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# Options Booklet

Key Stage 5 | 2024



## Introduction

Our aim at Safa British School is to provide our Post-16 students with a stimulating, purposeful and balanced curriculum, leading to qualifications which are internationally recognised and accepted as entry requirements for the leading institutions of Higher Education.

At Safa British School there is a wide range of options available with three academic pathways on offer to our sixth form students. We are very proud that we are an inclusive Sixth Form offering both the A Level and BTEC Programme, or as appropriate, a blended combination of the two.

We believe the opportunities at post-16 should surpass the academic, and all our students are encouraged to take part in a wide ranging extra-curricular offer, in order to aid their development as lead members of our school community, and in preparation in entering university life. The programmes we offer include:

- World Scholar's Cup
- Duke of Edinburgh
- MOOC Courses
- LAMDA Qualification
- IPQ/EPQ courses
- Sports Leaders Awards
- Prefect Programme
- Peer Mentor Programme
- Student council

We recognise the importance of our students' personalised learning journey, empowering all our students to aim high and reach their academic potential, in a supportive, community-based environment. This booklet is designed to help give you a 'flavour' of the courses offered at Safa British School and help guide you in your pathways.



# The Sixth Form Curriculum

At Safa British School there is a wide range of options available with three academic pathways on offer to our sixth form students:

## 1-GCE Advanced Level (A Level)

Students can choose to study three A Level subjects and will undertake all units listed for the stand-alone A Level qualification at the end of Year 13. Students who wish to study more than three subjects will need to have this agreed with the Head of Sixth form.

NB. AS level exams do not count towards the final A Level grade, they are a stand-alone qualification.

## 2-BTEC –Level 3 Qualifications

Students can choose to study three BTEC courses. For this academic year we are looking to expand our offer of BTEC courses with the potential introduction of Art & Design (Graphic Design) and IT to run alongside our existing BTEC offer of Double Award Business (worth two BTEC), Single Award Business, Travel and Tourism and Sport.

The BTEC programme provides a specialist work related programme of study that covers the key knowledge and practical skills required. It offers flexibility and a choice of emphasis through the specialist units. The qualifications offer an engaging programme for those who are clear about the area of employment that they wish to enter. The courses are practical and vocational and are closely linked to the world of work.

## 3-A blended curriculum of A Level and BTEC

Our option blocks are designed so that students may study a combination of A Level and BTEC courses. Students can select two A Levels and one BTEC or one A Level and two BTEC subjects.

All of the above courses allow access to universities in the UK, USA, Canada and many other worldwide destinations, however students are well advised to ensure their exit qualifications will satisfy higher education requirements for their desired destination.

# The Sixth Form Curriculum Pathways

At Safa British School we offer flexibility for Sixth Form pathways where students can choose a combination of A Levels and BTECs. It is expected that the majority of students will complete the equivalent of three A Levels.

In line with other International and Independent Schools, subjects will only run with viable student numbers. The Head of Sixth Form and the Sixth Form Team will do their utmost to ensure that students are supported with their first-choice options.

Entry onto Sixth Form study is conditional and therefore dependent upon students obtaining the (I)GCSE grade requirement for that individual subject and the general requirements for A Level courses.

## Option Blocks

Students will choose three subjects from the five option blocks: Students wishing to study a combination of four subjects from the blocks below must arrange a meeting with Mr Horwell.

BLOCK A	BLOCK B	BLOCK C	BLOCK D	BLOCK E
Mathematics	Further Maths	History	Physics	Economics
English Literature	Geography	BTEC Media Studies	Biology	Psychology
BTEC Business	Business Studies	BTEC Sport	*Arabic	Art
DT	Drama	Chemistry		*Arabic
	BTEC Business (Double award)		BTEC Travel & Tourism	BTEC Graphics

\*Arabic is only available to “Arabic A” students and is a compulsory choice in either Block D or E. This is a statutory requirement linked to the KHDA curriculum.

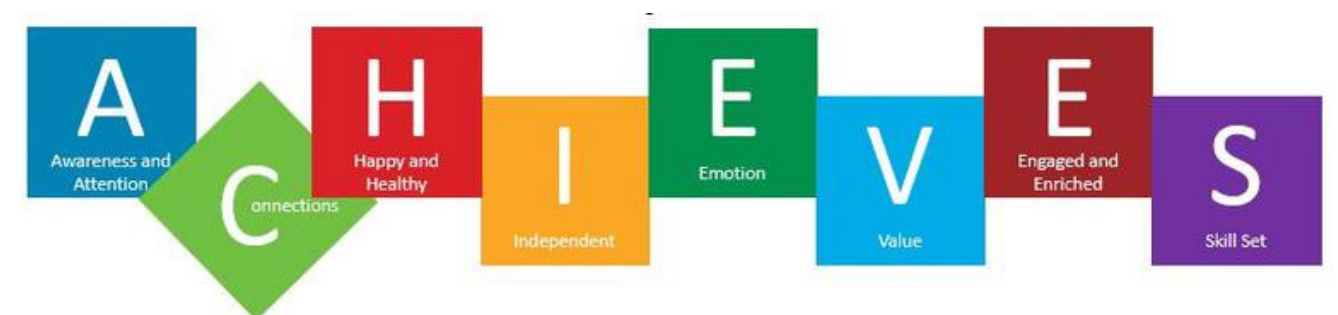
French and Spanish, will be ‘floating’ subjects. The subjects will not be fixed into an option block at this point. .

Please note that although we aim to provide students with their first choice of course, we cannot guarantee that all classes/subjects will run and that students will automatically get their first choice of course. It is for this reason that we ask for your reserve course/subject to be identified when submitting your option form.

In addition to academic subjects, all students within the Sixth Form will follow our ‘Achieves’ programme. This is a programme designed to provide to develop the key competencies which will help our students be successful across Year 12 and 13 study.

The programme runs weekly through both form time and assembly topics, implemented by the sixth form pastoral team. There will also be one period per week and is led by the Sixth Form Team for university applications, in addition to supporting students developing the knowledge and skills required to move from sixth form into university life and/or the world of work.

The Sixth Form and Careers Team work to provide a structure that ensures students are prepared for application deadlines to institutions of higher education world-wide. Students will be invited to a host of University talks, in addition to being provided with regular target setting with a careers focus.

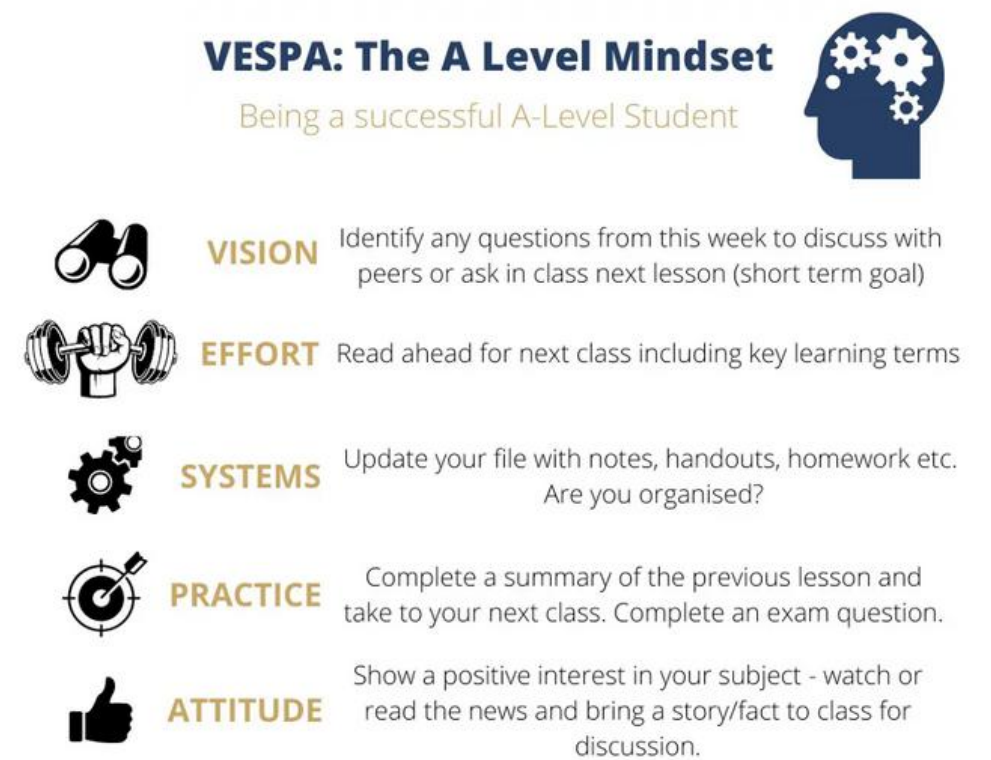




To achieve your full potential at Key Stage 5, you must have the right vision, effort, systems, practice and attitude. The VESPA model develops these characteristics in order for students to be successful.

Students will have access to the VESPA Academy Portal, which will be incorporated into the pastoral programme. The portal is a tool which will maximise student independence and develop a growth mindset. This will be a continuation of the VESPA programme, currently used in Year 11.

Examples of these characteristics and how to be successful at A Level, can be seen here:



### How do I choose?

Students will choose three subjects from the five option blocks: Students wishing to study a combination of four subjects from the blocks below must arrange a meeting with Mr Horwell.

Your final option and subject choices require careful research and thought. The following points will help you clarify your thinking:

- Be clear which options in Year 12 you are likely to qualify for.
- Be clear about what each option and each subject is **really** like.
- Base your choice on your academic interests and strengths.
- Talk to your teachers about your potential for Advanced level study or BTEC and try to be realistic about your personal abilities, aptitudes and skills.
- Use the opportunity to study subjects from more than one curricular area. Look at both A Level and BTEC courses.
- Be clear about the implications of your subject choice for future career options. If you need advice, consult the Careers teacher.
- Choose what is right for you and what you will succeed in.

### Entry Requirements

The Sixth Form at Safa British School is open to all who are qualified by ability and attitude. Generally, those who are admitted to the Sixth Form will have a range of examination success at (1)GCSE Level and will be capable of moving on to more advanced study. It may, however, be necessary to advise students who have a record of poor attendance or attitude to study that they are unlikely to benefit from a Sixth Form course.

### A Level/Combined BTEC and A Level Entry Requirements:

- Students must have a total of six 9-5 (1)GCSE Grades.
- Have a minimum of a grade 6 in the subjects chosen at A Level.
- Mathematics requires a minimum of a 7
- Biology/Chemistry/Physics requires a minimum of a 7
- English Literature requires a minimum of a 7
- Language applicants must meet with departmental staff before commencing the course.

### BTEC National Diploma/Award Pathway Entry Requirements:

- Students must have a total of 4 9-5 Grades at (1)GCSE Level, including Mathematics and English Language. Entry onto BTEC is at the discretion of the Head of Sixth Form.
- Progression on to Year 13 courses is subject to a student achieving a minimum of a D Grade in the Internal Assessments and attendance being in line with KHDA requirements.

### Combinations

Historically in choosing A Level courses, students would concentrate on either three Arts / Humanities subjects or three Science subjects. However, mixed A Levels have become more common.

In UK universities, the majority of Science degrees require two Science (inc Maths) A Levels in Year 13 and so two Sciences along with an Art / Humanity is a good combination for the Science-oriented student. Similarly, one Science taken along with two Arts / Humanities is a solid foundation for many Arts / Humanities degrees.

There are, of course, some UK degree courses which demand specific A Levels. For instance, those wishing to take English, History, Geography, Mathematics or a language will be expected to take it at full A-Level.

Slightly less obvious areas to be aware of are:

- Biochemical courses ask for Chemistry and at least one other Science; Neuroscience type degrees often also treat Psychology or Biology as key.
- Engineering courses ask for Mathematics and Physics.
- Many Economics degrees ask for at least an AS Level in Mathematics.

There are many degree courses such as Business Studies or new Media degree specialisms that accept virtually any combination of A Levels or BTEC courses. Many admissions tutors and, for that matter, many employers are more interested in a student's level of success post 16 than the subjects taken. We all know that we tend to succeed in something which we enjoy, and which suits our skills and abilities. Therefore, while bearing in mind any possible career implications, students should be primarily guided by the two criteria of aptitude and interest that determined their earlier choice at GCSE.

If you do wish to aim for the very top universities, you should seek the advice of the Head of Careers early in the process.

## Creative A Levels

Certain A Levels are regarded by universities as creative: these include Art, Drama and Media Studies. Universities generally recommend that students should not do two out of their three final A Levels in such subjects if they wish to pursue an academic degree course. These subjects have their own strengths, so do not be put off by this if you have a genuine interest in them. If you wish to pursue Art and Design at college, you need a portfolio and it is advantageous to take A Level Art.

## U.S.A. Destined Students

Most of the advice above applies equally to students planning to further their education in the USA. However, it is not essential for these students to have their subject choices as finely-tuned as UK bound students. This is because American degree courses take four years of study; the first two years are broad and generalised and provide a breathing space in which students can decide the area in which they wish to major. Whereas a UK student hoping to study Medicine would certainly have to choose Chemistry at A Level, this would not be so urgent in the US where Medicine is a postgraduate course, as is Law. Most universities offer credit for A Levels which can allow students to graduate in three rather than four years. Students should note that the same credit is not offered for AS Levels. The chance to study 4 AS courses in Year 12 can provide the breadth that US universities are looking for.

American colleges recognise A Levels as a worthwhile and demanding qualification and students are in no way disadvantaged by remaining in our senior school. Indeed, the better US colleges are making it increasingly clear that they expect students to complete their A Levels and some, such as the University of California, are now stipulating the grades they expect. Similarly, the school expects students who enter Advanced level courses to show a determination to complete them successfully.

Students heading for the USA should realise that, besides the heavy A Level workload, the college application process is demanding in terms of time and effort. You may have to sit the SAT or ACT.

## Canada, Australia, New Zealand and South Africa

A Levels are a recognised global qualification and you can apply to the countries above with a combination of both AS and A Level. Higher education courses in these countries may ask for specific subjects at A Level but they may refer to them as prerequisites or assumed knowledge.

Where students know their higher education plans, they should investigate such requirements but be careful not to confuse a requirement for English ‘proficiency’ with a demand for English A Level.

If you would like more specific advice in this area, then please contact Mr Horwell

## The Sixth Form – A Crucial Decision

The choices you make, about what and where to study in the Sixth Form, will have a significant bearing on your future life and career. The qualifications you acquire, the personal qualities and life skills that you develop and the friendships you forge will all be crucial in determining how you cope with the transition from school to adult life, and your success in an increasingly competitive world.

## Policy on Year 12 Admissions

1. All admissions are subject to the overriding proviso that we can construct a reasonable timetable. Provisional admission is no guarantee that a reasonable timetable is possible.

2. We reserve the right to refuse entrance to Year 12 or to a subject, even if a student is technically qualified, if we feel he/she will not cope academically or will get no positive benefit from the course.

3. We reserve the right to refuse entrance to Year 12, even if a student is academically qualified, if we feel he/she will be disruptive.

4. In some subjects where there are more students wishing to take the subjects than places available, we may demand higher qualifications (e.g. Grade 6 at GCSE Level, a range of reasonable GCSE Level results). We cannot legislate for this until the demand for places is known.

## Exam Entry Policy

Students are fully supported in their studies to be as successful as they can be in A Level; as part of this, we regularly monitor student performance and attitude, and where appropriate, will discuss with parents the options ahead for their exam entries, trigger points for concern are;

- If internal monitoring shows students struggling academically with one of their subjects (achieving below a good pass – D or below) and/or
- Attendance to the school becomes a concern, dropping to below 85% (KHDA parent/student contract)

A potential outcome would be that students are advised to drop an exam subject, and increase their focus on their remaining subjects, to improve the likelihood of exam success in these. Students/parents may choose to continue with all their subjects, and the school will support this in facilitating a private entry into the exam. This discussion will happen in conjunction with the Head of Sixth Form and the Head of School.

## Sixth Form Examination Fees

### A Level

Parents should note that fees for external A Level examinations are the responsibility of the parent. Parents will receive an invoice for each examination cycle the student is entered for, including resits.

### BTEC

Registration fees for the BTEC courses are paid in full at the beginning of Year 12 for the full duration of the 2-year course. The fee charged will cover the entry fees for the course as well moderator visits from the UK for each subject. Any resit of units within the course does not incur additional charges over and above the original fee paid.

### Other costs

Students that require additional access arrangements during examinations, for example the use of a reader or a scribe, will incur additional costs for invigilation.

Results may be withheld if examination fees /text books are outstanding and not cleared.



## The Application Process

Please be very aware that we cannot guarantee that every option choice you make will be available.

The application process for entry into the Sixth Form follows this easy process.

### STAGE 1: Information Gathering

W/C 6th Nov – Student and Parent Sessions. Attend the Sixth Form options sessions in early November. Take the opportunity to discuss your options with subject specialists, your Form Tutor and your parents.



### STAGE 2: Meetings with SLT

By the end of November, all students will have had a 1:1 with a member of the Senior Leadership Team to discuss their options.



### STAGE 3: Taster Sessions

By the end of Term of 1, students will have had the opportunity to attend Taster Sessions in subjects that they are interested in.



### STAGE 4: The Decision!

By 1st February 2024, students will be required to submit their option choices.





# International A Level Mathematics

Pearson Edexcel International Advanced Level in Mathematics (YMA01)

## Course Details

This qualification aims to equip students with a deep understanding of mathematics and mathematical processes, fostering confidence and enjoyment while providing a strong foundation for further study. Through this program, students will extend their range of mathematical skills and techniques and develop an appreciation for the coherence and progression of mathematics, recognising how different areas of the subject are connected. Students will also learn how to apply mathematics to other fields of study, recognizing its relevance to the world of work and society in general.

Edexcel International Advanced Subsidiary in Mathematics and Advanced Level in Mathematics are modular qualifications. The AS Level and A Level qualifications can be claimed on completion of the required units

## Assessment Overview:

3 exams are completed at the end of Year 12

3 exams are completed at the end of Year 13

- Each unit:
- is externally assessed
  - has a written examination of 1 hour and 30 minutes
  - 75 marks

## Assessment Objectives:

Unit	IAS weighting	IAL weighting
P1	33⅓ %	16⅔ %
P2	33⅓ %	16⅔ %
P3	NA	16⅔ %
P4	NA	16⅔ %
Option 1	33⅓ %	16⅔ %
Option 2	33⅓ %	16⅔ %



Year 12 (XMA01)	Year 13 (YMA01)
<b>Students study 3 units. P1, P2 and one from S1, M1 or D1</b>	<b>Students study 3 units. P3, P4 and one from S1, M1 or D1</b>
<p>Content Overview:</p> <p><b>Unit P1: Pure Mathematics 1</b> - Algebra and functions; coordinate geometry in the (x,y); trigonometry; differentiation; integration.</p> <p><b>Unit P2: Pure Mathematics 2</b> - Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.</p> <p><b>Unit S1, M1, or D1 (See below)</b></p>	<p>Content Overview:</p> <p><b>P3: Pure Mathematics 3</b>-Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.</p> <p><b>P4: Pure Mathematics 4</b> - Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.</p> <p><b>Unit S1, S2, M1, M2 or D1 (See below)</b></p>
<p><b>Students complete one of the following option units in Year 12 and another in Year 13</b></p> <p><b>Statistics 1</b> - Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.</p> <p><b>Statistics 2</b> - The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.</p> <p><b>Mechanics 1</b> - Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.</p> <p><b>Mechanics 2</b> - Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.</p> <p><b>Decision 1</b> - Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.</p>	

## Course Requirements

Students require a minimum of a grade 7 at GCSE or IGCSE to study IA Level Maths.

## Career Prospects

Career prospects for those who have studied A Level Mathematics are very promising. Many careers require a strong mathematical background, and A Level Maths helps prepare students for a wide range of industries including Engineering, Finance, Business, Technology and Education.

# International A Level Further Mathematics

Pearson Edexcel International Advanced Level in Further Mathematics (YFM01)

## Course Details

Studying Further Mathematics at A Level offers students a transformative academic experience that transcends conventional mathematical understanding. This rigorous program delves into advanced mathematical concepts, fostering analytical thinking and problem-solving skills essential for future success in STEM fields. This course not only enriches one's quantitative abilities but also cultivates a deep appreciation for the elegance and coherence of mathematical structures.

Further Mathematics is a gateway to unlocking doors to competitive universities and careers. Emphasizing both breadth and depth of mathematical knowledge, this course empowers students to tackle complex challenges, equipping them with the skills needed to excel in a rapidly evolving global landscape.

## Assessment Overview:

3 exams are completed at the end of Year 12

3 exams are completed at the end of Year 13

Each unit:  
• is externally assessed  
• has a written examination of 1 hour and 30 minutes  
• 75 marks

## Assessment Objectives:

Unit	IAS weighting	IAL weighting
FP1	33⅓ %	16⅔ %
FP2 or FP3	33⅓ %	16⅔ %
Option 1	33⅓ %	16⅔ %
Option 2	33⅓ %	16⅔ %
Option 3	33⅓ %	16⅔ %
Option 4	33⅓ %	16⅔ %

Students who are awarded certificates in both IA Level Mathematics and IA Level Further Mathematics must use unit results from 12 different units, i.e. once a unit result has been used to cash in for a qualification, it cannot be re-used to cash in for another qualification.

Content Overview:

## Year 12 (XFM01)

### 3 Units covered in Year 12

FP1  
2 of the following units  
FP2, FP3, M1, M2, M3, S1, S2, S3, D1 (see below)

Content Overview:

## Year 13 (YFM01)

### 3 Units covered in Year 13

Either FP2 or FP3  
2 of the following units  
FP2, FP3, M1, M2, M3, S1, S2, S3, D1 (see below)

**FP1: Further Pure Mathematics 1** - Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.

**FP2: Further Pure Mathematics 2** - Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.

**FP3: Further Pure Mathematics 3** - Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.

**Statistics 1** - Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

**Statistics 2** - The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

**Mechanics 1** - Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

**Mechanics 2** - Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

**Decision 1** - Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.

## Course Requirements

Students require a minimum of a grade 8/9 at GCSE or IGCSE to study IFurther Maths.

## Career Prospects

Studying Further Mathematics unlocks a realm of elite career prospects. Whether venturing into engineering, computer science, finance, or research, the analytical precision cultivated in this advanced program positions graduates as coveted assets. With industries increasingly reliant on mathematical acumen, Further Mathematics students excel in roles ranging from cutting-edge technology to finance, showcasing adaptability and problem-solving prowess.





## English Literature

Pearson Edexcel International Advanced Level in English Literature (YET01)

### Course Details

A Level English Literature is a comprehensive and rewarding course that encourages students to explore and analyse a wide range of literary texts from different time periods and genres. This course aims to develop critical thinking, analytical, and communication skills. The qualification consists of four externally-examined unites.

### Year 12

**Unit 1: Post-2000 Poetry and Prose (2 hour written examination – 50 marks)**  
**Unit 2: Drama (2 hour written examination – 50 marks)**

#### Unit 1 Content Overview:

In this unit students will study post-2000 poetry and prose fiction. Students will study a selection of poems and consider and compare the choices made and the issues presented by modern-day poets. Students will develop knowledge of poetic form, content and meaning and learn to make connections between poems. In studying prose fiction, it is the writers' use of narrative that should be taught alongside the critical appreciation of the text and consideration of any contextual influences on the text.

#### Unit 1 Assessment Overview:

Unit 1 will be an open book examination. Section A: Students will answer one essay question from a choice of two prescribed poems. The essay questions will be comparative covering one named poem and a free choice of a second poem from the pre-assigned list. 25 marks available are assessed on AO1, AO2 and AO4. Section B: Students will answer one essay question from a choice of two on their chosen prose fiction text. 25 marks available are assessed on AO1, AO2 and AO3.

#### Unit 2 Content Overview:

Students will study one pre-1900 and one post-1900 drama text. They will explore the use of literary and dramatic devices and the shaping of meanings in their chosen drama texts. Teaching and wider reading should address the significance and influence of contextual factors and engage with different interpretations of the chosen drama texts.

#### Unit 2 Assessment Overview:

Unit 2 will be an open book examination. Section A: Students will answer one essay question from a choice of two on their chose pre-1900 drama text. 25 marks available are assessed on AO1, AO2, AO3 and AO5. Section B: Students will answer one essay question from a choice of two on their chose post-1900 drama text. 25 marks available are assessed on AO1, AO2, AO3 and AO5.



Year 13	
Unit 1: Post-2000 Poetry and Prose (2 hour written examination – 50 marks) Unit 2: Drama (2 hour written examination – 50 marks)	
<b>Unit 3 Content Overview:</b>  In this unit students will develop the skills to respond to post-1900 unseen poetry and their responses will be informed by the skills they have previously developed in relation to the study of poetry. Students will also build on the knowledge of prose fiction to study two thematic prose texts and learn to make connections between these texts. Teaching and wider reading should address the significance and influence of contextual factors of the chosen texts.	<b>Unit 3 Assessment Overview:</b>  Unit 3 will be an open book examination. Section A: Students will answer one essay question on a post-1900 unseen poem. 20 marks available are assessed on AO1 and AO2. Section B: Students will answer one comparative essay question, from a choice of two, on their two chosen texts from their chosen theme. 30 marks available are assessed on AO1, AO2, AO3 and AO4.
<b>Unit 4 Content Overview:</b>  Students will explore one text by Shakespeare. They will explore the use of literary and dramatic devices and the shaping of meaning in their chosen text. Teaching and wider reading should address the significance and influence of contextual factors and engage with different interpretations of chosen text. Students will also study poems from a specified poetry movement. They will use poetry already developed to further gain a deeper understanding of poetic style and meaning. Teaching and wider reading should address the significance and influence of contextual factors and engage with different interpretations of chosen poetry.	<b>Unit 4 Assessment Overview:</b>  Unit 4 will be an open book examination. Section A: Students will answer one essay question from a choice of two on their chosen text. 25 marks available are assessed on AO1, AO2, AO3 and AO5. Section B: Students will answer one essay question from a choice of two on their chosen movement. 25 marks available are assessed on AO1, AO2, AO3 and AO5.

<b>Assessment Objectives:</b>  AO1: Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression. AO2: Analyse ways in which meanings are shaped in literary texts. AO3: Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received. AO4: Explore connections across literary texts. AO5: Explore literary texts informed by different interpretations.
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<b>Course Requirements</b>  Students require a minimum of Grade 7 at iGCSE English Language to study.
<b>Career Prospects</b>  Studying a Level English Literature can open a variety of career prospects and opportunities for students. Literature equips students with valuable skills that are highly transferable across many different career paths.





Drama and Theatre
Pearson Edexcel Level 3 Advanced GCE in Drama and Theatre (9DR0)

Course Details
<p>The aims and objectives of this qualification are to enable students develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre. Students will be involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre while developing an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre. Students will experience a range of opportunities to create theatre, both published text-based and devised work. Students may complete components as a performer or designer or combine these roles. The course is divided into the following components.</p> <ul style="list-style-type: none"> <li>• <b>Component 1:</b> Devising - 40% of the qualification</li> <li>• <b>Component 2:</b> Text in Performance- 20% of the qualification</li> <li>• <b>Component 3:</b> Theatre Makers in Practice- Written examination: 2 hours 30 minutes, 40% of the qualification.</li></ul>

Year 12
Component 1: Devising
<p><b>Content Overview:</b></p> <p>Devise an original performance piece.</p> <ul style="list-style-type: none"> <li>• Use one key extract from a performance text and a theatre practitioner as stimuli.</li> <li>• Centre choice of text and practitioner.</li> <li>• Performer or designer routes available.</li></ul>
<p><b>Assessment Overview:</b></p> <ul style="list-style-type: none"> <li>• Internally assessed and externally moderated.</li> <li>• There are two parts to the assessment:</li></ul> <p>1) a portfolio - can be handwritten/typed evidence between 2500–3000 words or recorded/verbal evidence between 12–14 minutes or can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes).</p> <p>2) the devised performance/design realisation (20 marks, assessing AO2)</p>

Year 13
Component 2: Texts in Practice Component 3: Theatre Makers in Practice
<p><b>Content Overview:</b></p> <p><u>Component 2</u></p> <ul style="list-style-type: none"> <li>• A group performance/design realisation of one key extract from a performance text.</li> <li>• A monologue or duologue performance/design realisation from one key extract from a</li> <li>• different performance text.</li></ul> <p><u>Component 3</u></p> <ul style="list-style-type: none"> <li>• Live theatre evaluation</li> <li>• Practical exploration and study of a complete performance text – focusing on how this can be realised for performance.</li> <li>• Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience.</li></ul>
<p><b>Assessment Overview:</b></p> <ul style="list-style-type: none"> <li>• Externally assessed either by visiting examiner or by examiner assessing the recorded live performance.</li> <li>• Written examination</li> <li>• Section A: Live Theatre Evaluation -Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given</li> <li>• Statement. Section B: Page to Stage: Realising a Performance Text. Section C: Interpreting a Performance Text.</li> <li>• Students will answer one extended response question from a choice of two based on an unseen named section from their chosen performance text.</li> <li>• Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.</li></ul>

Course Requirements
Students require a minimum of Grade 6 at iGCSE English Literature to study.
Career Prospects
<p>Choosing to study drama and theatre provides students with an understanding of the world through the medium of play text and performances, supports students ability to evaluate the world around them while providing an avenue to construct creative ideas with their peers. Drama and theatre also develops overall communication skills which are essential life skills important for any career pathway. Drama and theatre is a highly valued and recognized qualification in all prestigious universities.</p>

Geography

Pearson Edexcel International Advanced Level in Geography (YGE01)

Course Details

The International Advanced Level offers units that allow a balance between students’ own particular physical, human and environmental interests and key geographical topics that provide them with the knowledge, understanding and skills for further study at higher education or for employment. The course is designed to extend learners’ knowledge by broadening and deepening skills, for example learners will:

- Cognitive - Use enquiry and geographical skills, including quantitative skills, to solve problems related to geography
- Intrapersonal - Plan, develop and apply own learning of the real world through fieldwork
- Interpersonal - Use verbal and non-verbal communication skills in developing their awareness of geographical concepts and issues

Assessment Objectives

AO1 (40%) Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales  
AO2 (40%) Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues  
AO3 (20%) Use a variety of relevant quantitative, qualitative, research and fieldwork skills to: • investigate geographical questions and issues • interpret, analyse and evaluate data and evidence • construct arguments and draw conclusions

Year 12

Unit 1: Global Challenges and Unit 2: Geographical Investigations

Content Overview:

Unit 1 provides students with the opportunity to investigate key global issues facing people in a range of countries at different levels of development. The Unit is divided into two topics: World at Risk is focused on physical geography and people-environment interactions, whereas Going Global is human geography in focus.

Unit 2 focuses on Crowded Coasts and Urban Problems, Planning and Regeneration. Students will learn how to carry out fieldwork and research to approach a geographical investigation, and then select either Crowded Coasts or Urban Problems to complete their own investigation.





Year 13
Unit 3: Contested Planet and Unit 4: Researching Geography
<p><b>Content Overview:</b></p> <p>Unit 3 has two compulsory topics – A1: Atmosphere and Weather Systems and A2: Biodiversity Under Threat. These topics focus on physical processes and how these processes generate patterns and problems in the natural environment. Issues of managing weather hazards and managing biodiversity loss are also considered. Two further topics are chosen Topic B1: Energy Security and Topic C2: Bridging the Development Gap can be studied.</p> <p>Unit 4 is designed to allow students and centres to specialise in a topic that reflects their expertise and their interest. It cultivates the skills of independent learning and research in a manner that is both excellent preparation for higher education but also an important skillset in its own right. Students must select and study one of the following research options: • Option 1: Tectonic Activity and Hazards • Option 2: Feeding the World’s People • Option 3: Cultural Diversity: People and Landscapes • Option 4: Human Health and Disease.</p>
<p><b>Assessment Overview:</b></p> <p>Unit 1: External assessment: written examination Total marks: 90 Weighting: 30% of the total IAL marks Examination time: 1h 45m Unit 2: External assessment: written examination Total marks: 60 Weighting: 20% of the total IAL marks Examination time: 1h 30m Unit 3: External assessment: written examination Total marks: 90 Weighting:30% of the total IAL marks Examination time: 2 hours Unit 4: External assessment: written examination Total marks: 60 Weighting: 20% of the total IAL marks Examination time: 1h 30m</p>
<p><b>Course Requirements</b></p> <p>To follow the Geography course you would be expected to meet the general requirements for A Level courses. In addition, because the subject requires higher-level writing skills, a Grade 6 or higher at (I)GCSE Geography &amp; English Language. Also a 6 in either Maths or Science is required.</p>
<p><b>Career Prospects</b></p> <p>Geography provides you with a wealth of transferable skills that enables you to flourish in a wide range of professions including: Advertising, Accounting, Environmental Sustainability, Renewable Technologies, Surveying, Marketing, Non Governmental Organisations, Data Analyst, Cartographer, Coastal Engineer, Flood Protection Manager, Travel, and Tourism industries.</p>



# International Advanced Level in Business

Pearson Edexcel International Advanced Level in Business (YBS11)

## Course Details

A-level Business is known as an interdisciplinary subject where you combine elements of accountancy, management science, economics, social psychology and law. A-level business gives students the tools and information required to understand how businesses are created, managed and judge how successful they are against the business objectives and its environment.

The International Advanced Level in Business course reflects today's global world where students develop an understanding of current global issues that impact on business, preparing them for their next steps in today's global world.

Topics studied throughout the course include marketing and people, managing business activities, business decisions and strategy and global business.

## Year 12 (Course code XBS11)

### Unit 1: Marketing and people and Unit 2: Managing business activities

#### Content Overview - Unit 1: Marketing and people

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people • Entrepreneurs and leaders

#### Content Overview - Unit 2: Managing business activities

- Planning a business and raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

#### Assessment Overview: Unit 1: Marketing and people

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of total IAS / 25% of total IAL

#### Assessment Overview: Unit 2: Managing business activities

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of total IAS / 25% of total IAL

#### Assessment Objectives:

AO1 - Demonstrate knowledge and understanding of terms, concepts, theories, methods and models (27.5%)  
AO2 - Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues (25%)  
AO3 - Analyse business issues, showing an understanding of the causes, costs and consequences for individuals and organisations (27.5%)  
AO4 - Evaluate evidence to make informed judgements and propose evidence-based solutions to business issues (20%)

## Year 13 (Course code YBS11)

### Unit 3: Business decisions and strategy and Unit 4: Global business

#### Content Overview – Unit 3: Business decisions and strategy

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

#### Content Overview – Unit 4: Global business

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

#### Assessment Overview: Unit 3: Business decisions and strategy

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of the total IA2 / 25% of the total IAL

#### Assessment Overview: Unit 4: Global business

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of the total IA2 / 25% of the total IAL

#### Assessment Objectives:

AO1 - Demonstrate knowledge and understanding of terms, concepts, theories, methods and models (20%)  
AO2 - Apply knowledge and understanding to various business contexts to show how individuals and organisations are affected by and respond to issues (22.5%)  
AO3 - Analyse business issues, showing an understanding of the causes, costs and consequences for individuals and organisations (30%)  
AO4 - Evaluate evidence to make informed judgements and propose evidence-based solutions to business issues (27.5%)

## Course Requirements

To follow the Business course, students need to have achieved at least a grade 6 in IGCSE Business.

In addition, because the subject is based on developing quantitative skills, a grade 6 in IGCSE Mathematics is required.

## Career Prospects

Students with an A Level in Business can progress to higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business.

Subsequently, students with an A level in Business have access to a wide range of possible career and higher education opportunities ranging from banking, sales, product management and general management to working in public sector organisations or charities.

Students will learn and use a variety of transferable skills throughout the course. These include the important business skills of decision making and planning.



# International Advanced Level in Economics

Pearson Edexcel International Advanced Level in Economics (YEC11)

## Course Details

Economics is the study of how humans make decisions in the face of scarcity. These can be individual decisions, family decisions, business decisions or societal decisions. If you look around carefully, you will see that scarcity is a fact of life.

Students study how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly. The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

## Year 12 (Course code XEC11)

### Unit 1: Markets in action and Unit 2: Macroeconomic performance and policy

#### Content Overview - Unit 1: Markets in action

- Introductory concepts
- Consumer behaviour and demand
- Supply
- Price determination
- Market failure
- Government intervention in markets

#### Content Overview - Unit 2: Macroeconomic performance and policy

- Measures of economic performance
- Aggregate demand (AD)
- Aggregate supply (AS)
- National income
- Economic growth
- Macroeconomic objectives and policies

#### Assessment Overview: Unit 1: Markets in action

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of total IAS / 25% of total IAL

#### Assessment Overview: Unit 2: Macroeconomic performance and policy

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of total IAS / 25% of total IAL

#### Assessment Objectives:

AO1 - Demonstrate knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents (27.5%)  
AO2 - Apply knowledge and understanding to various economic contexts (30%)  
AO3 - Analyse issues and evidence, showing an understanding of their impact on economic agents (22.5%)  
AO4 - Evaluate economic arguments and use appropriate evidence to support informed judgements (20%)

## Year 13 (Course code YEC11)

### Unit 3: Business behaviour and Unit 4: Developments in the global economy

#### Content Overview – Unit 3: Business behaviour

- Types and sizes of businesses
- Revenue, costs and profits
- Market structures and contestability
- Labour markets
- Government intervention

#### Content Overview – Unit 4: Developments in the global economy

- Causes and effects of globalisation
- Trade and the global economy
- Balance of payments, exchange rates and international competitiveness
- Poverty and inequality
- The role of the state in the macroeconomy
- Growth and development in developing, emerging and developed economies

#### Assessment Overview: Unit 3: Business behaviour

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of the total IA2 / 25% of the total IAL

#### Assessment Overview: Unit 4: Developments in the global economy

Externally assessed  
Written examination: 2 hours  
80 marks  
50% of the total IA2 / 25% of the total IAL

#### Assessment Objectives:

AO1 - Demonstrate knowledge of terms, concepts, theories and models to show an understanding of the behaviour of economic agents (18.8%)  
AO2 - Apply knowledge and understanding to various economic contexts (22.5%)  
AO3 - Analyse issues and evidence, showing an understanding of their impact on economic agents (28.8%)  
AO4 - Evaluate economic arguments and use appropriate evidence to support informed judgements (30%)

## Course Requirements

To follow the Economics course, students need to have achieved at least a grade 6 in IGCSE Busines

In addition, because the subject is based on developing quantitative skills,a grade 7 in IGCSE Mathematics is required.

## Career Prospects

Studying Economics will help students develop transferable skills that will prepare them for studying at university or moving into the world of work. These include skills in data interpretation and essay writing.

Suitable higher education courses include economics degrees or degrees in applied economics such as environmental economics, labour economics, public sector economics or monetary economics. Students may also choose to study business economics, econometrics or a business and management degree.

Economists are employed in a variety of settings in both the public and private sectors, including the Civil Service, other government departments and think tanks, banks, consultancies and not for profit organisations. Other careers include chartered accountant, actuary and quantity surveyor.

# BTEC International Level 3 in Business

Pearson BTEC International Level 3 Subsidiary Diploma in Business

## Course Details

Pearson BTEC International Level 3 Subsidiary Diploma in Business comprises of units that total 360 guided learning hours. Four units are studied across the course: two of which are mandatory units, and one unit is assessed using a Pearson Set Assignment. The course is the equivalent in size to one International A Level.

BTEC Business is a hands-on vocational qualification that allows students to understand the fundamentals of business organisations. The mandatory units included within the course give students an introduction to and understanding of business activity, management of resources, marketing and communication – all fundamental to the success of business organisations. The optional units to study will cover business finance and events management.

The course is different to many others as it is assessed 100% by completing coursework tasks, applying business knowledge to real business situations. All the tasks within units are internally assessed and then externally moderated. As a result, there are no external examinations, however, students must adhere to the internal deadlines set for each task to ensure their coursework is up to date.

Students will be awarded either Pass, Merit, Distinction for each unit. Students can achieve a Pass, Merit, Distinction or Distinction\* at the end of the course.

## Year 12 – Mandatory Units – equating to 180 GLH (guided learning hours) Unit 1: Exploring Business and Unit 2: Research and Plan a Marketing Campaign

### Content Overview - Unit 1: Exploring Business (90 GLH)

*Internal assessment*

Learners study the purposes, features, structures and operating environments of business organisations, and examine the link between innovation and business survival. In this unit learners will:  
A - Explore the features of different business organisations and what makes them successful  
B - Investigate how businesses are organised  
C - Examine the environment in which business organisations operate.

### Content Overview - Unit 2 Research and Plan a Marketing Campaign (90 GLH)

*Internal set assignment*

Learners develop an understanding of how marketing research is conducted in order to plan a marketing campaign. In this unit learners will:  
A - Explore how different markets are researched using different models and tools  
B - Explore approaches to product marketing nationally and internationally  
C - Develop a plan for a marketing campaign for a new product.

## Year 13 – Optional units\* - equating to 180 GLH (guided learning hours) Unit 3: Business Finance and Unit 4: Managing an event \*which may be subject to change

### Content Overview - Unit 3: Business Finance (90 GLH)

*Internal assessment*

Learners develop the skills and knowledge required to analyse and interpret financial data, enabling them to assess the financial health of a business and suggest how its performance can be improved. In this unit learners will:  
A - Explore types of business finance available at different stages in the growth of a business  
B - Understand how financial planning tools can be used to analyse financial data and assess business risks  
C - Understand how financial statements for a sole trader are prepared and used to analyse and evaluate business performance

### Content Overview - Unit 4: Managing an event (90 GLH)

*Internal assessment*

Learners will work as part of a small group to plan, coordinate and manage a business or social enterprise event and evaluate the skills gained. In this unit learners will:  
A - Explore the role of an event organiser  
B - Investigate the feasibility of a proposed event  
C - Develop a detailed plan for a business or social enterprise event  
D - Stage and manage a business or social enterprise event  
E - Reflect on the running of the event and evaluate own skills development.

## Course Requirements

To follow this course, students you would be expected to meet the general requirements of four 9-4 grades including a minimum of Grade 4 at IGCSE Mathematics and English Language.

## Career Prospects

BTEC International Level 3 in Business provides a route into the many diverse areas of business. These could include specialist areas such as marketing, finance, customer service or human resources, in large organisations or a role in small, local business.

The course leads onto either university acceptance or the world of work. It is recognised by most universities for progressing onto degree courses. However, it is wise to check with your potential university destination to ensure they accept it, as some of the Russell group universities may restrict the number of vocational courses, they accept in an application from one student.



<b>International Advanced Level Biology</b>
Pearson Edexcel International Advanced Level Biology (YBI11)
<b>Course Details</b>
<p>A-level Biology is suited to students who have an interest in the natural world and the living things within it. The course uses real-life contexts as a starting point to introduce relevant knowledge and understanding of biological principles. Topics studied throughout the course include: Biological Molecules; linked to Health and the Cardiovascular System, Cell ultrastructure and development linked to uses in industry. Conservation of plants and animals and how this is practised in Zoos, Gene expression and DNA Profiling linked to Forensics. Studying IAL Biology provides a range of opportunities for both university degrees and career options, many of which can lead to international careers. It enables students to study such university courses as: Biotechnology, Marine Biology, Medicine, Nanotechnology, Pharmacology, Veterinary Science and Zoology.</p> <p>Students will develop their knowledge and understanding of biology by applying the concepts in this specification to a range of different problems, set in a variety of contexts. Students will need to apply mathematical skills to the problems. Students will also develop their practical skills. The course includes 18 core practical activities.</p>

Year 12 (Course code XBI11)				
Unit 1: Molecules, Diet, Transport & Health Unit 2: Cells, Development, Biodiversity & Conservation Unit 3: Practical skills in Biology I				
<b>Content Overview Unit 1 and 2:</b> <ul style="list-style-type: none"><li>• Molecules, Transport and Health</li><li>• Membranes, Proteins, DNA and Gene Expression</li><li>• Cell Structure, Reproduction and Development</li><li>• Plant Structure and Function, Biodiversity and Conservation</li></ul> <b>Content Overview Unit 3:</b> <p>Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study units 1 and 2. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in units 1 and 2.</p>				
<table><tr><th>Assessment Overview: Unit 1 and 2</th><th>Assessment Overview: Unit 3</th></tr><tr><td>Externally assessed Written examination: 1 hour and 30 minutes 80 marks 40% of total IAS 20% of total IAL</td><td>Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IAS 10% of total IAL</td></tr></table>	Assessment Overview: Unit 1 and 2	Assessment Overview: Unit 3	Externally assessed Written examination: 1 hour and 30 minutes 80 marks 40% of total IAS 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IAS 10% of total IAL
Assessment Overview: Unit 1 and 2	Assessment Overview: Unit 3			
Externally assessed Written examination: 1 hour and 30 minutes 80 marks 40% of total IAS 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IAS 10% of total IAL			
<b>Assessment Objectives:</b> <p>AO1: Demonstrate knowledge and understanding of science 36-39%</p> <p>AO2: (a) Application of knowledge and understanding of science in familiar and unfamiliar contexts. 34-36%</p> <p>(b) Analysis and evaluation of scientific information to make judgments and reach conclusions. 9-11%</p> <p>AO3: Experimental skills in science, including analysis and evaluation of data and methods. 17-18%</p>				

Year 13 (Course code YBI11)				
Unit 4: Energy, Environment, Microbiology & Immunity Unit 5: Respiration, Internal Environment, Coordination and Gene Technology Unit 6: Practical skills in Biology II				
<b>Content Overview Unit 4 and 5:</b> <ul style="list-style-type: none"><li>• Energy Flow, Ecosystems and the Environment</li><li>• Microbiology, Immunity and Forensics</li><li>• Respiration, Muscles and the Internal Environment</li><li>• Coordination, Response and Gene Technology</li></ul> <b>Content Overview Unit 6:</b> <p>Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques they acquired in units 1 and 2, by carrying out a range of practical experiments and investigations while they study units 4 and 5. This unit will assess students’ knowledge and understanding of the experimental procedures and techniques that were developed in units 1, 2, 4 and 5.</p>				
<b>Assessment Overview:</b> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions. Pre-released reading (scientific article) will be provided for the unit 5 assessment.</p> <table><tr><th>Assessment Overview: Unit 4 and 5</th><th>Assessment Overview: Unit 6</th></tr><tr><td>Externally assessed Written examination: 1 hour and 45 minutes 90 marks 40% of total IA2 20% of total IAL</td><td>Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IA2 10% of total IAL</td></tr></table>	Assessment Overview: Unit 4 and 5	Assessment Overview: Unit 6	Externally assessed Written examination: 1 hour and 45 minutes 90 marks 40% of total IA2 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IA2 10% of total IAL
Assessment Overview: Unit 4 and 5	Assessment Overview: Unit 6			
Externally assessed Written examination: 1 hour and 45 minutes 90 marks 40% of total IA2 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IA2 10% of total IAL			
<b>Assessment Objectives:</b> <p>AO1: Demonstrate knowledge and understanding of science 36-39%</p> <p>AO2: (a) Application of knowledge and understanding of science in familiar and unfamiliar contexts. 31-34%</p> <p>(b) Analysis and evaluation of scientific information to make judgments and reach conclusions. 33-36%</p> <p>AO3: Experimental skills in science, including analysis and evaluation of data and methods. 17-18%</p>				

<p><b>Course Requirements:</b></p> <p>To follow the Biology course, you need to have achieved at least <b>a 7 in IGCSE biology and 6 or above in both IGCSE chemistry and IGCSE physics.</b><b>Students that have studied IGCSE Double AwardScience should have achieved at least a 7-7.</b></p> <p>In addition, because the subject is based on developing quantitative skills,<b>a Grade 7 or higher at IGCSE mathematics is required.</b></p>
<p><b>Career Prospects:</b></p> <p>When combined with another Science or Maths it makes a strong combination for a number of related degrees in many fields of Science, Engineering, Medicine and Mathematics. It enables students to study such university courses as: Biotechnology, Marine Biology, Medicine, Nanotechnology, Pharmacology, Veterinary Science and Zoology.</p>



## International Advanced Level Chemistry

Pearson Edexcel International Advanced Level (YCH11)

### Course Details

The aim of this course is to increase the enjoyment and understanding of chemistry together with providing students with the skills needed to study science at higher levels. Studying chemistry should be a practical experience for students. There are practical activities embedded in each unit to reflect the nature of chemistry. A strong mathematical ability is a requirement as there are many stoichiometry calculations within the A Level. The course enables students to gain essential knowledge, understanding and deeper appreciation of the subject and scientific methods. It is a course that develops student motivation and peaks an interest in further study and careers associated with the subject. Students study aspects of chemistry that are often in the media and affect their lives including Climate Change, Green Chemistry, Pharmaceuticals & Chemistry research, allowing them to understand how the sciences contribute to the success of society.

### Year 12 (Course code XCH11)

Unit 1: Structure, Bonding and Introduction to Organic Chemistry  
Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols  
Unit 3: Practical Skills in Chemistry I

Content Overview: Unit 1	Content Overview: Unit 2
1: Formulae, Equations and Amount of Substance 2: Atomic Structure and the Periodic Table 3: Bonding and Structure 4: Introductory Organic Chemistry and Alkanes 5: Alkenes	6: Energetics 7: Intermolecular Forces 8: Redox Chemistry and Groups 1, 2 and 7 9: Introduction to Kinetics and Equilibria 10: Organic Chemistry: Halogenoalkanes, Alcohols and Spectra

### Content Overview Unit 3:

Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study units 1 and 2. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in units 1 and 2.

Assessment Overview: Unit 1 and 2	Assessment Overview: Unit 3
Externally assessed Written examination: 1 hour and 30 minutes 80 marks 40% of total IAS 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IAS 10% of total IAL

### Assessment Objectives:

AO1: Demonstrate knowledge and understanding of science 34-36%  
 AO2: (a) Application of knowledge and understanding of science in familiar and unfamiliar contexts. 34-36%  
 (b) Analysis and evaluation of scientific information to make judgments and reach conclusions. 9-11%  
 AO3: Experimental skills in science, including analysis and evaluation of data and methods. 20%



Year 13 (Course code YCH11)					
Unit 4: Rates, Equilibria and Further Organic Chemistry Unit 5: Transition Metals and Organic Nitrogen Chemistry Unit 6: Practical Skills in Chemistry II					
<table border="1"> <thead> <tr> <th>Content Overview: Unit 4</th><th>Content Overview: Unit 5</th></tr> </thead> <tbody> <tr> <td>           11. Kinetics            12: Entropy and Energetics            13: Chemical Equilibria            14: Acid-base Equilibria            15: Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality         </td><td>           16: Redox Equilibria            17: Transition Metals and their Chemistry            18: Organic Chemistry – Arenes            19: Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins            20: Organic Synthesis         </td></tr> </tbody> </table>	Content Overview: Unit 4	Content Overview: Unit 5	11. Kinetics 12: Entropy and Energetics 13: Chemical Equilibria 14: Acid-base Equilibria 15: Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality	16: Redox Equilibria 17: Transition Metals and their Chemistry 18: Organic Chemistry – Arenes 19: Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins 20: Organic Synthesis	
Content Overview: Unit 4	Content Overview: Unit 5				
11. Kinetics 12: Entropy and Energetics 13: Chemical Equilibria 14: Acid-base Equilibria 15: Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality	16: Redox Equilibria 17: Transition Metals and their Chemistry 18: Organic Chemistry – Arenes 19: Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins 20: Organic Synthesis				
<p><b>Content overview Unit 6:</b>            Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 (tests for anions and cations, gases and organic functional groups) by carrying out a range of practical experiments and investigations while they study Units 4 and 5. This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.</p>					
<table border="1"> <thead> <tr> <th>Assessment Overview: Unit 4 and 5</th><th>Assessment Overview: Unit 6</th></tr> </thead> <tbody> <tr> <td>           Externally assessed            Written examination: 1 hour and 45 minutes            90 marks            40% of total IA2 20% of total IAL         </td><td>           Externally assessed            Written examination: 1 hour and 20 minutes            50 marks            20% of total IA2 10% of total IAL         </td></tr> </tbody> </table>	Assessment Overview: Unit 4 and 5	Assessment Overview: Unit 6	Externally assessed Written examination: 1 hour and 45 minutes 90 marks 40% of total IA2 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IA2 10% of total IAL	
Assessment Overview: Unit 4 and 5	Assessment Overview: Unit 6				
Externally assessed Written examination: 1 hour and 45 minutes 90 marks 40% of total IA2 20% of total IAL	Externally assessed Written examination: 1 hour and 20 minutes 50 marks 20% of total IA2 10% of total IAL				
<p><b>Assessment Objectives:</b>            AO1: Demonstrate knowledge and understanding of science 29-31%            AO2: (a) Application of knowledge and understanding of science in familiar and unfamiliar contexts. 33-36%            (b) Analysis and evaluation of scientific information to make judgments and reach conclusions. 14-16%            AO3: Experimental skills in science, including analysis and evaluation of data and methods. 20%</p>					
<p><b>Course Requirements</b></p> <p>To follow the chemistry course, you need to have achieved at least <b>a 7 in IGCSE chemistry and 6 or above in both IGCSE biology and IGCSE physics.</b> Students that have studied <b>IGCSE Double Award Science</b> should have achieved at least a <b>7-7</b>.</p> <p>In addition, because the subject is based on developing quantitative skills, <b>a Grade 7 or higher at IGCSE mathematics is required.</b></p>					
<p><b>Career Prospects</b></p> <p>When combined with another Science or Maths it makes a strong combination for a number of related degrees in many fields of Science, Engineering, Medicine and Mathematics.</p>					



# International Advanced Level Physics

Pearson Edexcel International Advanced Level (YPH11)

## Course Details

This course is suited to students who enjoy problem solving, researching and analysis. It will provide students with the prerequisite knowledge and skills needed to study physics-based degrees at university. Such degrees include Astrophysics, Biophysics, Architecture and Engineering. A strong mathematical ability is a requirement as there are many calculations and equations within the A Level. The A Level Physics course is designed to encourage students to apply their knowledge and understanding of physics to situations they have not seen before. Good scientific practice and critical thinking skills are also central to the course.

## Year 12 (YPH11)

Unit 1: Mechanics and Materials  
Unit 2: Waves and Electricity  
Unit 3: Practical Skills in Physics I

### Content Overview Unit 1 and 2:

- Mechanics
- Materials
- Waves and Particle Nature of Light
- Electric Circuits

### Content Overview Unit 1 and 2:

Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2. This unit will assess candidates' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.

### Assessment Overview: Unit 1 and 2

Externally assessed  
Written examination: 1 hour and 30 minutes  
80 marks  
40% of total IA2 20% of total IAL

### Assessment Overview: Unit 3

Externally assessed  
Written examination: 1 hour and 20 minutes  
50 marks  
20% of total IA2 10% of total IAL

### Assessment Objectives:

AO1: Demonstrate knowledge and understanding of science. 34-36%  
AO2: (a) Application of knowledge and understanding of science in familiar and unfamiliar contexts. 34-36%  
(b) Analysis and evaluation of scientific information to make judgments and reach conclusions. 9-11%  
AO3: Experimental skills in science, including analysis and evaluation of data and methods. 20%

## Year 13 (YPH11)

Unit 4: Further Mechanics, Fields and Particles  
Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology  
Unit 6: Practical Skills in Physics II

### Content Overview Unit 4 and 5:

- Further Mechanics
- Electric and Magnetic Fields
- Nuclear and Particle Physics
- Thermodynamics
- Nuclear Decay
- Oscillations
- Astrophysics and Cosmology

### Content Overview Unit 6

Students are expected to further develop the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 by carrying out a range of practical experiments and investigations while they study Units 4 and 5. This unit will assess candidates' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.

### Assessment Overview: Unit 4 and 5

Externally assessed  
Written examination: 1 hour and 45 minutes  
90 marks  
40% of total IA2 20% of total IAL

### Assessment Overview: Unit 6

Externally assessed  
Written examination: 1 hour and 20 minutes  
50 marks  
20% of total IA2 10% of total IAL

### Assessment Objectives:

AO1: Demonstrate knowledge and understanding of science. 29-31%  
AO2: (a) Application of knowledge and understanding of science in familiar and unfamiliar contexts. 33-36%  
(b) Analysis and evaluation of scientific information to make judgments and reach conclusions. 14-16%  
AO3: Experimental skills in science, including analysis and evaluation of data and methods. 20%

## Course Requirements

To follow the Physics course you need to have achieved at least **a 7 in IGCSE physics and 6 or above in both IGCSE biology and IGCSE chemistry.** **Students that have studied IGCSE Double Award Science should have achieved at least a 7-7.**

In addition, because the subject is based on developing quantitative skills, **a Grade 7 or higher at IGCSE mathematics is required.**

## Career Prospects

Studying Physics IAL will put students in an excellent position to progress to university courses in Physics, Engineering, Medicine, Finance, Business, Mathematics, Law, Geology and many more. Physics gives students an opportunity to view the world around them from a different perspective - one that can spark a lifetime of study.



International Advanced Level Psychology	
Pearson Edexcel International Advanced Level - YPS01	
<b>Course Details</b>	
<p>Psychology is the scientific study of human behaviour: why do we think, feel, and behave the way we do? How should psychologists conduct research that is scientific, ethical and has practical applications? This course aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted.</p> <p>The aims and objectives of these qualifications are to enable students to:</p> <ul style="list-style-type: none"><li>• develop essential knowledge and understanding of different areas of psychology and how they relate to each other</li><li>• develop and demonstrate a deep appreciation of the skills in using scientific methods, knowledge and understanding of scientific methods</li><li>• develop competence and confidence in using a variety of practical, mathematical and problem-solving skills</li><li>• develop their interest in and enthusiasm for psychology, including developing an interest in further international study and careers associated with psychology</li><li>• appreciate how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society.</li></ul>	
<b>Year 12</b>	
Unit 1: Social and cognitive psychology Unit 2: Biological psychology, learning theories and development	
Content Overview: Topic A: Social psychology Topic B: Cognitive psychology Topic C: Biological psychology Topic D: Learning theories and development	
Assessment Overview: Unit 1  The assessment is 1 hour and 30 minutes. Candidates must answer all questions from three sections. Section A: Social psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question. Section B: Cognitive psychology, totals 26 marks and comprises short-answer questions and one eight-mark extended open-response question. Section C: comprises one 12-mark extended open-response question on either social or cognitive psychology.	Assessment Overview: Unit 2  The assessment is 2 hours. Candidates must answer all questions from three sections. Section A: Biological psychology totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question. Section B: Learning theories and development, totals 34 marks and comprises short-answer questions and one eight-mark extended open-response question. Section C: comprises one 12-mark and one 16-mark extended open-response question. The 12-mark question covers either biological psychology or learning theories and development and the 16-mark question covers both biological psychology, and learning theories and development
<b>Assessment Objectives:</b> AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures 35-40%. AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures 30-35%: <ul style="list-style-type: none"><li>• in a theoretical context</li><li>• in a practical context</li><li>• when handling qualitative data</li><li>• when handling quantitative data</li></ul> AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions; develop and refine practical design and procedures. 30-35%	

Year 13	
Unit 3: Applications of psychology Unit 4: Clinical psychology and psychological skills	
<b>Content Overview:</b> Topic E: Developmental psychology Optional topics (students must study one of the following topics): Topic F: Criminological psychology Topic G: Health psychology Topic H: Clinical psychology Topic I: Psychological skills	
Assessment Overview: Unit 3  The assessment is 1 hour and 30 minutes. Candidates must answer all questions from Section A and all questions from a choice of two topic areas in Section B. Section A: Developmental psychology, totals 32 marks and comprises short-answer questions and two eight-mark extended open response questions. One eight-mark question focuses on developmental psychology and the other is an eight-mark synoptic question based on developmental psychology and issues from units 1 and 2. Section B: presents candidates with a choice of one from either criminological or health psychology, each section totals 32 marks and comprises short-answer questions and two eight-mark extended open-response questions.	Assessment Overview: Unit 4  The assessment is 2 hours. Candidates must answer all questions from five sections. Section A: Clinical psychology, totals 32 marks and comprises short-answer questions. Section B: Clinical psychology, comprises one 16-mark extended open-response question. Section C: Psychological skills, totals 20 marks and comprises short-answer questions drawing on research methods from other topic areas. Section D: Psychological skills, comprises one eight-mark extended open-response question based on the analysis of a key question from other topic areas. Section E: Psychological skills, comprises one 20-mark synoptic question based on issues and debates from other topic areas.
<b>Assessment Objectives:</b> AO1 Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures 30-35% AO2 Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"><li>• in a theoretical context</li><li>• in a practical context</li><li>• when handling qualitative data</li><li>• when handling quantitative data 30-35%.</li></ul> AO3 Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions develop and refine practical design and procedures 35-40%.	
<b>Course Requirements:</b> To follow their course, there are no prior learning requirements however studying the course at GCSE is desirable. It is important to recognise the scientific and mathematical elements to this course and ensure students review the course content prior to selecting this course.	
<b>Career Prospects:</b> There are a wealth of careers in Psychology including, but not limited to counselling, social work and clinical psychology. This course offers a range of transferrable skills including cognitive, interpersonal and interpersonal skills that would be useful in a multitude of professions.	

International Advanced Level Arabic

Pearson Edexcel International Advanced Subsidiary in Arabic (XAA01)  
Pearson Edexcel International Advanced Level in Arabic (YAA01)

Course Details
<p>The Pearson Edexcel International Advanced Subsidiary in Arabic and the Pearson Edexcel International Advanced Level in Arabic are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units.</p> <p>The International Advanced Level can be claimed on completion of both units (IAS and IA2 units).</p> <p>The content is relevant, engaging and up to date. Topics relate to the interests of students studying Arabic for purposes of communication, for example in study and leisure situations.</p> <p>Contexts and settings will be those that students are likely to encounter, for example school, the media. Culturally sensitive and authentic reading texts used throughout.</p> <p>The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of one IAS unit, Unit 1. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the International Advanced Level qualification. This qualification consists of two externally examined units.</p> <p>The International Advanced Level consists of the two IAS units (Units 1 and 2). Students wishing to take the International Advanced Level must, therefore, complete both units.</p>

Year 12
Unit 1: Understanding and Written Response - Externally assessed.
<p>Content Overview:</p> <p>Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw on their knowledge of Arabic language, grammar, and lexis to select appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.</p> <p>Students will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas:</p> <p>Youth culture and concerns - Lifestyle, health, and fitness - Environment and travel- Education and employment.</p>
<p>Assessment Overview:</p> <p><b>IAS Unit 1: Understanding and Written Response Unit code: WAA01/01</b></p> <p>Externally assessed.</p> <p>Written examination: 2 hours and 30 minutes</p> <p>Availability: January and June</p> <p>80 marks</p>
<p>Assessment Objectives: Students will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas: Youth culture and concerns - Lifestyle, health, and fitness - Environment and travel Education and employment.</p>

Year 13
Unit 2: Writing and Research
<p>Content Overview:</p> <p>Students are required to draw on and apply their knowledge of Arabic language, grammar, and lexis by selecting appropriate forms of words to complete sentences, as well as demonstrate an ability to manipulate Arabic language in continuous writing.</p> <p>Students will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas: Youth culture and concerns - Lifestyle, health, and fitness -Environment and travel - Education and employment - Technology in the Arabic-speaking world - Society in the Arabic-speaking world - Ethics in the Arabic-speaking world.</p>
<p>Assessment Overview: <b>IA2 Unit 2: Writing and Research Unit code: WAA02/01</b></p> <p>Unit 2: Writing and Research</p> <p>Externally assessed.</p> <p>Written examination: 3 hours</p> <p>Availability: January and June</p> <p>80 marks</p>
<p><b>Assessment Objectives:</b></p> <p>Students will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas: Youth culture and concerns - Lifestyle, health, and fitness - Environment and travel - Education and employment- Technology in the Arabic-speaking world.</p>

<p><b>Course Requirements</b></p> <p>There are no prior learning or other requirements for these qualifications.</p> <p>Students who would benefit most from studying these qualifications are likely to have a Level 2 qualification such as a GCSE in Arabic.</p>
<p><b>Career Prospects</b></p> <p>The qualification for students who are studying Arabic in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages.</p> <p>Students can progress from these qualifications to a range of higher education, employment, and further training opportunities. Through our world-class qualification development process, we have consulted with higher education to validate the appropriateness of these qualifications, including content, skills and assessment structure.</p>



# International A Level in History

Pearson Edexcel International Advanced Level in History (YHI01)

## Course Details

The Pearson Edexcel International Advanced Subsidiary in History are modular qualifications. The Advanced Subsidiary can be claimed on completion of the International Advanced Subsidiary (IAS) units. The International Advanced Level can be claimed on completion of all the units (IAS and IA2 units)  
The qualification consists of four externally examined units: the two IAS units (Unit 1 and 2) and two IA2 units (Unit 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units. All units are essay- based Assessment examinations.

Year 12
Unit 1: Germany, 1918–45 Unit 2: Russia, 1917–91: From Lenin to Yeltsin
Unit1: Content Overview: Germany between the end of the First World War and the end of the Second World War. These events had a devastating effect on 20th-century Europe and throughout the modern world. Students will gain an in-depth understanding of revolutionary change in Germany in 1918–19, the emergence of a functioning democracy and its transformation into a repressive tyranny, which was to threaten the peace of the world and cause misery to millions.
Assessment Overview: Students must answer two 25-mark essay questions from a choice of four. Essay questions assess understanding of the period in depth (AO1) and the ability to analyse and evaluate historical interpretations (AO3).
Unit2: Content overview Students will learn about the key political, social and economic features of Communist rule in Russia during the 20th century, an era that saw its authority and influence rise to the status of a superpower, its decline later in the century. The focus of study is on developments and changes over a broad timescale, 1917–91
Asseesment overview wo questions: one from Section A and one from Section B. A source booklet is provided for Section A. Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2). Section B comprises a choice of three essays, which assess understanding of the period in depth (AO1).

Year 13
Unit 3: Civil Rights & Race Relations in the USA, 1865–2009 Unit 4: Name The World Divided: Superpower Relations, 1943–90
Content Overview: Unit 3: the changing pattern of race relations between black and white Americans over a period that began with millions of black Americans in slavery and ended with Barack Obama as President.
Assessment Overview: Students answer two questions: one from Section A one from Section B. A source booklet is provided for Section A. Section A comprises one compulsory essay, which assesses source analysis and evaluation skills (AO2). Section B comprises a choice of two essays, which assess the ability to evaluate the significance of historical explanations of the period in breadth (AO1)
Content Overview Unit 4: This option contains a study in depth of historical interpretations on a broad question, namely the reasons for the outbreak and development of the Cold War in the years 1943–53. This is contextualised by, and overlaps with, a study of superpower relations (USA, USSR and China) in the years 1953–90. The two main themes are confrontation and the threat of war on the one hand, and Détente and the resolution of conflict on the other.
Assessment Overview Two questions: one from Section A and one from Section B. A source booklet is provided for Section A. Section A comprises one compulsory question, which assesses the ability to evaluate contrasting interpretations of the period studied (AO1) and (AO3). Section B comprises a choice of two essays, which assess understanding of the period in depth (AO1).

Course requirements  A grade 6 in GCSE <b>History</b> would be recommended for the <b>A level course and a</b> Grade 5 in English Language
Careers  History is useful for a number of careers, including teaching, librarianship, banking and commerce, the law, publishing, museums and art galleries and a wide variety of social work.

A Level Art and Design

Fine Art (9FA0)

Course Details
<p>Fine art requires engagement with aesthetic and intellectual concepts through the use of traditional and/or digital media, materials, techniques and processes for the purpose of self-expression. Fine art may be created to communicate ideas and messages about the observed world, the qualities of materials, perceptions, or preconceptions. It can also be used to explore personal and cultural identity, society and how we live, visual language, and technology. Fine Art allows us to consider and reflect on our place in the world, both as individuals and collectively.</p> <p>During this course students are required to develop practical and theoretical knowledge and understanding of relevant materials, processes, technologies and resources. Students must understand how ideas, feelings and meanings can be conveyed and interpreted in images. Students will develop skills on recording experiences and observations in a variety of ways using drawing or other appropriate visual forms. They will gain skills on how to explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements.</p>

Year 12
Component 1: Personal Investigation
<p><b>Content Overview:</b> This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).</p>
<p><b>Assessment Overview:</b> Internally set project assessed by your teacher and externally moderated, and 60% of the qualification. Incorporates three major elements: supporting studies, practical work, and a personal study. Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images.</p>
<p><b>Assessment Objectives:</b> <b>AO1:</b> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding – 25% <b>AO2:</b> Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops – 25% <b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25% <b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements – 25%</p>

Year 13
Component 2: Externally Set Assignment
<p><b>Content Overview:</b> This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.</p>
<p><b>Assessment Overview:</b> Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment. The Externally Set Assignment contains a theme and suggested starting points. Students have from 1 February until the commencement of the final 15–hour period of sustained focus to develop preparatory studies. The 15–hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks).</p>
<p><b>Work must cover all four Assessment Objectives:</b> <b>AO1:</b> Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding – 25% <b>AO2:</b> Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops – 25% <b>AO3:</b> Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress 25% <b>AO4:</b> Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements – 25%</p>

<p><b>Course Requirements</b> There are prior learning or other requirements for this qualification. Students who would benefit most from studying this qualification are likely to have a Level 2 Qualification such as a GCSE in Art and Design.</p>
<p><b>Career Prospects</b> Students can progress from this qualification to:</p> <ul style="list-style-type: none"><li>• Further training in Art and Design.</li><li>• Career in creative industry: Artist, Designer, Art Director, Art Therapist, Art Teacher, Prop Maker, Graphic Designer, Architecture, Fashion Designer, Costume Designer.</li></ul>



# A Level Design and Technology

Product Design (9DT0)

## Course Details

A redesigned qualification that reflects the demands of a truly modern and evolving society – a qualification that enables students to apply themselves and give them the skills to succeed in their chosen pathway.

**Equipping students with design skills for the future** - Students will be able to recognise design needs and develop an understanding of how current global issues, including integrating technology, impacts on today's world.  
**Encourages creativity and innovation** - At A level students will have the confidence to innovate and produce creative design solutions as they develop their own design brief with a client/end user.

It is increasingly important that students develop an awareness of wider issues in design and technology, that design and technological activities can have a profound impact on the environment and on society and that these, together with sustainability, are key features of design and manufacturing practice.

## Year 12

### Component 1: Principles of Design and Technology

#### Content Overview:

Topic 1: Materials; Topic 2: Performance characteristics of materials; Topic 3: Processes and techniques  
Topic 4: Digital technologies; Topic 5: Factors influencing the development of products; Topic 6: Effects of technological developments; Topic 7: Potential hazards and risk assessment; Topic 8: Features of manufacturing industries; Topic 9: Designing for maintenance and the cleaner environment; Topic 10: Current legislation; Topic 11: Information handling, Modelling, and forward planning; Topic 12: Further processes and techniques

#### Assessment Overview:

Written examination: 2 hours 30 minutes; 50% of the qualification; 120 marks  
The paper includes calculations, short-open and open-response questions, as well as extended-writing questions focused on:

- analysis and evaluation of design decisions and outcomes, against a technical principle, for prototypes made by others
- analysis and evaluation of wider issues in design technology, including social, moral, ethical, and environmental impacts.

#### Assessment Objectives:

**AO3** Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others; wider issues in design and technology (15%)  
**AO4** Demonstrate knowledge and understanding of: technical, design and making principles (35%)



Year 13
Component 2: Independent Design and Make Project
<p><b>Content Overview:</b> Students individually and/or in consultation with a client/end user identify a problem and design context. Students will develop a range of potential solutions which include the use of computer aided design and evidence of modelling. Students will be expected to make decisions about the designing and development of the prototype in conjunction with the opinions of the client/end user. Students will realise one potential solution through practical making activities with evidence of project management and plan for production. Students will incorporate issues related to sustainability and the impact their prototype may have on the environment Students are expected to analyse and evaluate design decisions and outcomes for prototypes/products made by themselves and others Students are expected to analyse and evaluate of wider issues in design technology, including social, moral, ethical, and environmental impacts.</p>
<p><b>Assessment Overview:</b> The investigation report is internally assessed and externally moderated; 50% of the qualification Students will produce a substantial design, make and evaluate project which consists of a portfolio and a prototype The portfolio will contain approximately 40 sides of A3 paper (or electronic equivalent) There are four parts to the assessment: Part 1: Identifying and outlining possibilities for design; Part 2: Designing a prototype; Part 3: Making a final prototype; Part 4: Evaluating own design and prototype Testing and evaluation</p>
<p><b>Assessment Objectives:</b> <b>AO1</b> Identify, investigate and outline design possibilities to address needs and wants (15%) <b>AO2</b> Design and make prototypes that are fit for purpose (25%) <b>AO3</b> Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others; wider issues in design and technology (10%) <b>AO4</b> Demonstrate knowledge and understanding of: technical principles; design and making principles</p>

<p><b>Course Requirements</b> There are prior Design and Technology learning requirements for this qualification. Students who would benefit most from studying this qualification are likely to have a Level 2 qualification such as a GCSE in Design and Technology.</p>
<p><b>Career Prospects</b> Students can progress from this qualification to:</p> <ul style="list-style-type: none"><li>• tertiary education and/or work-based study including product design, engineering and architecture</li><li>• further training in the design, creative, engineering and/or manufacturing industries</li><li>• employment in a relevant sector.</li></ul>





BTEC Sport

BTEC International Level 3 Sport

**Course Details**

This qualifications have been developed as a collaboration between Pearson and Liverpool Football Club. In partnership we have been able to draw on the expertise and resources of both organisations to develop this suite of qualifications. This specification is intended for all those with an interest in sport and an interest in the multiple vocational career opportunities that are available in sport. Learners with an interest in health and fitness, coaching, sports business and facilities management across all sports will benefit from this course.

Year 12

Unit 1: Health, Wellbeing and Sport

**Content Overview:**  
Learners will explore the importance of physical activity and wellbeing on different types of participants. This will include investigating physical and mental health and suggesting ways to improve them.

**Assessment:** Students will complete coursework relating to the Pearson Set Assignment

Year 12

Unit 2: Careers in the Sport and Active Leisure Industry

**Content Overview:**  
Learners develop an understanding of careers in the sport and active leisure industry, and skills, knowledge and behaviours for employment in the industry.

**Assessment:** Students will complete coursework relating to the Pearson Set Assignment

Year 12

Unit 31: Influence of Technology in Sport and Physical Activity

**Content Overview:**  
Learners will explore the relationship technology has on sport and physical activity and develop a strategy for implementing technology for improved performance or experience.

**Assessment:** Students will complete coursework linked to report writing and presentations

Year 13

Unit 32: Sports Performance Analysis

**Content Overview:**  
Learners will study methods of performance analysis, benchmarks for performance, and practically develop and use tools for analysing performance and providing feedback.

**Assessment:** Students will complete coursework linked to reports and presentations.

Year 13

Unit 34: Sport Development

**Content Overview:**  
Learners explore the principles of sports development, the key agencies involved and provide applied examples of current practice.

**Assessment:** Students will complete coursework linked to reports and presentations.

**Course Requirements**

To follow the Physical Education course, you would be expected to meet the general requirements for BTEC courses. In addition, pupils must have accessed GCSE PE or BTEC Sport and achieved a 6 or above. Pupils are also advised to be playing sport outside of school within a competitive team or individual sport.

**Career Prospects**

The BTEC qualification in Sport provides an introduction to the sector for learners looking to build a career in sport, within one of its occupational areas. These areas include careers in exercise and fitness, coaching and leadership and sports development. It combines well with a large number of subjects and supports entry to higher education courses in a very wide range of disciplines (depending on the subjects taken alongside). For learners who wish to study an aspect of sport in higher education, opportunities include: However, it would be wise to check with your potential university destination to ensure you know their entry requirements.



# French

Pearson Edexcel International Advanced Level in French (YFR01)

## Course Details

The French course has been developed to inspire all students who have an appreciation of the language and culture of the French-speaking world. It is a motivating course of study that will enable students to develop an advanced level knowledge and understanding of the French language, the culture of France and other Francophone countries, as well as practical and valuable language and transferable study skills.

The qualification is designed to enable students to develop the ability to understand a wide variety of complex texts and spoken language, write well-structured texts and speak fluently and spontaneously on a range of topics. Students also develop the skills necessary for further study or employment, either in French-speaking countries or where French is used as the main medium of communication for business and commerce as well as an understanding of the nature of language in different cultural contexts in order to build up competence in communication.

The French course will equip students with transferable skills such as autonomy, resourcefulness, creativity, critical and analytical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.

## Year 12

*Unit 1: Spoken expression and response and Unit 2: Understanding and written response*

### Content Overview: Unit 1 and 2

Students will develop their speaking, listening, reading and writing skills in French, in relation to the four general topic areas (GTAs): 1) Youth matters, 2) Lifestyle, health and fitness, 3) Environment and travel, 4) Education and employment

### Assessment Overview:

*Unit 1: Spoken expression and response*  
Section A – Spoken Response  
Section B - Discussion  
40 marks  
8-10 minutes  
30% of IAS, 15% of IAL

*Unit 4: Research, understanding and written response*  
Section A - *Listening*, 20 marks  
Section B - *Reading & Grammar*, 30 marks  
Section C – *Writing*, 40 marks  
90 marks total  
2 hours 30 minutes  
70% of IA2, 35% of IAL

### Assessment Objectives:

AO1 - Understand and respond, in speech and writing, to spoken language.  
AO2 - Understand and respond, in speech and writing, to written language.  
AO3 - Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.



Year 13	
Unit 3: Spoken expression and response and Unit 4: Research, understanding and written response	
<p><b>Content Overview:</b></p> <p><b>Unit 3</b> Students will develop their presentation and debating skills in French, by presenting and defending their own views on their chosen issue followed by a discussion of at least two further issues chosen by the teacher/examiner from any of the IAL general topic areas (GTAs).</p> <p><b>Unit 4</b> Students will develop their listening, reading and writing skills in French. They will develop their ability to listen and respond in French, while learning about the seven general topic areas (GTAs): 1) Youth matters, 2) Lifestyle, health and fitness, 3) Environment and travel, 4) Education and employment, 5) Technology in the French-speaking world, 6) Society in the French-speaking world, 7) Ethics in the French-speaking world.</p> <p>Students will also develop their ability to write in French by researching and studying one of the following: a History or Geography topic relating to a French speaking country or region, a French literary text or a film in French.</p>	
<b>Assessment Overview:</b>	
Unit 3: Spoken expression and response 40 marks 11-13 minutes, 30% of IA2, 15% of IAL	Unit 4: Research, understanding and written response Section A - Listening, 20 marks Section B - Reading & Grammar, 30 marks Section C – Writing, 40 marks 90 marks total 2 hours 30 minutes 70% of IA2, 35% of IAL
Assessment Objectives: AO1 - Understand and respond, in speech and writing, to spoken language. AO2 - Understand and respond, in speech and writing, to written language. AO3 - Show knowledge of and apply accurately the grammar and syntax prescribed in the specification. AO4 - Respond critically to themes and ideas from selected topics, literary texts or films.	

<b>Course Requirements</b>  To follow the course, students must achieve a minimum of Grade 7 in French at GCSE. It is important that students have a good foundation in the language and have reviewed the course content prior to selecting this course.
<b>Career Prospects</b>  Studying a Modern Foreign Language offers the potential to work and study abroad as well as a wealth of career opportunities. These include, but are not limited to, business, marketing, education, journalism, and translation. A Level French combines well with all other subjects and offers a range of transferrable skills, such as communication, critical-thinking, and intercultural competence, that would be useful in a multitude of professions.



Spanish

Pearson Edexcel International Advanced Level in Spanish (YSP01)

Course Details
<p>The Spanish course has been developed to inspire all students who have an appreciation of the language and culture of the Spanish -speaking world. It is a motivating course of study that will enable students to develop an advanced level knowledge and understanding of the Spanish language, the culture of France and other Francophone countries, as well as practical and valuable language and transferable study skills.</p> <p>The qualification is designed to enable students to develop the ability to understand a wide variety of complex texts and spoken language, write well-structured texts and speak fluently and spontaneously on a range of topics. Students also develop the skills necessary for further study or employment, either in Spanish-speaking countries or where Spanish is used as the main medium of communication for business and commerce as well as an understanding of the nature of language in different cultural contexts in order to build up competence in communication.</p> <p>The Spanish course will equip students with transferable skills such as autonomy, resourcefulness, creativity, critical and analytical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or to employment.</p>

Year 12	
Unit 1: Spoken expression and response and Unit 2: Understanding and written response	
<b>Content Overview:</b> <b>Unit 1 and 2</b> Students will develop their speaking, listening, reading and writing skills in Spanish, in relation to the four general topic areas (GTAs): 1) Youth matters, 2) Lifestyle, health and fitness, 3) Environment and travel, 4) Education and employment	
<b>Assessment Overview:</b>	
Unit 1: Spoken expression and response 40 marks 8-10 minutes 30% of IAS, 15% of IAL	Unit 2: Understanding and written response 90 marks - Listening 20, Reading & Grammar 30 , Writing 40 2 hours 30 minutes 70% of IAS, 35% of IAL
Assessment Objectives: AO1 - Understand and respond, in speech and writing, to spoken language. AO2 - Understand and respond, in speech and writing, to written language. AO3 - Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	

Year 13	
Unit 3: Spoken expression and response and Unit 4: Research, understanding and written response	
<b>Content Overview:</b> <b>Unit 3</b> Students will develop their presentation and debating skills in Spanish, by presenting and defending their own views on their chosen issue followed by a discussion of at least two further issues chosen by the teacher/examiner from any of the IAL general topic areas (GTAs).  <b>Unit 4</b> Students will develop their listening, reading and writing skills in Spanish. They will develop their ability to listen and respond in French, while learning about the seven general topic areas (GTAs): 1) Youth matters, 2) Lifestyle, health and fitness, 3) Environment and travel, 4) Education and employment, 5) Technology in the Spanish-speaking world, 6) Society in the Spanish-speaking world, 7) Ethics in the Spanish-speaking world.  Students will also develop their ability to write in Spanish by researching and studying one of the following: a History or Geography topic relating to a Spanish speaking country or region, a Spanish literary text or a film in Spanish .	
<b>Assessment Overview:</b>	
Unit 3: Spoken expression and response 40 marks 11-13 minutes, 30% of IA2, 15% of IAL	Unit 4: Research, understanding and written response 90 marks - Listening 20, Reading & Grammar 30 , Writing 40 2 hours 30 minutes 70% of IA2, 35% of IAL
Assessment Objectives: AO1 - Understand and respond, in speech and writing, to spoken language. AO2 - Understand and respond, in speech and writing, to written language. AO3 - Show knowledge of and apply accurately the grammar and syntax prescribed in the specification. AO4 - Respond critically to themes and ideas from selected topics, literary texts or films.	

<b>Course Requirements</b>  To follow the course, students must achieve a minimum of Grade 7 in Spanish at GCSE. It is important that students have a good foundation in the language and have reviewed the course content prior to selecting this course.
<b>Career Prospects</b>  Studying a Modern Foreign Language offers the potential to work and study abroad as well as a wealth of career opportunities. These include, but are not limited to, business, marketing, education, journalism, and translation. A Level Spanish combines well with all other subjects and offers a range of transferrable skills, such as communication, critical-thinking, and intercultural competence, that would be useful in a multitude of professions.



BTEC Creative Media
Pearson BTEC International Level 3 Subsidiary Diploma in Creative Media (360 GLH)
Course Details
The qualification is designed to support learners who are interested in learning about creative media alongside other fields of study, with a view to progressing to a wide range of higher education courses.

Year 12
<i>Component 1: Exploring and Developing Creative Media Skills</i>
<b>Content Overview:</b>  Creative media spans a broad range of specialisms and purposes, but all practitioners in the creative industries work to enrich or improve the world around us. Before entering the industry, creative practitioners need to explore and refine different interrelated creative media practices in order to develop technical and communication skills and build confidence for producing outcomes to meet a need or fulfil a purpose. This can be done in a specialist area or across different specialisms. The fundamentals covered in this module will enable you to take ownership of your projects. You will explore ways of informing ideas, understand and develop solutions to creative challenges, acquire technical skills and develop professional practice and communication skills. You will develop these underpinning skills practically through producing work, experimenting with a range of ideas and technical practices. You will have the opportunity to bring them together in response to a creative brief.
<b>Assessment Overview:</b>
For A1: Skills Development, you will explore key fundamentals of media practice, learning how skills are integrated and connect to generate developed outcomes. For A2: Responding to a brief, Pearson will set a Pearson Set Assignment that will have a vocational scenario and allow you to demonstrate the skills you have developed. For A3: Creative Project, you will apply the skills you have been developing throughout the programme to a creative project that demonstrates your ability to self-direct a response to a brief, from inception to communication of outcomes.

Year 13
<i>Component 2: Advancing Creative Practice</i>
<b>Content Overview:</b>  The media industry offers a wide range of careers and many routes to access them. When aiming for a career in media, you will need to advance and focus your creative skills towards a particular career pathway, but you will also need to develop the underpinning skills that are needed in any career. To access the industry, you will need to know about different progression routes and roles, and produce materials that reflect your ideas and creative potential. Through this module, you will gain a better understanding of the media industry and you will continue to advance and refine your technical skills and ability to respond creatively to industry briefs. You will engage in activities such as technical workshops, projects, practical sessions, seminars, visits, talks from guest speakers and employer engagement. This learning and teaching module integrates content across four assessment units, B1: Personal Progression, B2: Personal Investigation, B3: Creative Industry Creative Industry Response and B4: Extended Creative Industry Response.
<b>Assessment Overview:</b>
For B1: Personal Progression, you should explore a range of career opportunities, produce valuable materials and demonstrate specialist skills relating to your goals for personal progression. For B2: Personal Investigation, you will investigate a topic set by Pearson both practically and critically. Please refer to page 38 for further detail. For B3: Creative Industry Response and B4 Extended Creative Industry response, you will focus on advancing your practical, critical and reflective skills to produce work in response to an industry brief. You will use the knowledge, understanding and experience you have gained to plan, prepare and develop a proposal for a project and apply advanced skills to carry it out from concept to resolution.

<b>Course Requirements</b>  To follow this course, students you would be expected to meet the general requirements of four 9-4 grades including a minimum of Grade 4 at IGCSE Mathematics and English Language.
<b>Career Prospects</b>  Creative media teaches employability skills such as: <ul style="list-style-type: none"><li>Cognitive and problem-solving skills: using critical thinking, approaching non-routine problems, applying expert and creative solutions and using systems and technology</li><li>Interpersonal skills: communicating, working collaboratively, negotiating and influencing, self-presentation</li><li>Intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development.</li></ul>

# BTEC International Level 3 Travel and Tourism

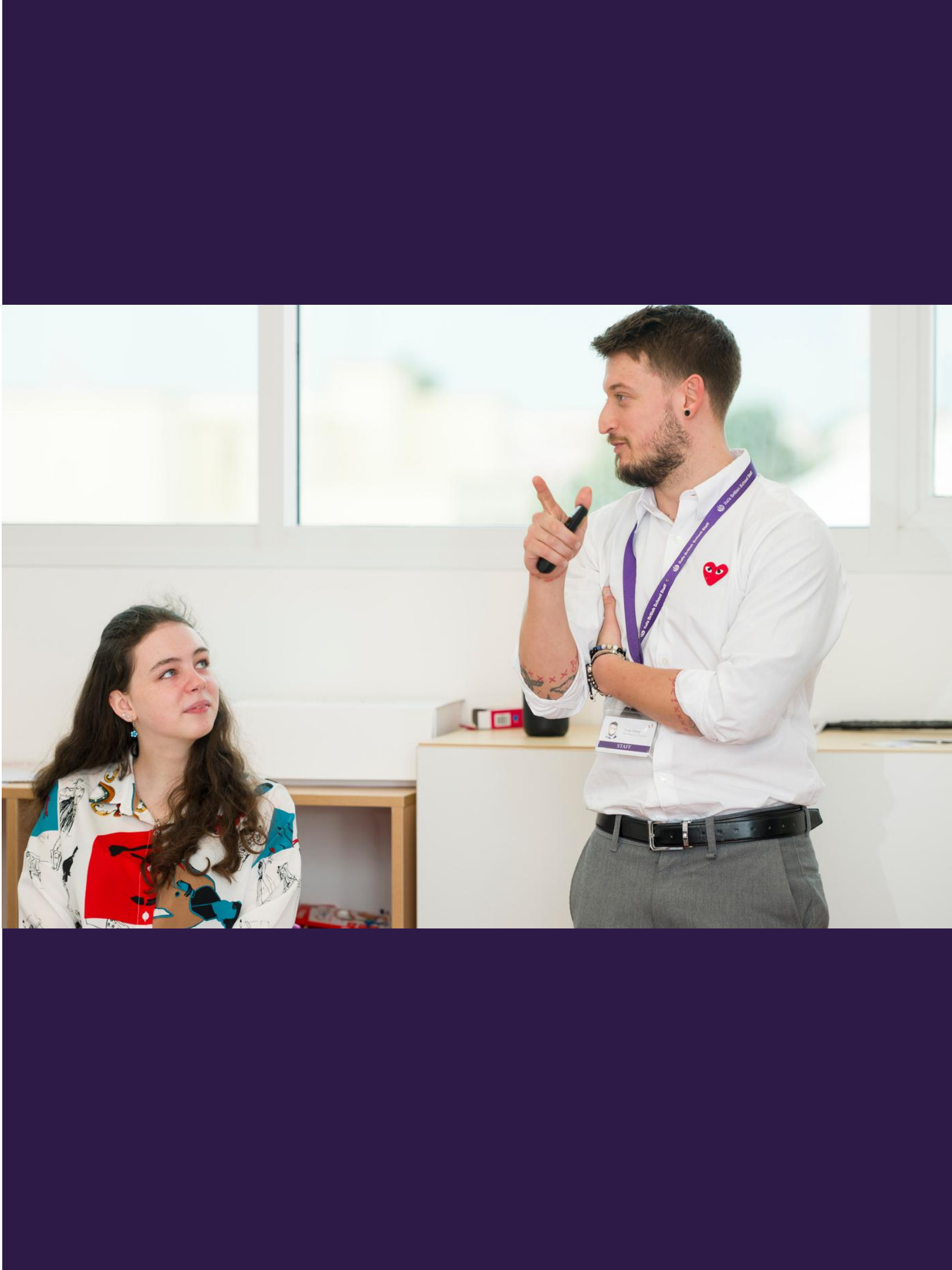
## Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism

### Course Details

Pearson BTEC International Level 3 Subsidiary Diploma in Travel and Tourism comprises of units that equate to 360 guided learning hours. At least four units are studied: two of which are mandatory units and at least one unit is assessed using a Pearson Set Assignment. The course is the equivalent in size to one International A Level.

As with all BTEC units, Travel and Tourism is continually assessed throughout the course of the two years. All elements are internally verified and then externally moderated. This means there are no external examinations, however, the assessment period is ongoing and thus, all coursework portfolios are used when generating student outcomes.

Year 12
<i>Content Overview - Unit 1: The Travel and Tourism Industry (90 GLH)</i> <i>Internal Pearson Set Assessment</i>
<p><b>Content Overview:</b></p> <p>This unit provides the foundation for learners to study other units in travel and tourism. Learners will explore the key components and scale of the industry, using data to analyse key trends and their impacts. Learners will:</p> <p>A Investigate types of travel and tourism, customers and their needs B Explore the contribution of travel and tourism to the economy of global destination C Research travel and tourism organisations D Examine factors affecting the travel and tourism industry.</p>
<p><b>Content Overview - Unit 4 Customer Service in Travel and Tourism (90 GLH)</b> <i>Internal assignment</i></p>
<p>Learners develop the skills needed to deliver internal and external customer experiences effectively, to support organisational success and create a plan to monitor and improve customer service consistent with organisational objectives. In this unit learners will:</p> <p>A - Explore how effective customer service contributes to organisational success B Demonstrate customer service in different travel and tourism situations C Review effectiveness of own performance in customer service to add value to travel and tourism organisations D Plan to monitor and improve customer service to achieve organisational objectives</p>







<div>Year 13 – (Suggested units which may be subject to change) - equating to 180 GLH</div> <div>Unit 9 – Visitor Attractions, Unit 13 – Work Experience, Unit 15 – Recruitment and Selection</div>
<div>Content Overview - Unit 9: Visitor Attractions (60 GLH)</div> <div>Internal assessment</div>
<div>Content Overview:</div> <div>Learners develop analytical skills as they investigate the nature and role of both built and natural visitor attractions, their commercial success, appeal, response to diverse visitor needs and the importance of delivering a memorable visitor experience. In this unit learners will:</div> <div>A Investigate the nature, role and appeal of visitor attractions</div> <div>B Examine how visitor attractions meet the diverse expectations of visitors</div> <div>C Explore how visitor attractions respond to competition and measure their success and appeal.</div>
<div>Content Overview - Unit 13: Work Experience (60 GLH)</div> <div>Internal assessment</div>
<div>Content Overview:</div> <div>Learners study the benefits of work experience in a travel and tourism organisation. They complete 40 hours of appropriate work experience, reflecting on the knowledge and skills they have developed. In this unit learners will:</div> <div>A Investigate opportunities for work-related learning in the travel and tourism industry</div> <div>B Carry out work experience in an appropriate and safe manner</div> <div>C Reflect on work experience undertaken and its influence on own personal and professional development.</div>
<div>Content Overview - Unit 15 Recruitment and Selection (60 GLH)</div> <div>Internal set assignment</div>
<div>Content Overview:</div> <div>Learners explore the recruitment and selection process in the travel and tourism industry, take part in interviews and reflect on own performance to inform future career opportunities. In this unit learners will:</div> <div>A Examine how effective recruitment and selection can contribute to organisational success in the travel and tourism industry</div> <div>B Carry out recruitment activities to demonstrate the processes that can lead to a successful job offer in a travel and tourism related role</div> <div>C Reflect on own performance in the recruitment and selection process in a travel and tourism related role.</div>
<div>Course Requirements</div> <div>To follow this course, students you would be expected to meet the general requirements of four 9-4 grades including a minimum of Grade 4 at IGCSE Mathematics and English Language.</div>
<div>Career Prospects</div> <div>The course leads onto either university acceptance or the world of work. It is recognised by most universities for progressing onto degree courses. However, it is wise to check with your potential university destination to ensure they accept it, as some of the Russell group universities may restrict the number of vocational courses they accept in an application from one student.</div>



