

IB and A-Level Options 2026-2028

Key Stage 5 (Year 12 & Year 13)

Mission Statement

To provide an outstanding learning experience in a caring international environment. We strive to inspire all learners to reach their true potential and to be responsible citizens in a global society.

Core Values



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Please note:
➢ Whilst all the information contained in this booklet is accurate and up-to-date at the time of publication, subsequent and unforeseen changes may occur.
➢ We make every effort to give students their preferred choice, but factors beyond our control occasionally make it impossible.

1. Welcome to the Sixth Form



Welcome to the Sixth Form at Aloha College Marbella. I am confident that in the Sixth Form at Aloha College Marbella you will receive the nurture and care to empower you to excel and succeed in your chosen career path. My name is Elaine McGirl, Head of Key Stage 5, and I feel privileged to work with you to support and guide you as you make the transition from KS4 to KS5. This is a very exciting time as you get to choose the subjects you really want to study and feel passionate about pursuing in the future. Equally, this can pose a dilemma as you try to decide between one course and another.

This booklet has been prepared with the special intention of making this transition as easy as possible for you. It will provide you with an overview of the qualifications open to you and a description of each subject and how it is assessed. It also includes a section on possible career paths or jobs directly associated with the subject specialisms. It is most important that you make an informed choice. While this booklet is a guide, it is by no means the definitive guide. It is important that you speak to me, your teachers or our Head of Careers and University Guidance, Mr Tinkler, to find out more about university entrance requirements for your future studies.

The IB Diploma Programme and the International A-Level programme are both academically rigorous courses. Both will provide you with the necessary preparation for progression to Higher Education and will provide you with a qualification that is recognised by the top universities around the world.

I wish you the best of luck as you prepare for the next step in your education. I hope you enjoy this new responsibility of making decisions as you take your first step on the path to achieving your lifelong ambitions—everyone at Aloha College Marbella is behind you, supporting you all the way!

Elaine McGirl.

Elaine McGirl, Head of KS5

2. Introduction to the IB Diploma Programme

What is IB Education?

Discover what makes an IB education unique and get tips on choosing the right DP subjects with these insightful videos links below:

International Baccalaureate programme
Choosing the IB subjects

The IB Diploma Programme is a rigorous, academically challenging and balanced programme of education designed to prepare students aged 16-19 for success at university and life beyond. It places particular emphasis on the development of students' abilities to research, think and express themselves and, additionally, aims to develop the whole personality, interests and capabilities of the students. The IB Diploma Programme aims to develop students to be knowledgeable, inquiring, caring and open minded.

The success of the programme may be attributed to its highly individual structure, which allows students to study certain subjects in depth, while maintaining a broad and balanced education and to its universal acceptability by universities, governments and professional bodies.



Recognition of IB

University admissions officers have long held the IB Diploma Programme in high esteem. The IB Diploma is recognised, respected and accepted among the world's top higher education institutions. Our Alumni of IB Diploma students have gone on to successfully study in Spain, UK, Europe, USA and Canada, for example. Due to the diversity of local education systems, we advise you however, to check on the particular requirements for your course of study at university as admissions criteria can vary between higher education institutions. Please consult the Head of KS5 or log on to http://www.ibo.org/university-admission/ for general recognition queries.

We would like to inform you that, following a recent change in legislation, the Russian education authorities have decided that the International Baccalaureate (IB) diploma will no longer be recognised for entry into Russian Universities. This is important to be aware of if your child is considering applying to a university in Russia in the future.

We have a dedicated careers team at Aloha College Marbella that can help you with any decisions related to university.

Curriculum

The curriculum of the IB Diploma programme includes the study of six subjects: three at Higher Level – that is, in greater depth – and three at Standard Level.

One subject is chosen from each of the following groups:

1) Language and Literature (Language A). Students take their studies in a language in which they are academically competent.

2) Language acquisition (Language B). A modern language course with an emphasis on understanding another culture through its language.

3) Individuals and Societies: Provides for the development of a critical appreciation of the nature and activities of human activities in history and the physical, economic and social environment that people inhabit.

4) Experimental Sciences: The exploration of concepts, theories, models and techniques that underpin each subject area and through these, develop their understanding of the scientific method.

5) Mathematics: The development of mathematical knowledge, concepts and principles and the development of logical, critical and creative thinking.

6) The Arts: Students develop their understanding of the dynamic and



changing nature of the arts and explore the diversity of arts and learn to express themselves with confidence and competence. Students may opt to study an additional science, individuals and societies, or languages course, instead of a course in the Arts.

The requirement that students take at least **one subject** from each of the first five groups listed ensures a balanced education. Thus, the scientist continues the study of languages and one of the humanities, while the Arts student continues to take mathematics and science. Furthermore, students may choose their study programmes to take into account their interests, abilities and future career or education requirements by the choice of the sixth subject and by the choice of subjects offered at Higher Level.

Core elements of the IB Diploma Programme curriculum

There are three essential elements that every student must complete as part of the Diploma Programme. The IB curriculum is made up of the three essential Core elements and the six subject groups.

The three Core elements are:

Theory of Knowledge (TOK), in which students reflect on the nature of knowledge and on how we know what we claim to know. Students are required to write an essay of 1,600 words and expose it in class.

The Extended Essay, which is an independent, self-directed piece of research, finishing with a 4,000-word paper.

Creativity, Activity, Service (CAS), in which students complete a project related to those three concepts. The student should engage in activities that have real purpose and meaning.

3. Introduction to International A-Levels

Meet students, alumni, teachers and educators around the world sharing their experiences of Pearson Edexcel IALs here.

A-Levels are very demanding and academically rigorous courses offered by UK Examination Boards. They enable students to study individual subjects in a great amount of depth and to specialise in those areas in which they feel particularly strong. At Aloha College Marbella we follow the Exam Board **Pearson Edexcel** International A Levels. Computer Science and Media Studies are the exception to this which are of the Exam Board Cambridge.

When completing A-Level courses, students are not given an overall score, so if they perform badly in one subject it will not directly affect performance in another.

An A-Level consists of four (or six for Natural Sciences) modules studied over two years. Normally, two modules are assessed in the first year and make up a stand-alone qualification called the AS Level (Advanced Subsidiary Level). Another two modules are assessed at the end of the second year, which make up the A2. AS modules do not form a qualification in their own right, the satisfactory completion of the AS and A2 modules in the same subject are required to constitute a complete A -Level. Modules are assessed by exam papers marked by national organisations.

Recognition of International A-Levels

A-Levels are a globally recognised qualification opening doors to the world's best universities.

The International A Levels maintain the same rigorous standard of content and assessment comparable to the UK linear A Level.

UK NARIC, the national agency in the UK for the recognition and comparison of international qualifications and skills, has carried out an independent benchmarking study of Pearson Edexcel and Cambridge AS & A Level and found it to be comparable to the standard of AS & A Level in the UK. This means students can be confident that their Pearson Edexcel or Cambridge International AS & A Level qualifications are accepted as equivalent, grade for grade, to UK AS & A Levels by leading universities worldwide.

For more information on recognition of the A Level qualification, please visit the links below.

It is recommended that students check the university websites to find the most up-to-date entry requirements for the courses they wish to pursue.

Cambridge Exam Board

Pearson Edexcel Exam Board

Post Brexit Recognition of A Levels in Spain

Recognition of A-level qualifications for admission to Spanish universities has been established through a bilateral agreement between the UK and Spain, focusing on collaboration in education matters and access to higher education institutions.

Under this agreement, students holding UK qualifications, including A-levels and their equivalents like Cambridge or Pearson International AS & A Levels, can now gain admission to Spanish universities without being required to take the general university entrance exam in Spain (PAU).

Exceptions to this streamlined process may apply for specific competitive courses, maintaining a practice consistent with the period preceding the UK's withdrawal from the EU.

To meet the legal entry requirements for Spanish universities, students coming from the A-Level system must provide evidence of completing compulsory secondary education, such as a minimum of five IGCSEs or the Spanish ESO certificate.

It is important to be aware of the different admission requirements of Spanish universities, as they vary depending on the degree and/or universities.

For further information, please contact Diego García, the school *Director Técnico,* who supports students with this process, at the following address: diego.garcia@aloha-college.com

4. Entry Requirements

ENTRY REQUIREMENTS FOR IB

- A minimum of 6 IGCSE 9/A* - 4/C is required, with 9/A* - 6/B being highly recommended for the subjects chosen at Higher Level.
- To progress from Year 12 to Year 13, you will need to have achieved at least 24 points in the end-of-year examinations in Year 12 and a minimum attendance of 95%. In case of absence due to medical reasons, a valid doctor's note is required.
- If you fail to achieve the above requirements, you may be asked to repeat Year 12.
- If your standards fail to reach the required marks due to unsatisfactory work ethic or behaviour, you may be asked to leave the College.
- Any exceptions to this regulation will be at the discretion of the Head of Key Stage 5 in conjunction with the Head of the Secondary School.

ENTRY REQUIREMENTS FOR A-LEVELS

- A minimum of 6 IGCSE 9/A* - 4/C is required with 9/A* - 6/B being highly recommended for the subjects chosen for A-Level.
- Three 'A' Levels is usually the minimum number of A-Levels required for university entrance.
- To progress from Year 12 to Year 13, you will need to have achieved at least D grades in AS (Year 12) courses/end-of-year examinations and a minimum attendance of 95%. In case of absence due to medical reason, a valid doctor's note is required.
- If you fail to achieve the above requirements, you may be asked to repeat Year 12.
- If your standards fail to reach the required marks due to unsatisfactory work ethic or behaviour, you may be asked to leave the College.
- Any exceptions to this regulation will be at the discretion of the Head of Key Stage 5 in conjunction with the Head of the Secondary School.



5. IB Diploma subject options

Group 1

Courses offered:
-English A (HL/SL)
-Spanish A (HL/SL)

Group 2

Courses offered:
-Spanish A (HL/SL)
-English B (HL/SL)
-Spanish B (HL/SL/ Ab Initio)
-German B (HL/SL/ Ab Initio)
-French B (HL/SL/ Ab Initio)

Group 3

Courses offered:
-Economics (HL/SL)
-Geography (HL/SL)
-History (HL/SL)
-History (in Spanish) HL/SL
-Business Management (HL/SL)
-Digital Society (HL/SL)
-Psychology (HL/SL) TBC

Group 4

Courses offered:
-Physics (HL/SL)
-Biology (HL/SL)
-Environmental Systems and Societies (HL/SL)
-Sports, Exercise and Health Science (SL)

Group 5

Courses offered:
-Mathematics: Analysis and Approaches (HL/SL)
-Mathematics: Applications and Interpretation (HL/SL)

Group 6

Courses offered:
-German B (HL/SL/ Ab Initio)
-French B (HL/SL/ Ab Initio)
-Chemistry (HL/SL)
-Music (HL)
-Visual Arts (HL/SL)
-Theatre (HL)
-Business Management (HL/SL)
-Computer Science (HL/SL)

Instructions to complete application form

- Your child will need to complete a Google Form to select their IB Programme subject choices. This form requires a parent's signature and can be accessed on the Year 11 Google Classroom Notice Board.
- Choose one subject from each box.
- Some subjects may only be available at one level (this is specified in brackets).
- You must select three Higher Level subjects and three Standard Level subjects.
- Students cannot select Higher Level subjects in both Groups 1 and 5 or in both Groups 2 and 4.

6. A-Level subject options

Option 1

Courses offered:
- Physics
- English Literature
- Economics
- Physical Education
- Psychology (TBC)

Option 4

Courses offered:
- Spanish
- Mathematics
- Art

Option 2

Courses offered:
- Biology
- Media Studies
- Further Mathematics
- German
- French

Option 5

Courses offered:

- Extended Project Qualification (EPQ)

Option 3

Courses offered:
- Chemistry
- History
- Computer Science
- Geography
- Business Studies

Instructions to complete application form

- Your son/daughter will be asked to complete a Google Form to indicate their choice of subjects for the A Level qualification. This form requires a parent's signature and can be accessed on the Year 11 Google Classroom Notice Board.
- Students are required to select a minimum of 3 subjects, and a maximum of 4 subjects. It is not obligatory to take 4 subjects.
- Select one subject per option block.
- Selection of EPQ is optional and in addition to the three chosen subjects.

Extended Project Qualification (EPQ)

The Extended Project Qualification (EPQ) is a highly-regarded qualification, recognised by top universities and employers. It allows students to go beyond their A-Level studies and explore a topic they are passionate about in depth.

Students can align their EPQ with future academic or career ambitions, or master something completely different, cultivating a versatile skill set, and presenting themselves as well-rounded individuals.

Here are some key points about the Pearson Edexcel Level 3 EPQ.

Aim: The EPQ explicitly aims to equip students with skills in research, project management, critical thinking, problem-solving and communication. This is excellent preparation for the type of work students are expected to do at university, so honing these skills now is beneficial.

Students wishing to study non-A Level subjects like Law, Medicine or Politics at university, can do their EPQ on these, gaining valuable foundation knowledge, and making their university applications much more appealing.

Format: The EPQ is a one-year course, offering a flexible framework. Those with a flair for writing can produce a 6000-word dissertation, while scientists and geologists can conduct an investigation, involving data collection and analysis. Makers, designers and budding engineers can craft a range of artefacts, while those who shine in sports or creative arts, can plan their own professional performances.

Assessment: The EPQ is coursework-based, and does not involve any exams. Students document their journey in an activity log, showcase their findings in a written report, and share their expertise and insights through a graded presentation.

UCAS points: The EPQ is worth half an A-Level, with the potential to earn up to 28 UCAS points (more than an A-grade at AS Level!) This can be a game-changer for students aiming for top universities with high entry requirements. It can also be a useful insurance policy, in case a student underperforms in one of their A Level exams.



Topics: Successful EPQ titles often centre around a debate or point of contention, offering an original perspective supported by academic research. Recent titles have ranged from debating the ethics of designer babies, to designing and building a multifunctional desk for small living spaces. Students can write plays, record music, produce films, documentaries or video games; or even plan a live event. The possibilities are literally endless.

Other benefits: Studying an EPQ is a timetabled lesson, and includes weekly taught sessions led by the EPQ Coordinator. Students are assigned a dedicated supervisor, who acts as a guide and mentor throughout the project.

There are so many reasons to sign up for an EPQ, but essentially it shows universities and employers that you´re a creative, self-motivated and ambitious student who is willing to look beyond the school curriculum, and go that extra mile.

7. IGCSE grades and University Entry requirements

When applying to university, especially for a very competitive course, it is vital that you consider all the entry requirements which will include requirements at KS4 level.

For all degree subjects English and Mathematics IGCSE are required at grade 4/C or above. It is imperative to check on the university's website. Some universities will require an additional English test if the student is not a native English speaker, this is dependent on the university the student is applying to. Some courses in Science and Engineering may require grade B at least in Mathematics.

Applicants for Medicine, Dentistry and Veterinary Science are usually required to have very high grades in Maths, Science and English and often work experience is advantageous, especially for those applying for medicine as it is such a competitive course. Additional external examinations may need to be taken to support the subjects above at a Peason VUE center. Information will be provided on the university website.

The above are examples and university entry requirements can vary between universities. It is essential to check university websites for details on entry requirements before applying.

Remember that many UK universities also offer foundation courses if your subject choices do not allow you direct entry to a degree course, for example engineering.

For those applying to UK universities, students should apply to 5 universities, for those applying to American universities it is recommended a student applies to four to six universities using The Common App. For The Netherlands a student can apply to four universities, using Studielink. All other universities are direct applications to the individual universities.

8. Making your Key Stage 5 Choices

To help make your subject choices, you should consider the following:

- You like and enjoy the subject and feel capable of achieving a high grade in it.
- You need the subject to enter a particular course at university/career path.
- Accept that subjects are a lot more difficult in KS5 and demand strong independent working skills.
- Make your choice based on information and facts. Research course requirements on university websites to know exactly the subject course/career requirements.

You should also consider demand for that career in the future, and skills that you will build from your studies.

Remember when choosing subjects, you will need motivation and energy to succeed on the course, so ensure that your decision suits your interests.

For advice and information on entry requirements, please visit UCAS at www.ucas.com and the actual university website for full details on admission requirements, also use Unifrog at www.unifrog.org.

You are advised to consult our Careers Advisor, as requirements can vary between countries and some may specify certain subjects to be eligible for entry to study.

Students will also have access to an online platform called Unifrog that integrates all aspects of careers, jobs, European and worldwide university requirements and applications. Essentially, it is a "one stop shop" for all information relating to university applications; enabling students to shortlist all universities from around the world based on their preferences and ability.



10. IB Subject descriptions

GROUP 1: English / Spanish Language and Literature

Course Content:

Through studying either Higher or Standard Level English A and Spanish A Language and Literature, students will be expected to show that they can:

- ·Know, understand and interpret texts, contexts, style and features
- Analyse and evaluate how language creates meaning, literary techniques, relationships between texts and perspectives
- Communicate clearly and in a range of styles

Overall, the course is split into different areas:

- ·Readers, writers and texts
- ·Time and Space
- ·Intertextuality: connecting texts

Concepts are vital in the studies in Language and Literature courses since they help to organise, and guide the study of texts across the three areas of exploration. The concepts are: Identity, Culture, Creativity, Communication, Perspective, Transformation, Representation. Many types of texts are discussed including blogs, articles, speeches, adverts and opinion pieces. In addition, students will be given the chance to analyse films, propaganda, the concept of fake news and the nature of truth.

In the Literature section of the course a range of set texts are explored. Four texts are studied at Standard Level and six at Higher Level. We aim to study texts from a range of genres, times and places as well as texts in translation.

Assessed by:

Paper 1. For HL 2 texts are analysed separately in an examination lasting 2 hours and 15 minutes. For SL it is 1 text to be analysed over 1 hour and 15 minutes.

Paper 2. 1 hour and 45 minutes comparing 2 literary works.

Each student will also have to complete an Individual Oral examination on 2 texts, one fiction and one non-fiction.

Written coursework is only produced by HL students with 1 analytical piece between 1200 and 1500 words.

Students must also produce a Portfolio of work throughout the 2 years that is not assessed. This comprises extra work, class work, key pieces of homework, journal pieces, assessments.

What skills you will gain:
· Knowledge and understanding of a range of texts
· Understand the use of language, structure, technique and style
· The ability to analyse literature
· Reading of different genres of literature
· Essay writing skills, including enhanced writing style
· Express ideas clearly and with fluency, both written and orally

Why do this subject?
· Enjoyment of literature
· It is culturally important; gives a global perspective
· Discussions of literary works are enjoyable and stimulating
· It supplements any study in the sciences or humanities

Where will it lead?
· Any course that requires a student to be articulate both verbally and on paper
· The study of English Literature at university
· A possible career in journalism (written or verbally presented)
· A lifelong knowledge of literature and how to read it

GROUP 2: Language B

Higher and Standard Level : English, French, German, Spanish

The Language B course is designed for students with previous experience of a language, for example a good IGCSE or equivalent. Students have the opportunity to reach a high degree of competence, and to explore the cultures of countries in which the language is spoken.

Building on the vocabulary and language structures they have already acquired, students will develop confidence in the use of the language, an ability to communicate their ideas in a clear and structured way and to express themselves appropriately according to the audience and context (e.g. formal letter, newspaper articles, reports, diaries, web pages). In addition, Higher Level students will study a range of literary texts and extracts, read texts at a more demanding level and complete writing tasks that are longer and at a higher level.

Assessment comprises:

- A writing paper
- Reading and Listening examination
- An Individual oral examination

Students will need a genuine interest in extending their study of a modern language, the curiosity to find out about other ways of life and thinking and the capacity for learning new ideas and information. Successful students will need a high level of self-motivation and will enjoy the challenge of developing a broad view of international culture along with a good level of linguistic fluency. They will enjoy studying a variety of texts, concepts and topics, and discussing them at a higher level.

LANGUAGE b Ab Initio courses

Ab Intio French, German, Spanish

Course Outline:

The *ab initio* course is designed to enable students to start learning a new language from scratch. The ab initio programme is studied over the two years at Standard level by students who have little or no previous experience of the target language. The aim of the course is to prepare them to use the language in a range of everyday situations and contexts. They will also learn about the culture of the country where the language is spoken.
By the end of the course, students will be able to communicate effectively (in both a spoken and written context) allowing them to deal with familiar and practical situations.

Assessment comprises:

- A writing paper
- Reading and Listening examination
- An Individual oral examination

Ab Initio students will need the skills and motivation to acquire a very high level of proficiency in a relatively short time – students should expect to be at a level equivalent to IGCSE quite early in their first year of study. A successful student will need a genuine interest in learning languages, a very high level of self-motivation and the organisational skills and determination to learn a large amount of new information quickly but thoroughly.

Language B facts:

What skills will you gain?

· The ability to read, speak and write a foreign language to a high level of competence.
· Improved literacy generally.
· Increased verbal and written communication skills; a high level of adaptability
· A greater understanding of other countries and their cultures.

Why do this subject?

· The ability to speak a foreign language has never been more important.

· Choosing to learn a language in Key Stage 5 is one of the most important investment decisions you can make for your future because
- the world of employment becomes ever more international
- universities use language qualifications to distinguish the very able from the able
- global travel opportunities allow more and more of us to live, holiday and work abroad

Where will it lead?

· Any career you care to mention can be practised in an international arena
· More than half of modern language graduates go into business, services, manufacturing and finance-related jobs
· Languages are an asset for any potential recruit as all graduates are competing in a global jobs market in competition with multi-lingual people from other countries
· Any graduate recruit to a multi-national company will find that a language allows them to move more freely through the ranks
· Translators are most in demand in the finance, IT and law professions, reflecting the international reach of those sectors
· Languages are useful for any job that involves communicating with the public, e.g. sales and marketing, customer service

Did you know...?

· Did you know that research has shown that having an understanding of a foreign language helps your native language development?
· Did you know that universities value a language qualification and it could add significant weight to your application?
· Did you know that learning a foreign language opens up employment opportunities, most companies are looking for candidates with foreign language skills?
· Did you know that research has shown that most people who speak more than one language earn 8% more?
· Did you know that research has shown that people who speak more than one language are less likely to suffer from dementia in later years?

GROUP 3: Economics

Course requirements

Students should ideally have studied Economics at IGCSE and it is recommended they have achieved a minimum of a 5 in Mathematics. For those wishing to study Economics at University, it is advisable to take Mathematics HL.

Course Content:

Topic 1: Microeconomics - seeks to identify and explain the importance of markets and the role played by demand and supply. Students will explore the roles played by consumers, producers and the government in different market structures. The failures of a market system are identified and possible solutions are examined.

Topic 2: Macroeconomics - provides students with the opportunity for a detailed examination of the major macroeconomic issues facing countries' economic growth, economic development, unemployment, inflation and income distribution.

Topic 3: The Global Economy - encourages students to understand international trade and development..

Assessed by:

Higher Course:
· 3 exam papers worth 80%.
· Coursework – 20% of total – Students complete three written commentaries analysing and evaluating real world economic issues found in popular media.

What skills you will gain:

The ability to think logically
A strong understanding of economic principles
The ability to apply influential economic theories
The ability to understand key economic statistics and information
The ability to critically evaluate information
The ability to communicate evaluative reasoning in a structured and coherent manner

Why do this subject?

Economics is a dynamic social science. As a social science, economics uses scientific methodologies that include quantitative and qualitative elements. It is an interesting, diverse and applied subject that is valued very highly by universities. It incorporates elements of history, geography, psychology, political studies, business studies and many other related fields of study. The study of economics also aims to encourage students' development as independent learners.

The current syllabus requires students to work independently to gain exposure to current and past economic events. It will not be enough just to study the syllabus, since the trial examination requires the integration of real-life examples in their responses.

GROUP 3: Geography

Course content:

All students study core topics on population, resources and climate change. They study 3 of the following: fresh water, oceans , extreme environments, geophysical hazards, leisure, tourism and sport, food and health or urban environment. Standard Level students will do two of these, while Higher Level students will study all three. In addition to this Higher Level students will take an extension paper on global interactions.

Assessment:

There are three papers. Paper 2 is the core paper which is a mixture of structured questions and an essay. This is for both HL and SL students. Paper 1 is the options paper. Each option has a choice of questions, each with a mixture of structured questions and a short essay. Paper 3 is an essay paper where students write an essay. Students also complete fieldwork which comprises a written report a research question, data collection, analysis and evaluation.

Skills:

The course will enable the student to understand the interrelatedness between people, places, space and the environment. Students will also develop a concern for the welfare and quality of our environment. The course expects a high level of student interest and motivation in the topics covered. Students develop transferable skills such as analysing information, data collection, IT, communication, decision making and teamwork skills, based on the content and design of the course.

Why do this subject?

A geographical education is an education for life. It develops enthusiasm and enjoyment in our environments, and improves our understanding of environmental and cultural and economic challenges that face the world. The study of geography helps to create environmentally responsible citizens who are aware of the need to create sustainable development. A particularly wide range of skills relevant to employment is developed through the learning of geography and its stimulating use of contemporary issues and real world examples. In short, geographical knowledge is essential for the decision-makers of tomorrow, and a useful aid in understanding the changes and complexities of the 21st Century. There is the opportunity to take part in a variety of fieldwork trips. In the past we have visited Tarifa, Cabopino, Marbella Centre and Barcelona.

Where will it lead?

IB Geography develops students who are able to adapt and integrate into a diverse range of employment and society settings.

Whether you enjoy learning about societies, cultures, environments, landscapes or locations around the world and economics , you will find that the knowledge and skills that Geographers gain are highly regarded by employers. Geographers go into a wide variety of careers within a number of different sectors including environmental consultants, advertising executives, financial risk assessors, lawyers, surveyors, diplomats and television researchers.

GROUP 3: History

Course content outline:

Standard Level: Twentieth Century World History: Paper 1: The Move to Global War – Japanese expansion in East Asia (1931-1941) and German and Italian expansion (1933-1940). Paper 2: focusing on two topics: Causes and effects of 20th century wars and authoritarian states (20th century). In addition, all students complete one piece of written coursework (Historical investigation).

Higher Level: The Standard Level Course on Twentieth Century World History, and, in addition, European focus: Europe and the First World War (1871-1918); Versailles to Berlin (diplomacy, 1919-1945) and Interwar States (1918-39)

Assesment	Higher Level	Standard Level
Paper 1*	1 hour source-based written paper. Five questions to be answered. Worth 20% of the final level.	1 hour source-based written paper. Five questions to be answered. Worth 30% of the final level.
Paper 2*	1.5 hour written paper. Two essay questions to be answered. Worth 25% of the final level.	1.5 hour written paper. Two essay questions to be answered. Worth 45% of the final level.
Paper 3	2.5 hours. Three essay questions to be answered. Worth 35% of the final level.	N/A
Course-work	One piece of coursework of maximum 2200 words. Worth 20% of the final level.	One piece of coursework of maximum 2200 words. Worth 25% of the final level.

What skills will you gain?

Students of History will learn to analyse complex events and to understand them. They will learn not only what happened but how and why it happened and will be taught to read evidence critically, learning ho w to identify significant facts and issues from the mass of details. Through written work students will be able to develop clarity and persuasiveness in communication. They will be encouraged to play an active part in discussion, to research topics and present their findings.

Why study this subject?

'History combines the excitement of exploration and discovery with the sense of reward born of successfully confronting and making sense of complex and challenging problems.' [Professor Frank Luttmer, 1996]
History is about people. Students of this subject learn to understand what has shaped the time we live in. While learning about the past students will acquire a range of useful and valuable analytical skills, the ability to identify what is important in a complex situation and to distinguish reasoned argument from prejudice and propaganda. The coursework element is an important opportunity to develop research skill s that will be useful both at university and in employment.

Where will it lead?

The wide variety of transferable skills are much sought after by employers; many business leaders studied history at university. The study of History leads to the university study of, for example, law, journalism, education, management and politics.

GROUP 3: Business Management

Course content outline:

The business management course is designed to develop students' knowledge and understanding of business management theories, as well as their ability to apply a range of tools and techniques. Students learn to analyse, discuss and evaluate business activities at local, national and international levels. The course covers a range of organisations from all sectors, as well as the sociocultural and economic contexts in which those organisations operate.

The course covers the key characteristics of business organization and environment, and the business functions of human resource management, finance and accounts, marketing and operations management.

Curriculum model overview

· Unit 1: Business organisation and environment
· Unit 2: Human resource management
· Unit3: Finance and accounts
· Unit 4: Marketing
· Unit 5: Operations management

Recommended requirements:

It is recommended that those opting for Higher Level should have a grade B/6 or above in Mathematics and English.

Type of assessment	Format of assessment	Time	Weighting of final grade (%)
External		4h 30 min	
Paper 1	Based on pre-released statement specifies the context and background for the unseen case study	1h 30 min	35
Paper 2	Based on unseen stimulus material with a quantitative focus	1h 45m	40
Paper 3	Based on unseen stimulus material about a social enterprise.	1h 15 min	
Internal			
Business research Project	Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens	20 h	25

GROUP 3: Digital Society

Subject topics are open-ended rather than limited and can evolve according to new developments, examples, and emerging technologies. The multidisciplinary nature of the subject makes the course appealing to students with very diverse personal and professional pathways.

Course content outline:

The IB DP Digital Society course is a totally new course embracing modern and forward thinking technologies. The course is for young people interested in exploring the impact and importance of digital systems and technologies in the contemporary world. You will research and develop personal understanding of the positives and negatives of key technological changes and inventions in the world. You will explore real world examples, through three inquiry driven areas:

– **Concepts** such as expression, change and identity which highlight powerful, pervasive and debatable perspectives that provide insight for inquiry.
– **Content** informs inquiry with details about digital systems including areas related to data, algorithms, media, AI, robotics and more.
– **Contexts** that place the inquiry into areas significant to life in digital society including social, cultural and environmental contexts.

HL additional content:
Assessment at a glance
SL paper 1

5.1 Gobal well-being	5.2 Governance and human rights	5.3 Sustainable development

Four structured questions that address the 3 syllabus areas and use real-world examples in an integrated way.
HL paper 1
The paper is similar to the SL Paper 1, but also includes the HL additional content.

SL and HL paper 2
Source-based questions that address the common SL and HL syllabus in an integrated way. Sources may include text, audio, visuals, data, diagrams and/or infographics.

HL paper 3 (no SL level paper 3)
Questions that address an intervention related to a HL extension challenge topic. A brief statement indicating the real-world nature of a selected challenge topic will be released four months prior to the examination. You will be required to evaluate an intervention and recommend steps for future action.

SL and HL Inquiry project (internal assessment)
You will conduct your own independent inquiry into impacts and implications of digital systems for people and communities. This is where you will be able to choose an area of interest from within the context of the course.

Future pathways

The course prepares Digital Society students for several future pathways in their future studies and work.

GROUP 4: Biology

Course Content:

Biology is the study of living organisms applying the techniques and approach of the experimental sciences. The study is undertaken at a variety of levels from the molecular to that of the biosphere, each with its own distinctive approaches and methods. Students are expected to develop an appreciation of the interactions between these levels, and of organisms as functioning entities within the biosphere. Biology students at Standard Level and Higher Level undertake a common core syllabus and a common internal assessment scheme.

While the skills and activities of group 4 science subjects are common to students at both SL and HL, students at HL are required to study some topics in greater depth, to study additional topics and to study extension material of a more demanding nature in the common options. The distinction between SL and HL is one of breadth and depth.

It is recommended that students have 9/A* - 6/B in IGCSE Biology to study at Higher Level.

Type of assessment	Format of Assessment	Time (hours)		Weighing of final grades
		SL	HL	
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions .	1h 30m	2h	36
Paper 2	Short-answer and extended –response questions	1h 30m	2h 30m	44
Scientific investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10h		20

Through studying Biology students should become aware of how scientists work and communicate with each other. While the “scientific method” may take on a wide variety of forms, it is the emphasis on a practical approach through experimental work that distinguishes the group 4 subjects from other disciplines and characterises each of the subjects within group 4. Many of the students who study Biology at Higher Level go on to study a Biology related course at university. These include Medicine, Dentistry, Veterinary Science, Biochemistry, Genetics, Physiotherapy and many others. Standard level students are enriching their scientific general knowledge for life.

GROUP 4: Envornmental Systems & Societies

"The greatest threat to our planet is the belief that someone else will save it."— Robert Swan

Environmental systems and societies (ESS) is complex and relevant option which engages students with the challenges of 21st century environmental issues. The innovative new HL course covers new topics on environmental law, economics and ethics.

ESS is an exciting interdisciplinary course, encompassing both the sciences and individuals and societies and is offered at both standard level (SL) and higher level (HL). As such, ESS combines a mixture of methodologies, techniques and knowledge associated with both the sciences and individuals and societies.

Course Content:
Topic 1 Foundations of ESS / Topic 2 Ecology / Topic 3 Biodiversity and conservation / Topic 4 Water / Topic 5 Land / Topic 6 Atmosphere and climate change / Topic 7 Natural resources / Topic 8 Human populations and urban systems

Higher level (HL) only
Environmental law
Environmental and ecological economics
Environmental ethics

Component	Overall (%)	Duration (hrs)		Format and syllabus coverage
		SL	HL	
Paper 1	25 (SL) 30 (HL)	1	2	Case Study
Paper 2	50 (SL/HL)	2	2.5	Section A: short answer and date based questions / Section B: Structured essays
Internal assessment	25 (SL) 20 (HL)	10		Individual investigation assessed using mark bands

Why do this subject and where will it lead?

It could be argued that ESS is the most relevant science. Covering many of the most important topics that face future generations with regards to the protection and conservation of our environment. It will provide you with critical awareness of the diversity of approaches to the environment and its protection or maintenance.

Environmental Science is a popular university course and can lead to many careers including Environmental Science and conservation but an understanding of environmental science is becoming increasingly important in many areas for example law, business, international relations and economics.

ESS has strong links with Biology and Geography. Essay writing skills from subjects such as History are also beneficial to ESS students.

It should be noted that German universities do not count Environmental Systems and Societies as a Science.

GROUP 4: Physics

Course Content:

Physics is a tortured assembly of contrary qualities: of scepticism and rationality, of freedom and revolution, of passion and aesthetics, and of soaring imagination and trained common sense.(Leon M Lederman (Nobel Prize for Physics, 1988)

Standard and Higher Physics students study five core topics.

It is recommended that students have 9/A* - 6/B in IGCSE Physics to study Physics at a Higher level.

Type of assessment	Format of assessment	Time (hours)		Weighing of final grades
		SL	HL	
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions .	1 h 30	2 h	36
Paper 2	Short-answer and extended –response questions	1 h 30	2h 30	44
Scientific investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10		20

Where will this subject lead?

Studying Physics enables students to develop a passion for a subject that will seriously develop their analytical, communication, problem-solving and practical skills. This unique combination provides an outstanding opportunity for students who want to go into engineering, research, mathematics, banking, business, economics, law, or any profession that requires deep thinkers, leaders, problem solvers or analysts.

GROUP 4: Sports, Exercise & Helath Science (SL Only)

Course Content:

Sports, Exercise & Health Science (SEHS) focuses on the science that underpins physical activity. It is an experimental science course combining academic study with practical and investigative skills. The course incorporates the core topics of anatomy and physiology, energy systems, movement analysis, skill in sport, measurement and evaluation of human performance, and two option topics. Students will carry out practical investigations, both in the laboratory and in the field, to develop the skills necessary for experimental sciences.

Assessment: Standard Level only

Type of assessment	**Format of assessment**	**Time (hours)**	**Weighing of final grades**
		SL	
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions .	1 h 30 m	36
Paper 2	Short-answer and extended –response questions	1 h 30 m	40
Scientific investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10	24

If you are interested in how the body works in relation to sports, exercise and health this would be a good choice.

SEHS teaches students transferable skills as well as an academic understanding of sport. This course is not just for athletes. There is no practical sports element, unlike IGCSE.

Why do the subject?

SEHS is good preparation for courses in further education related to sports fitness and health and serves as useful preparation for employment in sports and leisure industries.

Arts/humanities students looking for an applied alternative to a pure science discipline at Standard Level.



GROUP 5: Mathematics - Analysis and Approaches

Assessment and Entry Requirements
· HL is assessed by three examination papers (worth 80% of the final mark) and one piece of internally assessed coursework (worth 20%). Paper 1 (2 hours, 30%) is non-calculator and contains compulsory short and extended response questions. Paper 2 (30%) is similar but a graphical display calculator is required. Paper 3 (20%) is a one hour problem solving paper.
· Grade 8—9 at IGCSE Maths required, study of Further Maths IGCSE strongly recommended.
· SL is assessed by two examination papers (worth 80% of the final mark) and one piece of internally assessed coursework (worth 20%). Paper 1 (90 minutes, 40%) is non-calculator and contains compulsory short and extended response questions. Paper 2 (40%) is similar but a graphical display calculator is required.
· Grade 6 or better at IGCSE Maths required.

What skills will you gain?
You will develop your mathematics in order to become fluent in the construction of mathematical arguments and gain strong skills in mathematical thinking. You will be able to solve problems with and without technology.

Why do this subject?
Because you love maths! If you enjoy the thrill of mathematical problem solving and generalisation, are fascinated by exploring real and abstract applications of mathematical ideas, and appreciate the way formal mathematical proofs bring rigour and beauty, then this is the subject for you.

Where will it lead?
This subject is aimed at students who will go on to study subjects with substantial mathematics content such as mathematics itself, engineering, physical sciences, or economics for example.

Calculators
All students will require a Casio fx CG100 graphical display calculator. These are compulsory for class and the examinations and can be purchased at the start of the school year from the uniform shop.

Course Content Outline:
Number and Algebra: sequences and series, exponentials and logarithms, proof, binomial expansion
HL only: partial fractions, complex numbers and DeMoivre's theorem, proof by induction

Functions: graphs and transformation of functions, quadratic, exponential and reciprocal functions
HL only: polynomials and their solutions, rational and modulus functions and compositions of these

Geometry and Trigonometry: 3D problems, radian measure, trig identities, graphs and equations
HL only: Reciprocal trig functions, compound angle identities, vectors, lines and planes in 3D

Statistics and Probability: Sampling and bias, presentation and calculations with data, correlation, probability rules, binomial and normal distributions, conditional probability
HL only: Bayes theorem, discrete and continuous random variables

Calculus: Differentiation and integration and application of this to problem solving and kinematics
HL: Limits and L'Hopital's rule, implicit differentiation, differential equations, Maclaurin's series.

GROUP 5: Mathematics - Applications and Interpretation

Assessment and Entry Requirements
· HL is assessed by three examination papers (worth 80% of the final mark) and one piece of internally assessed coursework (worth 20%). Paper 1 (2 hours, 30%) contains compulsory short response questions. Paper 2 (30%) contains compulsory extended response. Paper 3 (20%) is a one hour problem solving paper. A graphical display calculator is required for all examinations.
· Grade 7-9 at IGCSE Maths required.
· SL is assessed by two examination papers (worth 80% of the final mark) and one piece of internally assessed coursework (worth 20%). Paper 1 (90 minutes, 40% contains compulsory short response questions. Paper 2 (40%) contains extended response questions. A graphical display calculator is required for both papers.

What skills will you gain?
You will develop your mathematics in order to describe our world, analyse data and solve practical problems. You will harness the use of technology in order to explore mathematical models.

Why do this subject?
Students often complain that the maths they learn is not relevant to everyday life. This course is designed to prove the opposite! Change, randomness, and the desire to find the best possible solution to a problem are integral aspects of all walks of life. The modelling processes developed through this course will enable you to understand the way things change and make predictions about the future. Probability theory will help make sense of uncertainty, and optimisation and algorithms will reveal the choices you should make to obtain the best possible outcome.

Where will it lead?
This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, some economics courses, psychology, and design, for example.

Calculators
All students will require a Casio fx CG100 graphical display calculator. These are compulsory for class and the examinations and can be purchased at the start of the school year from the uniform shop.

Course Content Outline
Number and Algebra: sequences, series, exponentials, logarithms, amortization, simultaneous equations HL only: complex numbers, applications eg in electronics, matrices, eigenvalues, population models

Functions: modelling with functions and their graphs, reflection and interpretation of models
HL only: composite functions, transformations of graphs, logistic models and scaling with logarithms

Geometry and Trigonometry: 3D problems, sine and cosine rules, sectors, Voronoi diagrams
HL only: radian measure, trig identities, vectors, graph theory, spanning trees, algorithms eg Prim's

Statistics and Probability: sampling and bias, presentation and calculations with data, correlation, probability rules, binomial and normal distributions, conditional probability, Chi squared test
HL only: non linear regression, central limit theorem, Poisson distribution, transition matrices

Calculus: differentiation and integration and application of this to optimisation problems
HL only: kinematics problems, differential equations, Euler's method, phase portraits, eigenvalues.

GROUP 6: Chemistry

"If all of scientific knowledge were to be destroyed and only one sentence passed on to the next generation it would be – all things are made of atoms" Richard Feynman.

Course Content:
This course comprises wide-ranging material built on two bond concepts in Chemistry structure and reactivity. This introduces students to the basic concepts of post-16 Chemistry. Higher Level students work on additional material, which takes them up to first year university standard. It is recommended that students have a grade 9/A* - 6/B in IGCSE Chemistry.

Assessment by:

Type of Assessment	Format of assessment	Time		Weighting of final grade
		SL	HL	
Paper 1	Paper 1A: Multiple-choice questions Paper 1B: Data-based questions and questions on experimental work	1h 30	2h	36
Paper 2	Short-answer and extended –response questions	1h 30	2h 30	44
Scientific investigation	The scientific investigation is an open ended task in which the student gathers and analyses data in order to answer their own formulated research question. The outcome of the scientific investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3,000 words.	10h		20

What skills will you gain?
The ability to analyse and apply scientific theories, to communicate key principles in writing, to evaluate and solve problems, to work as a team and to perform practical assignments safely.

Why do this subject?
IB Chemistry is a challenging, interesting and practical based course which seeks to explain the material world around us. Students are encouraged to think independently, question scientific data and collaborate with other students. This wide ranging and up- to- date course provides an opportunity for students to develop skills valued by both universities and employers.

If you want to study Science at university many courses will require a second science subject at higher level.

Where will it lead?
Chemistry related jobs: Analytical chemist, atmospheric chemist, chemical engineer, cosmetic scientist, marine chemist, environmental chemist, forensic chemist.
Chemistry/Physics: Materials scientist, nuclear scientist.
Chemistry/Biology: Biochemist, food scientist, molecular biologist.
General: Doctor, dentist, veterinary scientist, science teacher, university lecturer, technical sales executive,
physiotherapist, pharmacist, toxicologist, science writer.

GROUP 6: Music

'If I were not a physicist, I would probably be a musician. I often think in music. I see my life in terms of music', Albert Einstein

The IB Music course is an exciting, rigorous, and highly attractive subject designed for the contemporary, well-rounded musician. Unlike traditional music courses, it uniquely blends academic rigour with practical application, demanding that students operate as researchers, creators, and performers. If you are passionate about music from any style — from Classical to Hip-Hop, from Jazz to World Music — and are ready to engage with it analytically and creatively, this course is for you.

Course overview:

IB Music focuses on developing a holistic musical identity. It moves beyond rote memorization of theory to explore how music functions in the world, embracing the dynamic influence of music technology and global contexts. The course is structured around three interconnected musical processes:
Students who thrive in IB Music are not just skilled instrumentalists; they are critical thinkers, open-minded cultural explorers, and proactive collaborators.

Units and Assessment

The assessment model is 100% coursework, giving you continuous control over your final grade and allowing you to showcase your best work in multiple formats.

1: Exploring Music (30%) - Portfolio: A submission of written work (max 2,400 words) and two short practical exercises (one creation, one performance adaptation) demonstrating contextual understanding.

2: Experimenting with Music: (30%) - Report and Evidence: A written experimentation report (max 1,500 words) supported by three related excerpts of practical musical work (creating and performing) showing a process of inquiry.

3: Presenting Music: (40%): Final Collection: Programme notes (max. 600 words), a created work (composition / improvisation), max 6 minutes, and a performance recording (solo/ensemble, max 12 minutes).

Enrichment Opportunities

You will visit the vibrant city of Málaga, exploring the Music Museum and experiencing life inside a professional recording studio. You will also attend live concerts, witness first hand the power of the opera, and be a member of the Creative Arts Residential, which visits a new and exciting European city each year.

Future Career Pathways

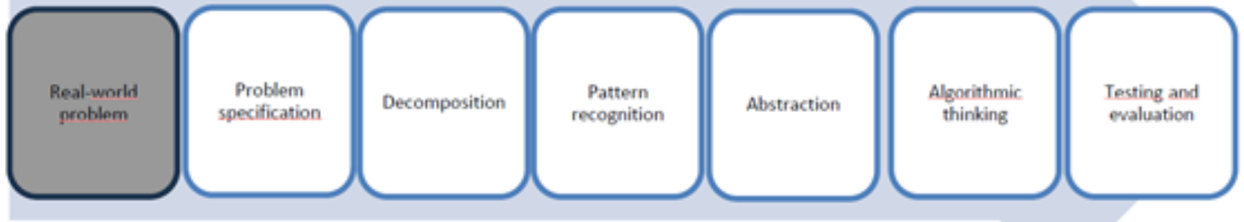
The skills developed in IB Music are highly valued by top universities and employers, extending far beyond the music industry itself. The ability to analyse, create, reflect, and meet complex project deadlines makes our graduates exceptional candidates for diverse fields.

IB Music prepares you for courses in Music, Music Technology, Arts Management, Liberal Arts, and many joint-honours degrees where creative and critical competencies are essential.

GROUP 6: Computer Science

Course content outline:

The IB Computer Science course requires an understanding of the fundamental concepts of computational thinking and frames the DP course. Figure 1 illustrates this concept. No prior knowledge required to study SL, just a true interest in programming and the technology as part of the subject.



The course is organized into two key themes.
Theme A: Concepts of computer science focuses on how computing systems work:
A1 Computer fundamentals
A2 Networks
A3 Databases
A4 Machine learning
Theme B: Computational thinking and problem-solving focuses on how students can use computing systems to solve real-world problems:
B1 Computational thinking
B2 Programming
B3 Object Oriented Programming (OOP)
B4 Abstract data types (ADT)—HL only

The course also has a practical dimension, comprising a computational solution and the collaborative sciences project. Algorithmic thinking and programming are the key practical skills in this course. The course can be studied in either Python or Java.

The course enables students to:
1. develop conceptual understanding that allowing connections to be made between the themes and other DP subjects.
2. acquire and apply a body of knowledge, methods, tools and techniques that characterize computer science
3. analyse and evaluate solutions developed through computational thinking in a range of contexts
4. approach unfamiliar situations with creativity and resilience
5. use computational thinking to design and implement solutions to local and global problems
6. develop an appreciation of the possibilities and limitations of computer science
7. evaluate the impact of emerging technologies in computer science
8. communicate and collaborate effectively
9. develop awareness of the environmental, economic, cultural and social impact of computer science, its applications and ethical implications.

The course is assessed via 2 examinations (additional questions for HL in each paper) and by an Internal Assessment (IA). The IA is in the form of a computational solution where students will have to apply their practical skills through the development of a computational solution, to a real-life problem.

Careers:
Students can progress from this qualification to a range of different, relevant or vocational higher education qualifications.
Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Web Developer, Information Security Analyst, Computer & Information Research Scientists, Computer & Information Systems Managers and IT Project Manager.

GROUP 6: Visual Arts

'Imagination is more important than Knowledge'- Albert Einstein

Course content outline

Visual Arts offers students a course of study that aims to extend practical, perceptual and analytical skills, by creating opportunities for studio practice, investigation and development of ideas and written work. In addition, students will be required to investigate art in its broadest sense, encompassing European and non- European contexts. The structure of the course is the same for both Standard and Higher levels.

Assessment

The course structure is specifically designed to be highly rewarding, challenging students to think like professional artists. For both HL and SL students, the coursework is balanced across three major components. The first is the Art-making Inquiries Portfolio (30%), which requires you to follow your deepest interests and curiosities, to curate a digital submission of up to 15 screens, and a maximum of 3000 words, documenting your investigations, discoveries, experimentations with a variety of art forms.

Then there´s the Artist Project (30%), which challenges you to conceive, develop, and realise a sustained, stand-alone artistic project that is significantly informed by connections with at least two artworks by different artists and an understanding of cultural significance and context. It also requires a short video (maximum 3 minutes).

Finally, your Selected Resolved Artworks (40%) grants you the flexibility to work in any medium you choose - including contemporary forms like digital art, performance, and installation - without the pressure of documenting a traditional gallery show. This ensures the course remains current, allowing you to build a portfolio that reflects modern art trends and showcases your technical skills across diverse 21st-century media.

What skills will you gain?

Research skills
Technical skills for a range of practical applications
Time Management skills
Organisational skills
Critical thinking skills Independence

Why take this subject (at Higher Level)

This subject will suit versatile, open-minded students who are keen to explore a range of issues. The Creative Industries are one of the fastest growing areas of the economy and job opportunities are globally based.

Where will it lead?

Architecture, Interior Design, Advertising, Illustration, Publishing, Film Making, Television, Teaching, Art History, Fashion, Furniture and Product Design, Artist, Stylist, Costume Design, Theatrical Make-up, Graphic Designer, Model-Making, Curator, Photographer, Marketing are to name just a few.

GROUP 6: Theatre

Why study IB Theatre Arts?

The IB Theatre Arts course examines theatre from around the world. This is an exciting and creative syllabus that provides its students with a significant degree of creative freedom. The course balances the mixture of a rigorous academic programme with a dynamic and imaginative set of tasks. All students studying the course will complete the following;

Collaborative Project

Students research a theatrical company that devise original work and then create their own original piece of theatre based upon a stimulus. Each student takes individual responsibility for a specific aspect of the performance. This is filmed and assessed. A written report on the process of creating the performance is also submitted and assessed.

Research Presentation

Students independently research an unfamiliar theatre practice from around the world. A list is provided for these. They deliver a 15 minute practical presentation, including demonstrations, of how the theatre practice works. This is filmed and assessed.

Production proposal

Students choose any published play text that they wish to explore and produce a notebook containing all of their directorial ideas for how the play could be presented. This includes things like set designs, costume designs, sound and lighting, directions for actors and storyboards.

Solo Piece

Students select a theatre practitioner that they have not explored in detail and create a solo performance based around the practitioner's theories. The play can be on any topic they choose. This is filmed and assessed.

Career Opportunities

This course is excellent preparation for University, and will teach students how to research, apply theoretical concepts practically, reflect, analyse and evaluate their work. DP Theatre is highly beneficial for students' future careers because it equips them with a powerful, future-proof skill set for both life and work. Arts subjects like Theatre foster creativity, innovation, and problem-solving, which are considered essential skills in every career sector, from business to science. Furthermore, studying theatre cultivates leadership, communication, and confidence—the crucial soft skills that drive career success—and develops resilience, adaptability, and teamwork sought by employers. Students who study the arts are also more likely to gain university admission, as top universities recognise arts subjects as indicators of well-rounded, adaptable, and resilient individuals. Additionally this pre-university theatre course develop students' expertise in the professional artistic practice for those students interested in careers such as theatre director, stage director, choreographer, Media presentation, set design, visual arts, education among many others.

11. A-Level Subject descriptions

A-Level Business Studies

Assessment methods

All four units are externally assessed.

In the first year (AS) you will take Unit 1 Marketing and People, and Unit 2 Managing Business Activities.

In Year 13, at A2, you will take Unit 3 Business Decisions and Strategy and Unit 4 Global Business.

All four units will be assessed by questions based on 'data' and extended response questions.

Each of the four units have an equal weight in the overall final A Level grade (25% each)

Details of the course (what I will study in this subject and what skills I will develop)
The qualification is built around a core unit with an enterprise theme, to enable you to think of a new business idea and how you might research and develop it. Therefore, you will think about how your learning applies to your own business idea. The qualification will introduce you to international business, equipping you either to work in or to manage a business in an international context.

During the course you will study Business enterprise; structure and processes; strategic business decisions and Business in a global context.
You will investigate different types of business organisations which could be set up to develop and sell a product or service idea in a local, national or international marketplace. At A2 level, you will study the ways in which companies grow bearing in mind the markets in which companies are operating.
You will be able to analyse numerical information to identify, for example, poor cash flow or labour productivity and the reasons for this.
You also will promote a holistic understanding of business through considering how a new business idea is developed, understanding how a business is managed, how its performance is analysed and how it could trade overseas.

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?
You need to use both qualitative and quantitative methods to make justifiable decisions, taking into account opportunity cost.
Therefore you should have achieved at least a grade B/6 in IGCSE Business Studies and English language.

Other information/Career Pathways
The A-level enables progression from IGCSEs/GCSEs in Business Studies, Economics, Applied Business and Business and Communications. Students need a competent level of First Language English to aim the higher grades. Be prepared to spend time reading extensively around the topics.
Subjects such as Mathematics, Languages or Geography are often studied alongside Business. Business is a social science and would also be a good subject to study alongside the other social sciences: Economics and History.

A-Level Mathematics and further Mathematics

Assessment and Entry requirements

All units are assessed through external examinations. Modules ae taken in January and June. It is possible to re-sit modules taken before the end of the course.
It is essential that students have at least a grade 6 at Higher Level IGCSE or an equivalent qualification.
It is recommended that students have a grade 8 or 9 at IGCSE to study Further Mathematics.
Students taking Further Maths must also take A-Level Maths.

What skills will you gain?

You will develop your mathematics in order to become fluent in the construction of mathematical arguments and gain strong skills in mathematical thinking. You will be able to solve problems with and without technology.

Where will it lead?

Maths can be studied jointly with a wide variety of other subjects at degree level, and is also essential for maths, physics or engineering courses, required for many science degrees and often desirable for accountancy or business related degrees. Maths is a very widely accepted indicator of ability in higher education as well as for those who are contemplating direct entry to careers, especially in any financial area.
Further Maths will enhance the application of a student working to study maths, engineering, physics, computer science or economics at a top university.

Course content

A level Maths - Pearson (Edexcel) International A level YMA01 - In year 12 we study Pure Maths 1 and 2 including trigonometry, polynomials and calculus, and one applied module, normally Statistics 1 including probability distributions and regression. In Year 13 we study Pure Maths 3 and 4 with further trigonometry, vectors, calculus and differential equations, and one applied module, normally Decision 1 including algorithms and critical path analysis.

A level Further Maths - Pearson (Edexcel) International A level YFM01 - In year 12 we study Further Pure Maths 1 including complex numbers and proof by induction, and two applied modules, normally Mechanics 1 including kinematics and forces, and Statistics 2. In Year 13 we study Further Pure Maths 2 and 3 with hyperbolic functions, De Moivre's Theorem and Maclaurin series, and one applied module, normally Mechanics 2 with circular motion.

Calculators

All students will require a Casio fx CG100 graphical display calculator. These are compulsory for class and the examinations and can be purchased at the start of the school year from the uniform shop.

A-Level Biology

Assessment methods

Assessment is based on written exam papers which are externally assessed. There is no coursework. Practical skills are assessed through a dedicated exam unit at AS and A Level.

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?

We recommend that candidates who are beginning this course should have previously completed an GCSE/ IGCSE course, or the equivalent, in Biology.

It is recommended that students have a grade 9/A*- 6/B in IGCSE or the equivalent in Biology.

Details of the course (what I will study in this subject and what skills I will develop)

The aim of this course is:

To provide, through well-designed studies of experimental and practical biological science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level. In particular, it should enable them to:

• become confident citizens in a technological world, with an informed interest in scientific matters;
• recognise the usefulness (and limitations) of scientific method, and its application in other subjects and in everyday life;
• be suitably prepared for studies in biological sciences beyond A Level, in further or higher education, and for professional courses.

Topics studied include:

Molecules, Diet, Transport, Health
Cells and development, biodiversity and Conservation
Energy and Environment, Microbiology and Immunity
Respiration, Coordination, Gene technology
Practical skills

Other information/Career Pathways

This course provides a suitable foundation for the study of Biology or related courses in Higher Education. Equally, it is suitable for candidates intending to pursue careers or further study in Biological Sciences, or as part of a course of general education. Jobs directly related to qualifications in Biology include Biotechnologist, Microbiologist, Marine Biologist, Pharmacologist, secondary school teacher, Dentistry, Veterinary.

A-Level Chemistry

Assessment methods

All assessments are externally assessed. Practical skills are assessed through a dedicated exam unit at AS and A Level.

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?

We highly recommend that candidates who are beginning this course should have previously completed a GCSE/ IGCSE course, or the equivalent, in Chemistry.
It is recommended that students have a grade 9/A*- 6/B in IGCSE Chemistry.

Details of the course (what I will study in this subject and what skills I will develop)

The aim of this course is to provide, through well-designed studies of experimental and practical chemical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level. In particular, it should enable students to develop:
essential knowledge and understanding of different areas of the subject and how they relate to each other
· a deep appreciation of the skills, knowledge and understanding of scientific methods
· competence and confidence in a variety of practical, mathematical and problem-solving skills
· their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
· an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The content is divided into 6 externally assessed units:

Core principles
Application of core principles
Experimental skills
General principles of chemistry

Other information/Career Pathways

Students can progress from this qualification to a range of different, relevant academic or vocational higher education qualifications. Jobs related to chemistry include:

Analytical chemist
Chemical engineer
Healthcare scientist
Medicine
Dentistry
Clinical biochemistry
Forensic scientist
Nanotechnologist
Pharmacologist
Research scientist (physical sciences)
Toxicologist

A-Level Physics

Assessment methods

All units are assessed by external assessment. Practical skills are assessed through a dedicated exam unit at AS and A Level.

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?
We highly recommend that candidates who are beginning this course should have previously completed a GCSE/ IGCSE course, or the equivalent, in Physics.

It is recommended that students have a grade 9/A* - 6/B in IGCSE Physics.

Details of the course (what I will study in this subject and what skills I will develop)

This qualification will extend learners' knowledge by broadening and deepening skills. For example learners will:

Develop their ability to apply mathematical skills to Physics throughout the course.
Gain experience in a variety of practical methods and techniques.
Widen their learning through a number of key transferable skills which may be cognitive, intrapersonal or interpersonal.

The content is divided into 6 externally marked units:

Unit 1: Mechanics and Materials
Unit 2: Waves and Electricity
Unit 3: Practical Skills in Physics
Unit 4: Further Mechanics, Fields and Particles
Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology
Unit 6: Practical Skills in Physics II

Other information/Career Pathways

By studying physics at school or college you're opening the door to a wide variety of rewarding careers. As well as learning about how the universe works, you'll get a broad training in skills that all employers value – an ability to grasp concepts quickly, a determination to find coherent answers, not to mention problem-solving, analytical, mathematical and IT skills. Jobs related to Physics include engineering, architecture, medicine, forensics, astronomy, research science, secondary school teaching.

A-Level English Literature

Details of the course (what I will study in this subject and what skills I will develop)

Over the course of this syllabus, students will study the following units:
Unit 1: Post-2000 Poetry and Prose
Unit 2: Drama
Unit 3: Poetry and Prose
Unit 4: Shakespeare and Pre-1900 Poetry

The aims and objectives of this qualification are to enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

Assessment methods

All units are assessed by external assessment.

Career pathways:

English involves reading, thinking, and writing critically and creatively. It is diverse and can lead to a wide range of careers in various sectors and industries.

Magazine journalist/Editorial assistant/Academic librarian/Proofreader/Creative marketing assistant/Administrative assistant/Writer/Web content manager/Public relations officer/Publishing assistant/Editor/Education

A-Level Spanish / French / German

Assessment methods

The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2.

The full Advanced GCE award consists of the two AS units (Units1 and 2), plus two A2 units (Units 3 and 4) which make up the other 50 per cent of the Advanced GCE. Students wishing to take the full Advanced GCE must, therefore, complete all four units.

Assessment is linked to the four language skills of speaking, listening, reading and writing , in line with the requirements of the subject criteria. Students have to study a literary text, film, period of history or geography of the target country.

Details of the course (what I will study in this subject and what skills I will develop)

AS: Unit 1: Speaking Test
Unit 2: Reading and Writing

A2: Unit 3: Speaking Test
Unit 4: Reading and Writing

Students will study topics relating to the following list:
Youth matters • Lifestyle, health and fitness • Environment and travel • Education and employment • Technology in the Spanish /French/German -speaking world • Society in the Spanish/French/German -speaking world • Ethics in the Spanish/French/German -speaking world.
Spanish /French/German specifications are designed to inspire learners, enabling them to use their chosen language independently and encouraging a deeper understanding of language and culture. It caters for a range of learner interests, with support for those who see languages as a way to enhance career or travel prospects.

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?

Students whose native language is not Spanish / French / German but have a solid background knowledge (IGCSE Spanish/French / German Foreign Language 6/B to 9/A*)

Other information/Career Pathways

Developed in consultation with practitioners and students, the Advanced Subsidiary and Advanced GCE in Spanish / French / German qualification rewards advanced-level Spanish / French /German language skills and knowledge through student-focused assessment.

It provides sufficient basis for further studies of Spanish / French /German at university level.

A-Level Art & Design

This course is built on the core principle of self-expression free of external constraints. It challenges you to engage with profound aesthetic and intellectual concepts, using art as a sophisticated tool to communicate ideas about the observed world, society, cultural identity, and perception.

Areas of Mastery

Students are required to master practical and conceptual skills within one or more of four essential Fine Art disciplines:

· Painting and Drawing: Developing command over two-dimensional media, including abstract and figurative concepts

· Printmaking: Exploring complex processes like screen printing, intaglio, and relief printing

· Sculpture: Mastering three-dimensional form through modelling, carving, construction, and installation

· Lens-based image making: Utilising digital and film media, including photography, video, and animation

Drawing is the essential skill that underpins all development, moving seamlessly from analytical sketches to complex diagrams, connecting initial ideas to final, resolved outcomes.

Units and assessment

The qualification is structured to ensure comprehensive development of both practical portfolio work and critical analysis, with all work assessed against four equally weighted Assessment Objectives (A01 - A04), each accounting for 25% of the total qualification.

Component 1: The Personal Investigation (60%)

This is your opportunity for in-depth, self-directed research. You will generate a substantial portfolio of practical work developed from highly personal starting points. This components integrates a Personal Study - a minimum 1,000-word piece of continuous prose - where you will articulate your critical judgement by analysing and evaluating contextual sources and linking them directly to your studio practice. This academic rigour comprises 12% of the total qualification, providing critical preparation for university-level essay writing and research.



Component 2: The Externally Set Assignment (40%)

This component is designed to test your ability to work under pressure and refine ideas efficiently. You will receive an external theme in February and use the preparatory period to conduct intensive research and experimentation. This unit culminates a focused, 15-hour period of sustained work conducted under examination conditions to produce your final, resolved response.

Enrichment

Each year, you´ll have the chance to explore the vibrant art scenes of world-class cities like Barcelona, Madrid, or London. Imagine yourself immersed in culture, visiting iconic exhibitions and galleries that will fuel your inspiration. You´ll participate in practical, hands-on workshops, creating live art pieces in inspiring locations. This is your opportunity to develop your portfolio on a global stage.

Career pathways

Completion of this course will open doors to a vast range of specialist fields, including:

Design and Visual Arts: Architecture, Interior Design, Graphic Design, Illustration, Fashion, Furniture and Product Design, Photography, Model-Making.

Media and Entertainment: Film making, Television, Stylist, Costume Design, Theatrical Make-up, Curator, Professional artist.

Business and Communication: Advertising, Marketing, Public Relations (PR), Publishing.

Culture and Education: Arts Administrator, Teaching, Art History, Health.

A-Level Computer Science (Exam Board: Cambridge)

Assessment methods

All assessments are externally assessed. Practical programming skills are assessed in Paper 4

AS Paper 1 Theory Fundamentals
Paper 2 Fundamental Problem-solving and Programming Skills

A Level Paper 3 Advanced Theory
Paper 4 Practical

Previous study

Learners starting this course may have previously studied IGCSE ICT or Computer Science.

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

Computational thinking

Computational thinking is a set of fundamental skills that help produce a solution to a problem. Skills such as abstraction, decomposition and algorithmic thinking are used to study a problem and design a solution that can be implemented. This may involve using a range of technologies and programming languages.

Programming paradigms

A programming paradigm is a way of thinking about or approaching problems. There are many different programming styles that can be used, which are suited to unique functions, tools and specific situations. An understanding of programming paradigms is essential to ensure they are used appropriately, when designing and building programs.

Communication

Communication is a core requirement of computer systems. It includes the ability to transfer data from one device or component to another and an understanding of the rules and methods that are used in this data transfer. Communication could range from the internal transfer of data within a computer system, to the transfer of a video across the internet.

Computer architecture and hardware

Computer architecture is the design of the internal operation of a computer system. It includes the rules that dictate how components and data are organised, how data are communicated between components, to allow hardware to function. There is a range of architectures, with different components and rules that are appropriate for different scenarios.

All computers comprise of a combination of hardware components, ranging from internal components, such as the Central Processing Unit (CPU) and main memory, to peripherals. To produce effective and efficient programs to run on hardware, it is important to understand how the components work independently and together to produce a system that can be used. Hardware needs software to be able to perform a task.

Software allows hardware to become functional. This enables the user to communicate with the hardware to perform tasks.

Data representation and structures

Computers use binary and understanding how a binary number can be interpreted in many different ways is important. Programming requires an understanding of how data can be organised for efficient access and/or transfer.

Other information/Career Pathways

Students can progress from this qualification to a range of different, relevant or vocational higher education qualifications.

Software Developer, Database Administrator, Computer Hardware Engineer, Computer Systems Analyst, Computer Network Architect, Web Developer, Information Security Analyst, Computer and Information Research Scientists, Computer and Information Systems Managers and IT Project Manager.

A-Level Media Studies (Exam Board: Cambridge)

"No child's education can be complete without a clear awareness of how the media influences, shapes and defines their lives." — Richard Riley, former U.S. Secretary of Education.

We live in a world defined by a ceaseless flood of information that shapes our political views, spending habits, and sense of self. This subject is the only one that takes the world students inhabit daily - social media, streaming platforms, celebrity culture, and political spin - and makes it the central object of study. This course gives you an early taste of industry life through real-world activities like recording podcasts in our studio, graphic designing posters or album covers, or interviewing members of the public for news pieces. These skills will ensure you have the strategic and creative power to succeed in one of the fastest-growing global industries.

Course Structure and Assessment

The course is balanced, split 50% coursework and 50% exam-based, covering four core units over two years. All practical work is supported by state-of-the-art equipment—from 4K cameras and drones to powerful iMac computers.

Year 12
· Foundation Portfolio (25% coursework): Create either the opening sequence of a feature film or design a full-length print magazine. This process makes you an expert in digital video technology or masters industry-standard software like the Adobe Creative Cloud.
· Media Texts and Contexts (25% exam): Learn to critically deconstruct unseen drama texts like 'Stranger Things' or 'Breaking Bad'. You'll also dive deep into vast global companies like Netflix and Disney to learn about their business models and marketing strategies.

Year 13
· Advanced Portfolio (25% coursework): Develop a full-length media product (such as a documentary, music video,
or short film) and then design its entire marketing launch, including a multi-platform social media strategy.
· Critical Perspectives (25% exam): Dissect complex ideas like Censorship, Media Regulation, and Postmodernism. In the Power and the Media component, you'll investigate how narratives are weaponised, diving into the mechanics of "fake news" and the pervasive reality of media bias, revealing how media sets the agenda.

Enrichment

The most popular highlight is the annual residential trip to Disneyland Paris to attend the world-renowned Media Live! Conference. Here, you'll gain invaluable insight, attending exclusive celebrity guest talks and completing actual work experience with Disney. The year culminates with a glitzy Oscars Night to showcase and celebrate your work.

Career Pathways

The qualification is highly valued by universities, with over 100 institutions in the UK alone offering media-related degrees. The global Media industry is vast, predicting to hit $3.5 trillion annually by 2029. Top jobs include PR, Film and TV Production, Journalism, and Advertising Executive. Media graduates are sought across all business fields, as modern commerce relies on effective digital communication and content strategy. Choosing Media Studies equips you with the tools needed to thrive in the modern, media-driven job market.

A-Level Economics

Economics tackles a broad range of problems, from barriers to economic development to international financial crises. An open-minded and scientific approach to these issues requires formal modelling of economic relationships, and testing hypotheses against data. The study of economics therefore involves developing problem-solving skills, including mathematical and statistical methods, and applying these skills without ever losing sight of the real world we seek to understand. Therefore, it is essential to also opt for A-Level Mathematics.

The aims and objectives of these qualifications are to enable students to:

• develop an interest in, and enthusiasm for, the subject
• appreciate the contribution of economics to the understanding of the wider economic and social environment
• develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
• use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
• understand that economic behaviour can be studied from a range of perspectives
• develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Details of the course (what I will study in this subject and what skills I will develop)

Unit 1: Markets in action
Unit 2: Macroeconomic performance and policy
Unit 3: Business behaviour
Unit 4: Developments in the global economy

Assessment

The qualifications are assessed through examination only.

Career pathways:

A degree in economics provides you with an array of subject-specific and transferable skills highly sought after by employers. Top universities, however, will also require an A/A* at A-Level Mathematics to study a degree in Economics.

Jobs directly related to a degree in Economics include:

Actuarial analyst/Chartered accountant/Chartered certified accountant/Chartered public finance accountant/Data analyst/Economist/Financial risk analyst/Investment analyst/Statistician/Stockbroker also banking and the civil service.

A-Level Geography

Assessment methods

The course is 100% exam based with a range of short, extended and essay style questions.

The content is divided into four externally assessed units:
Unit 1: Global Challenges
Unit 2: Geographical Investigations
Unit 3: Contested Planet
Unit 4: Researching Geography

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?

We recommend that candidates who are beginning this course should have previously completed a GCSE/ IGCSE course, or the equivalent, in Geography and have obtained a grade 9/A*-6/B.

Details of the course (what I will study in this subject and what skills I will develop)

Geography is a broad subject and tackles a wide range of social, political, economical and environmental issues facing the world from, from climate change to migration and urban development.

Geography is a diverse and engaging subject that covers issues relevant to our world today. A range of technologies is used for areas such as fieldwork which can be undertaken on any area of the specification content. The specification embraces contemporary Geography whilst retaining key elements of traditional Geography. The subject content follows an 'issues and impacts' approach throughout.

Skills students will develop

This specification allows students to develop:
· As global citizens who recognise the challenges of sustainability and the implications for the own and others' lives.
· Connections between the different aspects of Geography.
· Their own roles, values and attributes in relation to themes and issues being studied.
· Their understanding of geographical concepts and processes to understand and interpret our changing world.
· Team working and time management through the challenges of fieldwork activities.
· Data manipulation and data analysis.

Other information/Career Pathways

This A-Level course provides a suitable foundation for the study of Geography or related courses in Higher Education/University. There are a wide range of Geography related degrees that can be studied in top Universities around the world. Examples include not only traditional BA/BSC Geography but also Development Studies, Earth and Marine Sciences and Environmental Geography.

Geography is an extremely broad subject and compliments other subjects such as business, economics or biology.

A-Level History

Assessment methods

Assessment in History consists of externally assessed units.

What skills should I have to consider studying this course? Are there any specific subject requirements or preferences?

You will require good reading and essay writing skills.

Therefore , It is highly recommended that you have achieved at least a grade 5 in IGCSE History or an equivalent subject.

Details of the course (what I will study in this subject and what skills I will develop)

You will study British, European and World history. Students will assess the significance of individuals, societies, events, developments and ideas in History.

Students will learn to examine History using the key concepts of causation, consequence, continuity, change and significance within a historical context.

Students will develop their interest in, and enthusiasm for history and an understanding of its intrinsic value and significance today.

Students will learn to identify and evaluate different interpretations of the past, conduct independent research and formulate arguments in a responsible way.

Students will develop skills of explanation, analysis and evaluation. They will learn to handle sources confidently, learning to place them in their historical context and assessing them for their value and limitation to the historian.

· AS Topics are China 1900-76 and Germany 1919-45.
· A2 Topics are Civil Rights in the USA and Cold War in East Asia.

Other information/Career Pathways

The GCEs enable progression from IGCSEs in History and other analysis based subjects to History.

An Advanced GCE in History with its skills based content will give you enhanced career choice and progression opportunities.

Subjects such as languages and English Literature are often studied alongside History.

History has been identified as an important A level by Cambridge University and they recommend it to students interested in studying humanities, languages and social sciences at Oxbridge level

A-Level Physical Education

Aim of the course

Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.

Course entry requirements

IGCSE candidates: A minimum 6 in IGCSE Sports Science with a recommendation that pupils score at least 60% or more in the theoretical paper.

Non IGCSE candidates: A 6 in at least one science of which is recommended to be either Physics or Biology.

Component	Component 1	Component 2	Component 3	Component 4
Description	Written exam 2.5h	Written Exam 2h	Practical Performance	Performance Analysis and development
Content overview	1 - Anatomy and Physiology 2 - Exercise physiology and applied movement analysis	3 - Skill Acquisition 4 - Sport Psychology 5 - Sport and Society	In ONE sport Performer OR Coach	Analysis project on two components in the selected sport. 1 - Physiological (fitness) AND 2 - Technical (skill) or tactical
Assessment Overview	40% / 140 marks	30% / 100 Marks	15% / 40 Marks	15% / 40 marks

Skilled gained

A Level builds on and embeds the physical development and skills learned in Key Stage 4, deepening knowledge of content studied previously whilst avoiding unnecessary repetition and also ensuring that learners new to the subject are appropriately supported.

Students will develop a multitude of skills, including numeracy, communication and an understanding of practical performances in order to support progression to the next level of study. The blend of scientific and social knowledge positions candidates to access the numerous physical education, sport and physical activity higher education programmes.

Future pathways

This course will support any application to university in line with Sport Science, Sports Medicine, Physical Education, Leisure and tourism and Sports Management courses.

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