Addressing income and wealth inequality 	<ul style="list-style-type: none"> • Government policies to achieve efficient resource allocation and correct market failure • Equity and redistribution of income and wealth • Labour market forces and government intervention
4. The macro economy	<ul style="list-style-type: none"> • National income statistics • Introduction to the circular flow of income • Aggregate Demand and Aggregate Supply analysis • Economic growth • Unemployment • Price stability 	<ul style="list-style-type: none"> • The circular flow of income • Economic growth and sustainability • Employment/unemployment • Money and banking

5. Government macro intervention	<ul style="list-style-type: none"> • Government macroeconomic policy objectives • Fiscal policy • Monetary policy • Supply-side policy 	<ul style="list-style-type: none"> • Government macroeconomic policy objectives • Links between macroeconomic problems and their interrelatedness • Effectiveness of policy options to meet all macroeconomic objectives
6. International economic issues	<ul style="list-style-type: none"> • The reasons for international trade • Protectionism • Current account of the balance of payments • Exchange rates • Policies to correct imbalances in the current account of the balance of payments 	<ul style="list-style-type: none"> • Policies to correct disequilibrium in the balance of payments • Exchange rates • Economic development • Characteristics of countries at different levels of development • Relationship between countries at different levels of development • Globalisation

How will students be assessed?

Paper	Weighting	
	AS Level	A Level
Paper 1 (1 hour) 30 multiple choice questions (core)	33%	17%
Paper 2 (2 hours) a. Data response b. Structured essay on microeconomics - 1 from a choice of 2 c. Structured essay on macroeconomics - 1 from a choice of 2	67%	33%
Paper 3 (1 hour 15 mins) 30 multiple choice questions		17%
Paper 4 (2 hours) d. Data response e. Structured essay on microeconomics - 1 from a choice of 2 f. Structured essay on macroeconomics - 1 from a choice of 2		33%

There are three Assessment Objectives (AOs) for Cambridge International AS and A Level economics. Students are expected to demonstrate:

AO1 Knowledge and understanding

- Show knowledge of syllabus content, recalling facts, formulae and definitions
- Demonstrate understanding of syllabus content, giving appropriate explanations and examples
- Apply knowledge and understanding to economic information using written, numerical and diagrammatic forms

AO2 Analysis

- Examine economic issues and relationships, using relevant economic concepts, theories and information
- Select, interpret and organise economic information in written, numerical and diagrammatic form
- Use economic information to recognise patterns, relationships, causes and effects
- Explain the impacts and consequences of changes in economic variables

AO3 Evaluation

- Recognise assumptions and limitations of economic information and models
- Assess economic information and the strengths and weaknesses of arguments
- Recognise that some economic decisions involve consideration of factors such as priorities and value judgements
- Communicate reasoned judgements, conclusions and decisions, based on the arguments

What can students do after they finish this course?

The A Level economics syllabus enables students to acquire a sound foundation of economic ideas. It allows students to gain the ability to explain and analyse economic issues and arguments and to evaluate economic information. These are skills which are useful both in further education and the employment market.

The economics A Level is widely recognised and accepted by universities and employers as proof of essential knowledge and ability. It provides an excellent base for a related career in business, law, economics and accounting.

English Literature

Edexcel XETO1/YETO1

What will students learn?

The A Level English Literature course is split into 4 units of study. The two study units are covered and examined in Year 12, and the second in Year 13.



first
two

The assessment objectives for the course include:

1. The ability to respond to texts of various genres in the three main literary forms (prose, poetry and drama).
2. An understanding of the ways in which writers' choices of form, structure and language shape meanings.

3. The ability to produce informed, independent opinions and judgements on literary texts.
4. The ability to communicate clearly the knowledge, understanding and insight appropriate for literary study.
5. The ability to appreciate and discuss varying opinions of literary works.

Unit 1: Post 2000 Poetry & Modern Prose.

This unit explores poetry and prose written during the first decade of the 21st Century.

Poetry: Selection of specified modern poems from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002 - 2011.

Prose: Students study one prose text written post 2000, chosen from the following:

- **The Kite Runner** – Khaled Hosseini
- **The Life of Pi** – Yann Martel
- **The White Tiger** – Aravind Adiga
- **Brooklyn** – Colm Toibin
- **Purple Hibiscus** – Chimamanda Ngozi Adichie

Unit 2: Drama.

This unit explores Drama texts.

Students study one pre 1900 drama text.

- **Othello** – Shakespeare

Students study one post 1900 drama text, for example:

- **Death of a Salesman** – Arthur Miller
- **A Streetcar Named Desire** – Tennessee Williams
- **Waiting for Godot** – Samuel Beckett

Unit 3: Poetry and Prose

Poetry: Students are examined on an unseen post 1900 poem in which their analytical, literary and contextual skills are assessed.

Prose: Students study two novels on a similar theme and focus on comparative elements.

Themes include: Growing Up, Colonisation and Empire, Science and Society, and Women and Society. Examples of novels studied include:

- **The Color Purple** – Alice Walker
- **Heart of Darkness** – Joseph Conrad
- **Frankenstein** – Mary Shelley
- **Beloved** – Toni Morrison
- **Never Let Me Go** – Kazuo Ishiguro
- **Mrs Dalloway** – Virginia Woolf

Unit 4: Shakespeare and Pre 1900 Poetic Movements.

Shakespeare: Students study one play from:

- **Hamlet**
- **King Lear**
- **The Taming of the Shrew**
- **Measure for Measure**

Pre 1900 Poetic Movements: Students study one selection of poems:

- Metaphysicals
- Romantics
- Victorians

How will students be assessed?

Exam Paper	Components	Exam Length/ Weighting	Breakdown of Exam
Unit 1 (Open book)	Post 2000 Poetry & Prose	2 hours 50% of AS 25% of A2	1 comparative question from a choice of 2 on 2 poems studied 1 question from a choice of 2 on the novel studied.
Unit 2 (Open book)	Drama	2 hours 50% of AS 25% of A2	1 question from a choice of 2 for <u>each</u> of the pre and post 1900 drama texts studied.
Unit 3 (Open book)	Poetry and Prose	2 hours. 50% of AS 25% of A2	One question on one unseen poem. One comparative essay from a choice of 2 on the prose texts studied.
Unit4 (Open book)	Shakespeare and Pre 1900 Poetic Movements	2 hours 50% of AS 25% of A2	One question from a choice of 2 on the Shakespeare text studied. One question from a choice of 2 on the poetry texts studied.

What can students do after they finish this course?

English Literature students develop an understanding and enjoyment of literary texts and in addition gain skills for life, including:

- The ability to write clearly and effectively
- Skills in developing arguments
- Skills in researching and managing information
- The ability to synthesise critical arguments with their own
- The ability to analyse complex texts in different forms and styles

All the above skills are invaluable at university. The course builds a strong foundation for students' ability to excel in all subjects where writing and analysis of any kind are expected. Furthermore, the ability to communicate eloquently and persuasively is admired and indeed sought after in most professions, be it a lawyer, doctor, engineer, environmentalist, teacher or any other career.

Extended Project Qualification AQA (7993).



What will students learn?

The EPQ is an extended writing project which is the equivalent of half an A level. It allows students to demonstrate their research, project management, writing and evaluation skills.

The assessment objectives for the course are:

1 Manage (20%)

Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.

2 Use Resources (20%)

Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.

3 Develop and Realise (40%)

Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.

4 Review (20%)

Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present evidenced project outcomes and conclusions in an appropriate format.

What is the format of the course?

Students select a topic that interests them. This must not overlap with their existing studies – it needs to be about something that is **not** on the A level syllabus. They research the topic and refine what they are focusing on. They will be supported by a supervisor who is able to offer them subject specific advice on what they are investigating.

How will students be assessed?

This course has no exam; it is assessed in school and then moderated by the examination board.

Students will:

- produce an essay of about 5000 words or an artefact if that would be more appropriate to their title
- Present their project and their experience of managing it to a small group of staff and students – this will be about 20 minutes long, followed by questions
- Maintain a detailed log in which they record the way in which they have managed their project and what they have learned from the process

All three of the above tasks contribute to the final grade the student is awarded.

What can students do after they finish this course?

The EPQ is designed to show you have the skills that will come in useful at university and at work. Many universities like it for this reason and are willing to offer you a place with lower grades if you have successfully completed it.

MFL (German, French)

AQA (7661/7662), (7651/7652)



What will students learn?

Students will develop the ability to understand the language from a variety of registers. They will learn to communicate confidently and clearly in the language and will form a sound base of skills, language and attitudes needed for further study, work, and leisure. They will also study the main elements of grammar to include most tenses, sentence formation and parts of speech. Students will widen their knowledge of the culture and civilization of the countries where the language is spoken, including the study of literary texts where appropriate.

How will students learn?

- During the language course, students will be taking notes, listening to recordings, reading texts, completing oral work and producing pieces of writing. It is very important to learn vocabulary regularly and spend time on the self-study program.

Structure of the exam

There are 3 papers based on content from the following themes.

The AQA content at AS is:

- Social issues and trends
- Artistic culture
- Grammar
- Literary texts and films

The AQA content at A Level is:

- Social issues and trends
- Political and artistic culture
- Grammar
- Literary texts and films

How will students be assessed?

- The AS and A Level language courses are with AQA.

Exam Paper	Components	Exam Length / Weighting
AQA AS Level	Paper 1: Listening, reading and writing (+ translation)	1h 45m 90 marks 45% of AS
	Paper 2: Writing (translation and essay on book/film)	1h 30m 50 marks 25% of AS
	Paper 3: Speaking (2 topic areas)	12-14 m 60 marks 30% of AS

Exam Paper	Components	Exam Length / Weighting
AQA A-Level	Paper 1: Listening, reading and writing (+ translation)	2h30 100 marks 50% of A Level
	Paper 2: Writing (translation and two essays on book/film)	2h00 80 marks 20% of A Level
	Paper 3: Speaking (1 topic + IRP)	21-23 m 60 marks 30% of A Level

What can students do after they finish this course?

- Among university admission tutors, A Level is a highly regarded qualification due to the wide range of language and study skills acquired during the course. It combines well with humanities, arts, and business. Competence in the languages is a great advantage for anyone who will work in an international context or have contact with native or foreign language speakers across the world. Outstanding students could move on to become translators or even interpreters.

Further Mathematics

Edexcel (XFM01)

Course content



The Edexcel International Advanced Level (IAL) in Further Mathematics is a 2 year programme of study consisting of the AS and A2 components, with students completing six units in pure and applied mathematics. The Further Pure mathematics units are progressive in nature with Further Pure 1 studied and examined in Year 12 and Further Pure 2 & Further Pure 3 completed in Year 13. Students are also examined in three applied units: Statistics 2, Mechanics 2 and Decision Maths – two in year 12 and a one unit in Year 13. These units expand the knowledge of Statistics 1 and Mechanics 1, studied in IAL Mathematics. No knowledge of IGCSE Further Mathematics is required but recommended. Studying IAL Mathematics is mandatory for this course. All students will use the Pearson Edexcel IAL Mathematics textbooks.

Further Pure Mathematics <ul style="list-style-type: none"> • Complex Numbers • Numerical Methods • Vectors and Matrices • Proof • Equations and inequalities • Sequences and series • Differential equations • Hyperbolic functions • Coordinate systems • Calculus 	Mechanics <ul style="list-style-type: none"> • Projectiles • Variable acceleration • Centres of mass • Work and energy • Impulses and collisions • Statics of rigid bodies
Statistics <ul style="list-style-type: none"> • Binomial Distribution • Poisson Distribution • Continuous Random Variables • Continuous Uniform Distribution • Sampling distributions • Hypothesis testing 	Decision <ul style="list-style-type: none"> • Algorithms • Graph theory • Algorithms on graphs • Route inspection • Travelling salesperson problem • Critical Path Analysis • Linear Programming

How will students be assessed?

There are three papers at the end of Year 12 that contribute to the entire A Level, and three papers at the end of Year 13 as detailed below:

Exam Paper/Component	Exam Length/Weighting	Breakdown of exam	Exam sitting
FP1	1hr 30min – 1/6 of an A Level	<u>All papers:</u> <ul style="list-style-type: none"> • 7-11 Qs answered on the paper • 75 marks per paper • Available May/June • Calculator allowed 	Year 12 AS
D1	1hr 30min – 1/6 of an A Level		
S2	1hr 30min – 1/6 of an A Level		
FP2	1hr 30min – 1/6 of an A Level		Year 13 A2
FP3	1hr 30min – 1/6 of an A Level		
M2	1hr 30min – 1/6 of an A Level		

What can students do after they finish this course?

An AS in Further Mathematics is very valuable as a supporting subject and as a way to boost your application to many courses at Advanced GCE and degree level, especially the sciences, geography, psychology, sociology, medical, economics and business courses.

Advanced GCE Further Mathematics helps proving your mathematical knowledge and ability to solve problems.

Higher Education courses or careers that either require Advanced GCE Further Mathematics or are strongly related include:

- Economics
- Medicine
- Architecture
- Engineering
- Psychology
- Physics
- Computing, programming or software development

Geography **CAIE 9696**

What will students learn?



Geography occupies a central position in understanding and interpreting social, economic, political and environmental conditions and change, in both space and time. The Cambridge syllabus encourages students to think about the specific contribution they can make to understanding contemporary issues and also the complexity of natural systems, their linkages and their impact upon the human race. Students are also shown that it is equally important to understand the impacts of the human race upon the environment and how these impacts can be managed in achieving sustainable development. The study of environments is rooted in an understanding of physical processes, so this syllabus emphasises studying real examples to show the variety and complexity of human and physical environments.

The assessment objectives for the course include:

- AO1: Knowledge
- AO2: Understanding and Application
- AO3: Skills
- AO4: Evaluation

Theme 1: Core Physical Geography.

This unit involves the study of three core physical geography themes: Hydrology and fluvial geomorphology, Atmosphere and weather and Rocks and weathering.

Theme 2: Core Human Geography.

This unit involves the study of three core human geography themes: Population, Migration and Settlement dynamics.

Theme 3: Advanced Physical Geography.

This unit involves the study of two advanced physical geography themes: Coasts and Hazardous Environments.

Unit 4: Advanced Human Geography.

This unit involves the study of two advanced human geography themes: Environmental Management and Global Interdependence.

How will students be assessed?

Exam Paper	Components	Exam Length/ Weighting	Breakdown of Exam
Paper 1	Core Physical Geography	1 hour 30 50% of AS 25% of A2	Section A: Three data response questions (30 marks). Section B: One structured question from a choice of three (30 marks).
Paper 2	Core Human Geography	1 hour 30 50% of AS 25% of A2	Section A: Three data response questions (30 marks). Section B: One structured question from a choice of three (30 marks).
Paper 3	Advanced Physical Geography	1 hour 30 50% of AS 25% of A2	Answer questions on each of the units studied. Each consists of one structured question (10 marks) and a choice of essay questions (20 marks).
Paper 4	Advanced Human Geography	1 hour 30 50% of AS 25% of A2	Answer questions on each of the units studied. Each consists of one structured question (10 marks) and a choice of essay questions (20 marks).

What do students need to take this course?

- Minimum Grade 6 in GCSE geography or the recommendation of the teacher
- An interest in geography and the world around us in all its forms is essential
- A strong work ethic and the desire to be challenged

What can students do after they finish this course?

By completing the A-Level geography course students will have learned how to evaluate and analyse data, relate studied theories to the world around us and gain a thorough understanding of some of the more complex physical and human processes that occur on Earth.

Geography is a very open subject sharing cross-curricular content with economics, maths, history, politics and the natural sciences. A qualification in the subject will support applications to either science or arts-based courses at university. Geography is a well-regarded subject by employers, with links to future careers in areas such as environmental management, urban planning, marketing, transport management and teaching.

History

International Edexcel (XHI01)



What will students learn?

Students of Edexcel International A-Level history will study highly relevant historical events including recent developments in Britain, China and America. Part of this exciting new international course also takes an international relations approach, encouraging students to make critical interpretations of divisive periods of world history. This course will encourage students to:

- develop a foundational understanding of economic history and assess the effectiveness of the various policies used by governments in the twentieth century, ranging from state planned communism, to Keynesian mixed economies, to free-market monetarist approaches
- acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious, and ethnic diversity
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds
- organise and communicate their historical knowledge and understanding in different ways, arguing a case, and reaching substantiated judgements

Overview of content

AS (Year 12) Unit 1: Britain 1964-1990

This option comprises a study of the fascinating years in Britain between Wilson's slender victory in 1964 and the dramatic downfall of Thatcher in 1990. Students will gain an in-depth understanding of the seemingly intractable problems facing British governments in these years and the extensive changes brought about in the attempts to deal with these problems. The final section invites students to explore the notable changes to British society and culture between 1964 and 1990.

AS (Year 12) Unit 2: China 1900-1976

This option comprises an in-depth study of China in a period of momentous change in the twentieth century, from the fall of the Qing dynasty in 1911 to the civil war and communist victory following WW2, to Mao's Great Leap Forward and Cultural Revolution of the late 1960s.

A2 (Year 13) Unit 3: Civil Rights and Race Relations in the USA, 1865–2009

This option explores developments that have shaped contemporary America and remain a fundamental issue in US society: the changing pattern of race relations between black and white Americans over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.

A2 (Year 13) Unit 4: The World Divided: Superpower Relations, 1943–90

This option contains a study of historical interpretations on a broad question, namely the reasons for the outbreak and development of the Cold War in the years 1943–53. This is contextualised by, and overlaps with, a study of superpower relations (USA, USSR, and China) in the years 1953–90. The two main themes are confrontation and the threat of war on the one hand, and Détente and the resolution of conflict on the other.

How will students be assessed?

AS (Year 12) Unit 1: Britain 1964-1990

- Written examination, lasting 2 hours
- Students answer two questions from a choice of four
- Essay questions assess understanding of the period in depth and the ability to analyse and evaluate historical interpretations

AS (Year 12) Unit 2: China 1900-1976

- Written examination, lasting 2 hours
- Students answer two questions: one from Section A and one from Section B
- Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources
- Section B comprises a choice of three essays, which assess understanding of the period in depth

A2 (Year 13) Unit 3: Civil Rights and Race Relations in the USA, 1865–2009

- Written examination, lasting 2 hours
- Students answer two questions: one from Section A and one from Section B
- Section A comprises one compulsory essay, which assesses source analysis and evaluation skills
- Section B comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth

Unit 4: The World Divided: Superpower Relations, 1943–90

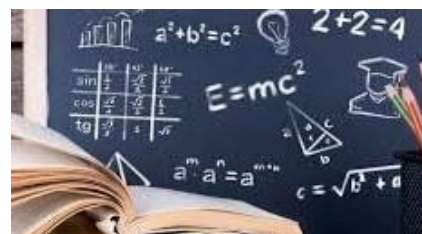
- Written examination, lasting 2 hours
- Students answer two questions: one from Section A and one from Section B
- Section A comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied
- Section B comprises a choice of two essays, which assess understanding of the period in depth

What can students do after they finish this course?

By the end of this course students will have learned how to evaluate and analyse information, how to weigh up evidence and how to communicate complex ideas effectively. These skills are recognised and valued by universities, colleges, and employers. Students will also have a deep level of understanding of the economic, political, and social forces that have shaped the complex world we live in today. As such, History provides an excellent foundation for several excellent careers including, politics, government, journalism, law, and business.

Mathematics

Edexcel (XMA01)



Course content

The Edexcel International Advanced Level (IAL) in Mathematics is a 2 year programme of study consisting of the AS and A2 components, with students completing six units in pure and applied mathematics. The pure mathematics units are progressive in nature with Pure 1 and Pure 2 studied and examined in Year 12 and Pure 3 & Pure 4 completed in Year 13. Students are also examined in two applied units from a variety of either Statistics, Mechanics and Decision Maths - one in year 12 and a second application unit in Year 13. Prior knowledge of IGCSE mathematics is expected and may be examined on any paper. All students will use the Pearson Edexcel IAL Mathematics textbooks.

Pure Mathematics

- Algebra and functions
- Coordinate geometry
- Sketching curves
- Differentiation
- Integration
- Sequences and series
- Trigonometry
- Numeral methods
- Vectors
- Proof Writing

Statistics

- Representation of data
- Averages
- Standard deviation and Interquartile Range
- Probability
- Correlation
- Regression
- Discrete random variables
- Normal distribution

Mechanics

- Kinematics of a particle
- Dynamics of a particle
- Statistics of a particle
- Moments
- Vectors

How will students be assessed?

There are three papers at the end of Year 12 that contribute to the entire A Level, and three papers at the end of Year 13 as detailed below:

Exam Paper/Component	Exam Length/Weighting	Breakdown of exam	Exam sitting
P1	1hr 30min – 1/6 of an A Level	<u>All papers:</u> <ul style="list-style-type: none">• 7-11 Qs answered on the paper• 75 marks per paper• Available May/June• Calculator allowed	Year 12 AS
P2	1hr 30min – 1/6 of an A Level		
P3	1hr 30min – 1/6 of an A Level		Year 13 A2
P4	1hr 30min – 1/6 of an A Level		
M1	1hr 30min – 1/6 of an A Level		Year 13 A2
S1	1hr 30min – 1/6 of an A Level		

What can students do after they finish this course?

An AS in Mathematics is very valuable as a supporting subject to many courses at Advanced GCE and degree level, especially the sciences, geography, psychology, sociology, medical, economics and business courses.

Advanced GCE mathematics is a much sought-after qualification to a wide variety of full-time courses in higher education. There are so many areas of employment and vocational qualifications that would see a Mathematics GCE as a requirement.

Higher Education courses or careers that either require Advanced GCE mathematics or are strongly related include:

- Economics
- Medicine
- Architecture
- Engineering
- Accountancy

- Teaching
- Psychology
- Physics
- Computing, programming or software development

Media Studies

CAIE (9607)



What will students learn?

Media students develop the skills required to create their own media texts (this can be in small groups) and to understand and analyse the contexts in which media industries operate.

There is NO expectation or requirement that you have undertaken the GCSE Media course.

AS UNIT 1: FOUNDATION PORTFOLIO

THE BRIEF: Create the opening two minutes of a new feature film, including titles, with a clearly defined target audience. Research, planning & evaluation are presented through individual blogs.

STUDENTS LEARN:

- Blogging: presenting work online
- Vodcasting: presenting research in video-based podcasts
- Cinematography: develop filming skills through practice exercises
- Planning: how to produce a convincing film, and handle the logistics
- Screenwriting: formalising a plot
- Idents: create an individual film company
- Editing: using Final Cut Pro to express your narrative
- Audience & distribution: a target audience is researched and defined, & actual distributors researched for
- Industry, media language: throughout the process, links are made to the exam
- See next page for A2 unit details.

AS UNIT 2: KEY MEDIA CONCEPTS

IN BRIEF: Analysing the film industry and media language/representations. Two 45 minute essays, with 30 minutes for notetaking on a 5-minute TV drama clip (viewed 4 times).

STUDENTS LEARN:

- Media language: how to identify shot types, editing techniques, sound use and more
- Semiotics: a framework for analysing how meanings are created (encoded) in any text
- Representation: how to recognise and analyse the use of stereo/countertypes

Cinema/film industry: we use two contrasting production companies to examine themes such as:

- Production: budgets & raising finance, casting, genre ... and how these all link to...
- Distribution, marketing: why do some films get worldwide releases, others straight-to-DVD? What marketing techniques are used to appeal to specific audiences, national & international? The role of festivals, age ratings & more
- Exhibition: the increasing access in cinemas & beyond, because of ...
- Digitisation: changing every level of film

The AS & A2 courses are equally split between a 2-hour exam (50%) & coursework presented through a multimedia blog (50%). AS: film production (coursework), film industry and TV drama analysis (exam). A2: music promotion package: video, social media, CD cover (coursework), media regulation, postmodernism, media and power/identity, synoptic 'media ecology' (exam).

FILM INDUSTRY CASE STUDIES



The UK 'Indie' Warp Films has produced a series of critically acclaimed, mostly low budget films (*Four Lions*, *Submarine*, *Tyrannosaur*, *'71*) but has failed to produce any real 'box office' hits, and struggles to get its films released in the US and other markets. The UK's leading film production company, Working Title (*Billy Elliot*, *Shaun of the Dead*, *Bridget Jones's Baby*), is owned by Hollywood studio NBC-Universal, and might not enjoy the same level of critical success but is usually a box office winner, and its films are screened across the world.



A2 UNIT 3: ADVANCED PORTFOLIO

IN BRIEF: Create a music promo package (video, social media, CD cover), with all work presented through an individual multimedia blog.

STUDENTS LEARN:

- Project management: organising cast, locations, props for a larger shoot
- Advanced editing: music video provides more opportunities for use of CGI/SFX
- Social media: develop accounts to engage with the audience
- Viral media: encourage the audience to become producers
- Website design: create a fully functional website, including an online store
- Music industry: the impact of falling revenue from CD sales & the new business strategies

A2 UNIT 4: CRITICAL PERSPECTIVES

IN BRIEF: 3 essays in 2 hours: 2 30-minute essays for 2 of 3 'media debates' topics + a 1-hour essay on media ecology (reflects on the whole course)

STUDENTS LEARN:

- Media theories: a wide range of academic theories drawn from many academic fields. This is particularly good preparation for university-level work
- Key concepts: the main areas of theory covered are Media language, Audience, representation, Genre & Representation
- Regulation: this involves some history, politics, economics, psychology & philosophy! Why are some media industries (newspapers) allowed to set their own rules while others (film, TV) are very strictly controlled by government?

How will students be assessed?

On both the AS and A2 there is a single 2 hour exam (50%) and a coursework unit (equally weighted at 50%), as detailed above. The A2 exam is allocated additional marks.

Integrating theory and production

Lessons, especially on the AS, integrate exam-centred and coursework learning, for example by exploring which of the marketing and distribution strategies and platforms our exam case study companies utilise. We conduct practice exercises to develop filming, directing, editing skills. When analysing TV drama texts for exam preparation we consider how students might film and edit a similar text themselves.

What can students do after they finish this course?

The multimedia portfolio media students develop creates opportunities in event management, online marketing and business, with project/people management skills also evidenced and an example of how it helps build a strong application for multiple degree courses. Media students tackle a wide array of complex academic theory, engage with wider contexts and develop strong essay-writing skills, opening doors well beyond further media study or work.

Media students are encouraged to seek real-world experience, highly valuable for boosting university applications in any subject. They can collaborate on an award-winning monthly national radio show, with free access to a professional radio recording studio to record their contributions plus interviews with industry figures.

Music

Edexcel (9MUO)



The Edexcel Advanced GCE in Music is a stimulating and enriching course. As with GCSE, pupils will experience the three key areas of performance, composition and appraisal. 60% of the course is based on practical controlled assessment, much of which is internally marked; the remaining 40% is based on a written examination at the end of each year which focuses on a series of set works from a variety of musical styles, genres and cultures.

The full GCE course is excellent preparation for higher education courses in music, but is equally valuable for non-specialists as a second or third area of study. For those wishing to develop their skills further, the A level qualification can lead to a wide range of careers in performance, composition, primary and secondary teaching, music therapy, publishing, promotion and marketing, journalism, and many other areas associated with the music industry.

Throughout the course pupils will develop their skills as performers (leading to a recital at the end of Year 13) and composer (composing to a brief and technical studies). Listening skills are focused on through the study of familiar and unfamiliar music, and understanding how it works.

COMPONENT 1: **PERFORMING**

Performance from GCSE to A level is all about YOU! No separate ensemble work is needed for this like GCSE, but you may use it for your final recording. The only difference is that you need 8 minutes of music which of course can be multiple pieces to make that time. Thankfully, you have two years to prepare for it with the help of your instrumental teachers. Although you have support throughout this, it is vital that you have a focused and achievable practice schedule. The performance task in the A-level course is designed to give you real-world recital experience. The requirement is:

- A recital of at least one piece, performed live and uninterrupted in front of an audience (30% of overall A Level)
- Performance can be solo, as part of an ensemble, improvisation, realisation using music technology, or a combination of these
- The recording must be made after 1st March in Year 13, but will be assessed regularly and in Year 10 and Year 11 trial exams

The total performance time must be at least 8 minutes of music, not including time taken to tune the instrument or any gaps between pieces. To develop skills and confidence, students will perform in front of other students at least once per term. A positive and respectful attitude will be nurtured amongst the group from the outset. You will only have access to the full range of marks

if you perform a piece of Grade 7 standard or above. The more difficult the piece, the better chance you have of scoring high marks. It is therefore advantageous to competently perform pieces of about ABRSM Grade 7 or 8 standard. The performance element is recorded and externally marked. How it will be marked: Technique. Accuracy and Expressive Control.

COMPONENT 2:

COMPOSING

Again with composition, there are some major comparisons between GCSE and A level composition. The difference being that you now need a 4-minute composition related to the styles of music or a free composition, as well as one additional composition which is from a set brief. Bear in mind that you will have more lesson time to complete this compared to GCSE.

There will be some time allocated in class for you to use the Sibelius software available, however it is recommended that you make use of time before and after College.

For the final submission of your composition tasks, you may choose to perform your piece (or ask another person to do so), or use Sibelius to virtually record the composition. You do not receive any extra marks for a live performance.

The requirements are:

- One free composition or composition based on a brief released in September of Year 13 – choice of six briefs, one from each Area of Study (minimum 4 minutes, 40 marks) 20 %
- One composition from a list of four briefs assessing technique, released on 1st April of Year 13 (minimum 1 minute, 20 marks) 10 % The total duration when both compositions are combined must be at least 6 minutes. The guided maximum time for the combined compositions is 8 minutes

COMPONENT 3:

APPRAISING:

Written examination: 2 hours 40% of the qualification 100 marks

Content overview:

-Knowledge and understanding of musical elements, contexts and key words

-Application of knowledge of 6 areas of study with 3 set works each

- Vocal Music
- Instrumental Music
- Music for Film
- Popular Music and Jazz
- Fusions
- New Directions
- Application of knowledge in understanding unfamiliar works

Assessment overview:

-One written paper of 2 hours with a total of 100 marks

-One audio CD with the extracts to accompany questions will be provided to student

-This paper comprises of two sections:

- **Section A:** Areas of study and dictation (50 marks)
 - a. Three questions related to the set works (audio and skeleton score provided)
 - b. One short melody / rhythm dictation exercise

- **Section B:** Extended response
 - a. Two essay questions – essay 1 (20 marks) essay 2 (30 marks)
 - b. Essay one asks pupils to draw links from their study of the set works to unfamiliar music
 - c. Essay two gives a choice of three questions that ask pupils to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

Physics

Cambridge (9702)



What will students learn?

The A Level physics course is a two-year programme of study consisting of the AS and A2 components. The AS course content will be studied and examined in the first year and the A2 content will be studied and examined in the second year. Students will be assessed on their knowledge and understanding of the content together with their data-handling, problem-solving and investigation skills.

The AS Level course will cover the following topics:

1. Physical quantities and units
2. Kinematics
3. Dynamics
4. Forces, density and pressure
5. Work, energy and power
6. Deformation of solids
7. Waves
8. Superposition
9. Electricity
10. D.C. circuits
11. Particle physics

AS Level students also study practical skills.

The A2 course will then carry on to the following topics:

12. Motion in a circle
13. Gravitational fields
14. Temperature
15. Ideal gases
16. Thermodynamics
17. Oscillations
18. Electric fields
19. Capacitance
20. Magnetic fields
21. Alternating currents
22. Quantum physics
23. Nuclear physics
24. Medical physics
25. Astronomy and cosmology

A2 Level students also study practical skills.

How will students be assessed?

Exam Paper	Component	Exam Length	Exam Weighting
1	Multiple choice	1 hour 15 min	31% AS Level 15.5% A-Level
2	AS Structured questions	1 hour 15 min	46% AS Level 23% A-Level
3	Advanced practical skills	2 hours	23% AS Level 11.5% A-Level
4	A2 Structured questions	2 hours	38.5% A-Level
5	Planning, analysis and evaluation	1 hour 15 min	11.5% A-Level

The assessment objectives which are being assessed in the exam papers are:

- AO1 Knowledge and understanding
- AO2 Handling, applying and evaluating information
- AO3 Experimental skills and investigations

What do students need to take this course?

In addition to meeting the course entry requirements:

- A high level of motivation and enthusiasm for science and mathematics. Physics is a difficult, technical subject which is covered in detail and involves a great deal of mathematics. A significant amount of home study will be required to achieve high grades.

What can students do after they finish this course?

A Level physics is a highly respected qualification which will provide students with the ability to think logically and objectively, analyse data, plan and execute investigations, recognise the usefulness and limitations of scientific method and apply these skills to other disciplines or everyday life.

A Level physics is **essential** for further study in physics or engineering at university and complements any mathematics or numerical based subjects.

The analytical and mathematical skills gained in physics provide a good basis for careers in many sectors including finance, accountancy, management, law and IT.

Politics

AQA (7152)



Lively, relevant, controversial... there are many ways to describe A Level Politics. There's no denying that it's one of the most interesting and engaging qualifications you can choose.

Covering news and current affairs from the UK and US, it helps you understand how the UK country is run and develops research, written communication and debate skills. It also helps grow your confidence.

It's ideal if you're considering studying politics, sociology, ethics, advertising or journalism at university and is highly regarded by employers in industries including politics, international organisations, the media, government and the civil service. (AQA syllabus, p.5)

About the course

From law to lobbying, media to NGOs, marketing to the civil service, Politics A-Level is valued for opening doors in a range of subject areas for further study and career paths. It is designed to boost your ability to consider complex, contradictory ideas and arguments and present reasoned analysis of these.

You will not only learn about the seemingly comparable, but actually frequently contrasting, democratic systems and processes of the UK and USA, but also to write comparative essays weighing up the success or failure of aspects of how politics function in practice as well as in theory.

You will have the opportunity to develop case studies and applied examples beyond the UK, USA or Western democracies. International law, supranational bodies and the ongoing process of globalisation are factors considered within these detailed case studies, but we also study significant, competing ideologies and their global influence. Liberalism, socialism and conservatism are the 'core' ideologies studied, alongside feminism, nationalism, multiculturalism, anarchism and ecologism.

A grounding in history is relevant for all topics studied, but contemporary examples will be explored and developed by tracking current affairs and interrogating news stories for what they reveal about current trends, practices and standards as well as likely future directions or developments.

The following topics are studied during Year 12:

- **The government and politics of the UK:** the British constitution; the structure and role of Parliament; the Prime Minister and Cabinet; the judiciary; devolution; democracy and participation; elections and referendums; political parties; pressure groups; the European Union
- **The government and politics of the USA:** the constitutional framework of US government; the legislative branch of government: Congress; the executive branch of government: President; the judicial branch of government; the electoral process and direct democracy; political parties; pressure groups; civil rights

The following topics are studied during Year 13:

- **Comparative politics (of the UK and USA):** constitutional arrangements; the executives; the judiciaries; electoral and party systems; pressure groups; civil rights
- **Political ideas – core ideologies:** liberalism; conservatism; socialism
- **Political ideas – other ideologies:** one of the following five ideologies: feminism, nationalism, multiculturalism, anarchism and ecologism.

How will students be assessed?

This is a linear A Level, there is no standalone AS qualification. All components are sat in the summer of Year 13 and externally assessed as follows:

Component	Weighting	
	AS Level	A Level
Paper 1 Government and Politics of the UK: Section A: Three short answer questions (9 marks each), each requiring explanation and analysis of three ways/methods an aspect of politics here works. Section B: One essay question (25 marks) based on extracts from two named sources, requiring analysis, evaluation and comparison of the arguments made. Section C: One essay question (25 marks) analysing and evaluating a short statement (choice of two questions). 77 marks 2 hours	n/a	33.3%
Paper 2 Government and politics of the USA and comparative politics: Section A: Three short answer questions (9 marks each), each requiring explanation and analysis of three ways/methods an aspect of politics here works. The third question requires comparison of the UK and USA. Section B: One essay question (25 marks) based on extracts from two named sources, requiring analysis, evaluation and comparison of the arguments made on one aspect of US politics. Section C: One essay question (25 marks) analysing and evaluating a short statement (choice of two questions) comparing the US and UK systems. 77 marks 2 hours	n/a	33.3%
Paper 3 Political Ideas: Section A: Three short answer questions (9 marks each), one on each of the core ideologies. Section B: One essay question (25 marks) based on extracts from two named sources, taking a synoptic approach (i.e. not limited to one core ideology). Section C: One essay question (25 marks) on the non-core ideology you have studied. 77 marks 2 hours	n/a	33.3%

Students are assessed using the following assessment objectives:

- AO1: Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues
- AO2: Analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences
- AO3: Evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions

Key concepts and core skills:

Each sub-topic has specific key concepts as well as key terminology.

The core skills are defined as follows (synopticity, the ability to make links across all parts of the course, is also included):

- To comprehend and interpret political information
- To critically analyse and evaluate the areas of politics studied
- To construct arguments and explanations leading to reasoned conclusions
- To identify parallels, connections, similarities and differences between aspects of the areas of politics studied
- To construct and communicate arguments and explanations with relevance, clarity and coherence
- To use appropriate political vocabulary
- To make connections between the different areas of politics studied
- To make comparisons across two political systems

What can students do after they finish this course?

By the end of this course students will understand the nature and processes of two major Western democracies, from their historical roots to contemporary issues and practices; be able to compare the two; and be able to discuss a range of ideologies in wider global contexts as well as forging synoptic links across all aspects studied.

They will also have developed skills in research, including evaluating sources; summarising complex ideas; assessing conflicting claims and arguments; communicating complex information and debates succinctly; and effective written skills. These skills are valuable for both further studies and in most careers.

A Level Politics is widely recognised and accepted by universities and employers as proof of essential knowledge and ability. As well as providing an excellent base for a career in all kinds of civil service, governance, political campaigning and advisory roles, it is also useful for those thinking of careers in law, media, and NGOs.

Psychology

Edexcel (9PS0)

What will students learn?



The
British
Psychological
Society



Psychology is the scientific study of the mind and behaviour.

Psychology is now a recognised science subject in the curriculum and is always popular. Students will learn to apply psychological concepts and theories to explain everyday behaviours through essays and presentations, which also include critical analysis of research methodology and key debates. They will also learn how to apply statistical tests to analyse data; 10% of the exam paper will have a mathematical element. There is a very strong emphasis on biological psychology and scientific research so students must have a genuine interest in this area. Psychology relates, in particular, to the sciences, mathematics and English but can also combine successfully with a range of other subjects such as business studies.

In the first year of study, students are introduced to four major approaches to understanding human behaviour.

- **Topic 1 – Social psychology:** Prejudice and obedience
- **Topic 2 – Cognitive psychology:** Memory
- **Topic 3 – Biological psychology:** Body mechanisms relating to behaviour
- **Topic 4 – Learning theories:** Classical conditioning, operant conditioning and phobias

In the second year of study students will apply their knowledge of the above approaches to real life issues that psychologists face every day:

- **Topic 5 – Clinical psychology:** Exploring the symptoms and causes of psychological problems such as schizophrenia
- **Topic 6 - Criminological psychology:** An opportunity to find out about the causes of anti-social and criminal behaviour and how offenders are treated
- **Topic 9 – Psychological skills:** Developing an understanding of how to use theories and evidence from many areas of psychology and how to apply them to a range of issues

Students are required to engage in small-scale research projects, which underpin their knowledge of psychological research methods and issues, assessed through written examination at both levels. In all areas they will be encouraged to use recent evidence from events in the news.

How will students be assessed?

Exam Paper	Component	Exam Length	Exam Weighting
1	Foundations in psychology	2 hours	35%
2	Applications of psychology	2 hours	35%
3	Psychological skills	2 hours	30%

The assessment objectives which are being assessed in the exam papers are:

- AO1 Knowledge and understanding
- AO2 Application of scientific ideas, processes, techniques and procedures
- AO3 Analysis, interpretation, and evaluation of scientific information, ideas and evidence

What do students need to take this course?

In addition to meeting the course entry requirements:

- Ability to carry out independent research.
- Genuine interest in the research of human behaviour.

What can students do after they finish this course?

Taking A Level psychology will give students a good grounding in the subject and provide them with an insight into a few different careers in psychology as well as obtaining transferable skills that may be useful in other professions that require working directly with people or in research.

A Level psychology is generally a requirement for entry to psychology degree courses (further advice will be offered on these during the course). Work in this area is highly rewarding, but difficult to get into. However, psychology is relevant to many other occupations, and the second year of study can be geared towards the student's career interests.

Career Possibilities

Medicine and Health Care, the Police, Education, Management and and/or work in Human Resources, as well as the various Applied Psychology posts such as Criminal and Forensic, Educational, Organisational and Clinical psychology.

Sociology

AQA (7191, 7192)



Sociology is the systematic study of human social life and social relationships. Sociologists investigate and explain the social world and our behaviour in it. This involves examining how people live together in society and how they interact with each other in small groups, communities and large organisations. Sociologists try to understand not only the ways in which society influences us in our daily lives, but also the ways in which we shape society.

Studying sociology offers insights into social and cultural issues. It helps you develop a multi-perspective and critical approach to understanding issues around culture, identity, religion, crime, families and social power.

AS and A Level Sociology will help you to make sense of the society we live in and understand the cultural and identity issues which affect us all. You will learn several skills including the use of evidence to support your arguments, how to investigate facts, and critical thinking. It is relevant to the society you live in, so you are bound to enjoy learning about topics that are relevant to everyday life. Also, it opens the door to a fantastic range of interesting careers.

AS and A Level Sociology will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including:

- the use of evidence to support your arguments
- how to investigate facts and use deduction
- critical thinking
- making reasoned arguments
- developing opinions and new ideas on societal issues
- the ability to analyse and better understand societal issues

You will develop your analytical and communication skills by comparing and contrasting perspectives on a variety of social issues, constructing reasoned arguments, making substantiated judgements and drawing reasoned conclusions.

What will you study?

Whether you are studying for the AS or the A Level, the first year of study will be the same. You will study:

- Education and methods in context: You will consider the role of education in society and learn how to apply sociological research methods to the study of education
- Research methods: You will learn how to conduct your own sociological research, from interviews to reviewing documents and official statistics

You will also study:

- Families and households

In the second year of the A Level, you will broaden your understanding of society. You will study:

- Crime and deviance with theory and methods: You will learn about criminal and deviant behaviour, including factors that might lead a person to follow this path in life and how the media portrays them
- Theory and methods: you will expand on your knowledge of research methods and study theory and methods

You will also study:

- Beliefs in society

How will you be assessed?

There are two exams at AS each worth 50% of your AS qualification. Each exam lasts for 1 hour 30 minutes and is worth 60 marks. The exams consist of short answer and extended writing questions.

At A Level, there are three exams, each account for one third of your A Level grade. The three exams last 2 hours and are worth 80 marks each. The exams consist of a mixture of short answer and extended writing questions.

What can I do after I have finished this course?

Students who have an A Level in sociology could study:

- Sociology
- Psychology
- English
- Business studies
- Law
- Teaching

Possible career options

Studying sociology at university can give you a whole host of exciting career options, including:

- Social work
- Human resources
- Advertising
- Policing
- Marketing
- Journalism
- Law
- Teaching