Britannica International School Shanghai

Sixth Form
A Level Options Booklet

What are the entrance requirements for the Sixth Form at Britannica Shanghai?

For students entering Year 12 or 13, evidence of success in externally accredited examinations or assessments post 16+ will be required, to determine potential success at A Level. The equivalent achievement of 5 Grade A* to C at IGCSE is required to gain access into the Sixth Form.

UK Universities

In the UK, universities and colleges set their own entry requirements for higher education degree courses, and these vary widely depending on the subject, the specific course, and the course provider. They set the entry requirements for each course to ensure that students have the right skills and knowledge to complete the course successfully. Students are strongly advised to look at www.ucas.com/explore/search/subject-guides to see which subjects are recommended for the areas they are potentially interested in.

The table below gives broad guidance on the subjects which suit common degree courses at UK universities:

DEGREE COURSE	ESSENTIAL/DESIRABLE A-LEVEL SUBJECTS
Accounting	Accounting, Mathematics and Business Studies are useful.
Archeology	Generally, no specific requirements; History, Geography or Chemistry are useful.
Architecture	Mathematics and Physics may be required, plus and art-based subject.
Art & Design	Art or Product Design; a portfolio is usually required.
Biological/Life Sciences	Two sciences; Chemistry and Biology, sometimes Mathematics.
Business & Management	Some have a Mathematics requirement.
Chemistry	Chemistry and another science or Mathematics.
Computer Science & IT	Mathematics required; Physics and/or Computer Science is useful.
Dentistry	Chemistry and Biology.
Drama	Drama or English literature
Economics	Mathematics is required; Further Mathematics is also desirable.
English	English Literature. Other essay-based subjects are useful.
Engineering	Mathematics essential, plus a second science (usually Physics or Chemistry depending on area of specialism).
Geography & Environmental Science	Geography, some require one or more science subject.
History	History is usually required. Other essay-based subjects are useful.
International Relations	Generally, no specific requirements. Politics, Economics and History are useful.
Law	No essential requirements, but a preference for traditional subjects which require logic and the ability to write well such as Histroy and English
Mathematics	Mathematics and sometime Further Mathematics. Physics is useful.
Media Studies	English or Media Studies preferred. Relevant work experience is often considered. Psychology can be useful.
Medicine	Chemistry plus Biology. Physics and Mathematics are useful.
Morden Language	Target language almost always required. A second language is desirable.
Music	Music required.
Pharmacology & Pharmacy	Chemistry and Biology. Another science or Mathematics is useful.
Physical Sciences	Physics, Mathematics, sometimes Further Mathematics.
Physiotherapy	Biology or other science subjects. Physical Education is useful.
Politics	History, Politics, Morden Language. English or Economics often useful.
Psychology	Biology, Psychology or Mathematics are often required.
Sports Science	Biology or another science subject can be required. Physical Education can be useful.
Veterinary Science	Chemistry, plus one from Biology (which is preferred), Physics or Mathematics.

International Universities

A-Levels are widely accepted by universities worldwide, but each institution and programme may have specific grades and subject prerequisites. It is important to check the exact entry requirements on the university's official admissions website before applying.

Some general points:

Universities in German-speaking countries usually ask for Mathematics, Biology, Chemistry, or Physics as one of the A-Level choices.

Universities in Belgium and Netherlands usually require applicants with at least 4 A-level subjects with grade C or above. However, some courses, such as Medicine, Engineering, Psychology, International Relations, and Physio-therapy, are very competitive. Successful applicants must get the best grades they can.

US and US-style admissions are holistic and non-course specific. There is usually no restriction on A-Level, although stronger applicants generally choose “challenging” courses. Submission of standardised test scores such as the SAT or ACT is often required, though some universities are test optional. Some universities may grant college credit or advanced placement for high A-Level scores in relevant subjects, potentially allowing students to skip introductory courses.

What subjects does Britannica Shanghai offer at A Level?

Art & Design
Biology
Business
Chemistry
Chinese
English Language
Further Mathematics
Geography
History
ICT/Computer Science
Mathematics
Media Studies
Music
Physics
Psychology
Spanish

Content

What are A Levels?

A Levels (Advanced Subsidiary and Advanced Level qualifications) are a UK subject-based qualification for students aged 16 and above. Although they are a UK qualification, schools across the world offer A Levels and Universities and Higher Education institutes worldwide recognise A Levels as elite entry qualifications.

Why choose A Levels?

A Levels are widely accepted by universities across the globe who recognise the academic rigour of the qualifications. Moreover, A Levels are especially beneficial for students who excel in certain subjects. They allow for in depth study in subjects students are passionate about. Students who choose IB cannot specialise in quite the same way as they must study a range of subjects and receive a final combined score. It is not just universities who value A Levels, employers value them because they show an excellent level of education and demonstrate a range of skills including good time management, organisation, research skills, networking, presenting ideas, reasoning, decision-making, problem solving, commitment and self-motivation too.

How do I decide which A Levels to take?

Consider which subjects you enjoy most: you will spend two years studying the subject in depth and you are likely to achieve most success if you enjoy it. Play to your strengths: A Level work is considerably more challenging than IGCSE and your university entry will depend upon high grades, so ensure that you are giving yourself the best chance of success. Inform yourself as much as possible about the content of the course and how it is assessed. Speak to teachers of the subject and to students in older years who study the subject. This is particularly appropriate for subjects that are taught only in Years 12 and 13. If you have a particular university course in mind, research the university website to see whether there are specific subject requirements in order to study that course.

How many subjects will I study?

The majority of students will study 4 AS subjects in Year 12 of which 3 will be continued into Year 13 to a full A Level. It is normal for students at Britannica to follow this pattern. However, for some pupils, it may be possible or desirable to study just 3 subjects in Years 12 and 13. Alternatively, some students are able to or to carry all 4 subject into Year 13. Both scenarios would need a parental meeting with the Head of Secondary or a member of the Sixth Form pastoral team.

Subject choice

Whilst we will endeavour to accommodate your subject choices, some combinations cannot be met due to timetabling constraints. Subjects where demand is very small may be withdrawn. In these cases, the students affected will be advised and asked to re-opt.

Art and Design

Course Code:
Art, Craft and Design (9AD0)
Art and Design (Fine Art) (9FA0)
Exam Board: Edexcel

Aims

Students are expected to select appropriate visual forms and conduct in-depth research, gathering, selecting, and organising visual and other relevant information at an advanced level.

They will explore pertinent resources, analyse, discuss, and evaluate images, objects, and artifacts, making independent judgments of a high standard. By using their knowledge and understanding of the work of others, students will develop and extend their own thinking to inform their artistic practice.

They will generate and explore potential lines of inquiry through appropriate media and techniques, showcasing their work to an exceptional degree. Additionally, students will apply their knowledge in creating images and artifacts, reviewing and modifying their work based on their own evaluations and those of others. They will organise, select, and communicate ideas, solutions, and responses, presenting them in a variety of visual, tactile, and sensory forms.

Content Overview

Students need opportunities to generate ideas and research from primary and contextual sources, record their findings, experiment with media and processes, and develop and refine their ideas towards producing outcome(s). It is essential that students review their progress at appropriate points in the development of their work. Each component aims to develop students' ability to generate and develop ideas for their practical work and to build contextual understanding, from either a self-selected or teacher–negotiated focus.

Students will be required to develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.

They will explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.

Students should present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Assessment

Year 12

Component 1

Internal set assignment- 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 the form of a portfolio or sketchbook. The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18.

Externally moderated and digitally submitted with component 2 at the end of year 13.
60% of the total qualification

Year 13

Component 2

External set assignment- Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus. Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies.

Externally moderated and digitally submitted with component 1 at the end of year 13.
40% of the total qualification

Biology

Course Code: 9700

Exam Board: Cambridge

Aims

The aims are to enable students to:

- Acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices.
- Learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models.
- Develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness.
- Develop effective scientific communication skills, using appropriate terminology and scientific conventions.
- Understand their responsibility to others/society and to care for the environment.
- Enjoy science and develop an informed interest in the subject that may lead to further study.

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

Cells as the units of life

A cell is the basic unit of life and all organisms are composed of one or more cells. There are two fundamental types of cell: prokaryotic and eukaryotic. Understanding how cells work provides an insight into the fundamental processes of all living organisms.

Biochemical processes

Cells are dynamic structures within which the chemistry of life takes place. Biochemistry and molecular biology help to explain how and why cells function as they do.

DNA, the molecule of heredity

Cells contain the molecule of heredity, DNA. DNA is essential for the continuity and evolution of life by allowing genetic information to be stored accurately, to be copied to daughter cells, to be passed from one generation to the next and for the controlled production of proteins. Rare errors in the accurate copying of DNA known as mutations result in genetic variation and are essential for evolution.

Natural selection

Natural selection acts on genetic variation and is the major mechanism in evolution, including speciation. Natural selection results in the accumulation of beneficial genetic mutations within populations and explains how populations can adapt to meet the demands of changing environments.

Organisms in their environment

All organisms interact with their biotic and abiotic environment. Studying these interactions allows biologists to understand better the effect of human activities on ecosystems, to develop more effective strategies to conserve biodiversity and to predict more accurately the future implications for humans of changes in the natural world.

Observation and experiment

The different fields of biology are intertwined and cannot be studied in isolation. Observation, enquiry, experimentation and fieldwork are fundamental to biology, allowing relevant evidence to be collected and considered as a basis on which to build new models and theories. Such models and theories are further tested by experimentation and observation in a cyclical process of feedback and refinement, allowing the development of robust and evidence-based conceptual understandings.

Content Overview

Year 12

- Cell structure
- Biological molecules
- Enzymes
- Cell membranes and transport
- The mitotic cell cycle
- Nucleic acids and protein synthesis
- Transport in plants
- Transport in mammals
- Gas exchange
- Infectious diseases
- Immunity

Students will also study practical skills in Year 12

Year 13

- Energy and respiration
- Photosynthesis
- Homeostasis
- Control and coordination
- Inheritance
- Selection and evolution
- Classification, biodiversity and conservation
- Genetic technology

Students will also study practical skills in Year 13

Assessment

Year 12

Paper 1
- Multiple Choice questions
- 1 hour 15 minutes
- 40 marks
- Externally assessed
- 31% of A Level

Paper 2
- Structured Questions
- 1 hour 15 minutes
- 60 marks
- Externally assessed
- 46% of A Level

Paper 3
- Advanced Practical Skills
- 2 hours
- 40 marks
- Externally assessed
- 23% of A Level

Year 13

Paper 4
- Structured Questions
- 2 hours
- 100 marks
- Externally assessed
- 38.5% of A Level

Paper 5
- Planning, Analysis and Evaluation
- 1 hour 15 minutes
- 30 marks
- Externally assessed
- 11.5% of A Level

Business Studies

Course Code: 9609

Exam Board: Cambridge

Aims

The aims are to enable students to:

- Understand and appreciate the role of enterprise and the contribution of business to society – locally, nationally and internationally.
- Develop critical understanding of business organisations, the markets they serve and the process of adding value.
- Evaluate business behaviour from the perspective of a range of stakeholders and consider their relative influence on business organisations.
- Develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues that influence or may be influenced by business activity.
- Apply quantitative, problem-solving, decision-making and communication skills.
- Develop skills and knowledge needed for further study or employment in business.

The key concepts for Cambridge International Year 12 and Year 13 Business are:

- Change: Change is the only constant.
- Context: Context is the basis for every business decision.
- Decision-making: Decision-making affects all levels in a business.
- Enterprise: Enterprise is the ability to seek out and successfully develop business opportunities.
- Innovation: Innovation enables a business to re-invent itself and stay ahead of the competition.
- Strategy: Strategy is about knowing where you are, where you want to get to and how you are going to get there.

Content Overview

Year 12 students study the AS Level topics for Paper 1 and Paper 2.

- Business and its environment
- Human Resource Management
- Marketing
- Operations Management
- Finance and Accounting

Year 13 students study all topics for paper 3 and 4.

- Business and its environment
- Human Resource Management
- Marketing
- Operations Management
- Finance and Accounting

Assessment

Year 12

Paper 1
- Multiple Choice questions
- 1 hour 15 minutes
- 40 marks
- Externally assessed
- 31% of A Level

Paper 2
- Structured Questions
- 1 hour 15 minutes
- 60 marks
- Externally assessed
- 46% of A Level

Paper 3
- Advanced Practical Skills
- 2 hours
- 40 marks
- Externally assessed
- 23% of A Level

Year 13

Paper 4
- Structured Questions
- 2 hours
- 100 marks
- Externally assessed
- 38.5% of A Level

Paper 5
- Planning, Analysis and Evaluation
- 1 hour 15 minutes
- 30 marks
- Externally assessed
- 11.5% of A Level

Chemistry

Course Code: 9701

Exam Board: Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- Acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices.
- Learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models.
- Develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness.
- Develop effective scientific communication skills, using appropriate terminology and scientific conventions
- Understand their responsibility to others/society and to care for the environment.
- Enjoy science and develop an informed interest in the subject that may lead to further study.

Y12 Content

Physical chemistry

- Atomic structure
- Atoms, molecules and stoichiometry
- Chemical bonding
- States of matter
- Chemical energetics
- Electrochemistry
- Equilibria
- Reaction kinetics

Inorganic chemistry

- The Periodic Table: chemical periodicity
- Group 2
- Group 17
- Nitrogen and sulfur

Organic chemistry

- An introduction to AS Level organic chemistry
- Hydrocarbons
- Halogen compounds
- Hydroxy compounds
- Carbonyl compounds
- Carboxylic acids and derivatives
- Nitrogen compounds
- Polymerisation
- Organic synthesis Analysis
- Analytical techniques

AS Level candidates also study practical skills.

Y13 Content

Physical chemistry

- Chemical energetics
- Electrochemistry
- Equilibria
- Reaction kinetics

Inorganic chemistry

- The Periodic Table: chemical periodicity
- Group 2
- Group 17
- Nitrogen and sulfur

Organic chemistry

- Group 2
- Chemistry of transition elements Organic chemistry
- An introduction to A Level organic chemistry
- Hydrocarbons
- Halogen compounds
- Hydroxy compounds
- Carboxylic acids and derivatives
- Nitrogen compounds
- Polymerisation
- Organic synthesis

Analysis

- Analytical techniques

Assessment

Paper 1
- Multiple Choice 1 hour 15 minutes 40 marks
- 40 multiple-choice questions
- Questions are based on the AS Level syllabus content
- Externally assessed
- 31% of the AS Level 15.5% of the A Level

Paper 2
- SAS Level Structured Questions 1 hour 15 minutes
- 60 marks Structured questions
- Questions are based on the AS Level syllabus content
- Externally assessed
- 46% of the AS Level 23% of the A Level

Paper 3
- Advanced Practical Skills 2 hours 40 marks
- Practical work and structured questions
- Questions are based on the experimental skills in the practical assessment section of the syllabus
- Externally assessed
- 23% of the AS Level 11.5% of the A Level

Paper 4
- A Level Structured Questions 2 hours
- 100 marks Structured questions
- Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required
- Externally assessed
- 38.5% of the A Level

Paper 5
- Planning, Analysis and Evaluation 1 hour 15 minutes
- 30 marks
- Questions are based on the experimental skills of planning, analysis and evaluation; the context of the questions may be outside the syllabus content
- Externally assessed
- 11.5% of the A Level

Chinese

Course Code: 9CN0

Exam Board: Edexcel

Aims

The aims are to enable students to develop:

- Enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken.
- Develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language.
- Develop their ability to interact effectively with users of the language in speech and in writing, including through online media develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence.
- Engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context.
- Develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken mediate between cultures and between speakers of the language and speakers of English.
- Foster their ability to learn other languages.
- Equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment.
- Develop their capacity for critical and analytical thinking through the language of study.
- Develop as independent researchers through the language of study.

Content Overview

Listening, reading and translation

- Students will be assessed on their understanding of spoken and written Chinese from a variety of types of authentic texts and listening material, as well as their ability to translate accurately from Chinese into English.
- Texts and recordings vary in length to include some extended passages. All spoken and written materials are culturally relevant to China and Chinese-speaking countries and are drawn from the four themes.

Theme 1
- 当代华人社会变迁
- 家庭 --家庭结构和代沟；家庭计划和人口老龄化。
- 教育与工作-- 学校生活和学生议题；工作机会；工作和生活的平衡。

Theme 2
- 中国文化
- 传统-- 节日（春节；端午节；中秋节；清明节）和习俗。
- 文化活动 --电影；电视；音乐和阅读。(与中国文化有关)

Theme 3
- 演变中的华人社会
- 通讯与科技 --互联网和社交媒体。
- 经济与环境-- 经济发展；环境保护。

Theme 4
- 1978 年改革开放对中国的影响
- 变革 --贫富差距；超級大都市；城市移民。
- 中英关系-- 贸易；文化交流；教育交流。

Written response to works and translation

Students should be able to:
- Develop a detailed understanding and appreciation of the works studied, by writing critical and analytical responses in the language of study to the works, taken from the prescribed list provided (see Appendix 2: Prescribed literary texts and films).
- Produce responses that relate to aspects such as the form and the technique of presentation, key concepts and issues and the social context, as appropriate to the work studied.
- Present viewpoints; develop arguments; persuade; and analyse and evaluate in writing.
- Manipulate language accurately through translating an unseen passage from English into Chinese.
- Students must study two discrete Chinese works: either two literary texts, or one literary text and one film. The works must be taken from the list in Appendix 2: Prescribed literary texts and films. The literary texts listed include novels and short stories. All of the films are feature length. The content of the translation will be a passage based on one of the four themes.

Speaking

Students should be able to demonstrate:
- Knowledge and understanding of the cultural context by giving ideas, examples and information on one of the themes and on a chosen subject of interest they have researched linked to the social and cultural context of the Chinese-speaking world.
- The ability to analyse aspects of the cultural context by presenting and justifying valid arguments, viewpoints and conclusions.
- The ability to interact and hold a natural and fluent discourse.
- Skill in manipulating language accurately.
- The ability to respond to written language in speech.

These aspects are assessed via two distinct tasks conducted in Chinese, which are carried out in consecutive order in one session.

Assessment

Paper 1
- Listening, reading and translation
- Written examination: 2 hours
- 80 marks
- 40% of the A Level

Paper 2
- Written response to works and translation
- Written examination: 2 hours and 40 minutes
- 120 marks
- 30% of the A Level

Paper 3 Speaking
- Internally conducted and externally assessed Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time
- 72 marks
- 30% of the A Level

English Language

Course Code: 9093

Exam Board: Cambridge

Aims

Cambridge International AS and A Level English Language provides students with the opportunity to study English language and its use in communication. Students will be encouraged to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis.

Through their study, students will develop an ability to read and analyse material, gaining further knowledge and understanding of English language features and issues. Students will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

Content Overview

Paper 1: Reading

In Year 12, students will develop their analytical and creative writing skills by engaging and broadening their knowledge and understanding of a wide range of written texts such as:

- advertisements
- brochures
- leaflets
- editorials & news stories
- articles
- reviews
- blogs
- investigative journalism
- letters
- podcasts
- (auto)biographies
- travel writing
- diaries
- essays
- scripted speech
- narrative writing & descriptive writing

Paper 2: Writing

The knowledge and understanding that students will need to show in Paper 2 is the same as is covered in Paper 1 but they will apply their skills and techniques in a number of ways, including:

- writing for a specific audience and purpose
- structuring your writing
- using a range of appropriate linguistic and literary features
- expressing ideas accurately and clearly
- reflecting upon and evaluating the qualities of your own writing, including aspects relating to its purpose, form and audience

Paper 3: Language Analysis

Paper 3 is split into two sections:

Section A: Language change | **Section B:** Child language acquisition

When studying Language Change students will explore:

- how English has developed from Early Modern to Contemporary English
- graphology, spelling, phonology, morphology, syntax, lexis, grammar and the ways meaning might change when language in use
- n-gram graphs, concordance and word tables

Students will develop their use of terminology related to language change, and explore relevant theories and theorists.

When studying Child Language Acquisition students will explore:

- the stages of early development of language in children aged 0-8 years
- the various features and functions of children's spoken language
- relevant theories and theorists of child language
- how children's language develops
- how to interpret and analyse spoken language transcriptions
- how to analyse conversation involving children
- how to plot your findings alongside relevant theories

Paper 4: Language Topics

Paper 4 is also split into two sections:

Section A: English in the world | **Section B:** Language and the self

When studying English in the world students will explore:

- the history of English as a 'global' language
- the development of standard and nonstandard forms of English
- ethical considerations related to the continuing expansion of English usage around the world
- colonialism, cultural influence and effects
- multilingualism
- the future of English
- varieties of English
- standard and nonstandard 'Englishes'
- official and unofficial attitudes and policies
- relevant ethical considerations
- language shift and death
- cultural imperialism, equality of opportunity, and global cooperation

Students will develop skills and techniques in reading and demonstrating critical understanding of unseen texts.

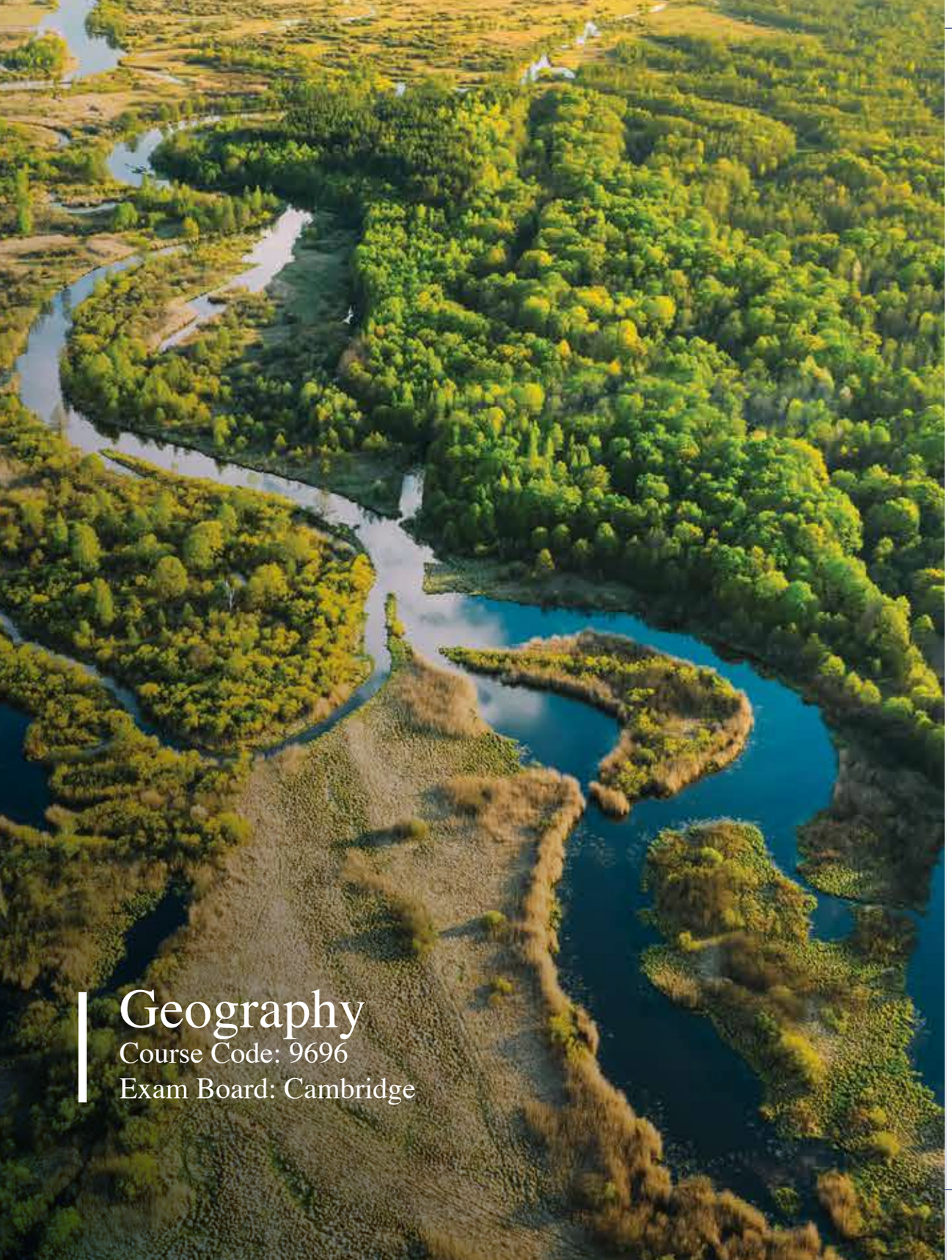
When studying Language and the self, students will explore:

- how we use language to communicate our sense of self to others
- how language might be innate, learned, or both
- the ways in which language and thought are both connected and separate from each other
- how we use language, both consciously and unconsciously, to construct and maintain our identity
- behaviourism, innatism, nativism and empiricism
- linguistic relativity and determinism, universalism, language of thought hypothesis
- the relationship between language and social identity
- speech communities and prestige
- idiolect, dialect, sociolect, genderlect

Assessment

Year 12 students take two compulsory papers, Papers 1 and 2. Year 13 students take two compulsory papers, Papers 3 and 4.

Paper 1	Paper 2	Paper 3	Paper 4
• Reading	• Writing	• Language Analysis	• Language Topics
• 2 hours 15 minutes	• 2 hours	• 2 hours 15minutes	• 2 hours 15 minutes
• 50 marks	• 50 marks	• 50 marks	• 50 marks
• Externally assessed	• Externally assessed	• Externally assessed	• Externally assessed
• 25% of the A Level	• 25% of the A Level	• 25% of the A Level	• 25% of the A Level



Geography
Course Code: 9696
Exam Board: Cambridge

Aims

The syllabus aims to enable students to:

- Develop awareness of the relevance of geography to understanding and solving contemporary environmental problems.
- Understand the main elements of physical geography and human geography and the interdependence between them.
- Understand the processes operating at different scales within physical and human environments.
- Develop a sense of space, place and location.
- Explain the causes and effects of change over space and time on physical and human environments.
- Understand the importance of scale in studying geography.
- Develop an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in geography.
- Increase knowledge of, and ability to use and apply, appropriate skills and techniques including fieldwork.
- Develop a concern for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical data.
- Develop the ability to interpret and evaluate different sources and types of information.
- Develop a logical approach to present a structured, coherent and evidence-based argument.

Content Overview

Students in Year 12 study the following topics:

Core Physical Geography

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

Core Human Geography

- Population
- Migration
- Settlement dynamics

Students in Year 13 choose to study two options from:

Advanced Physical Geography Options

- Tropical environments
- Coastal environments
- Hazardous environments
- Hot arid and semi-arid environments

and two options from:

Advanced Human Geography Options

- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

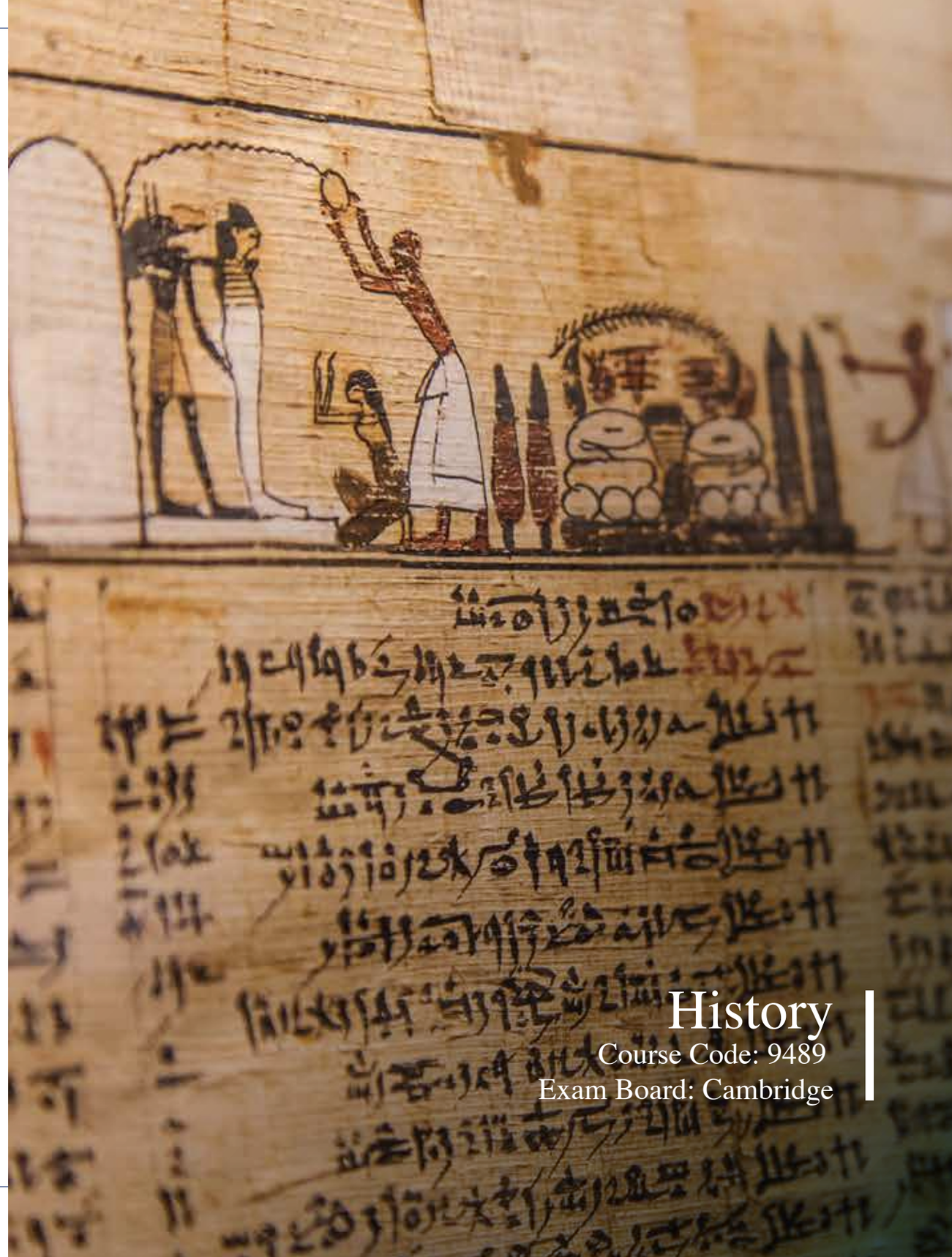
Assessment

Paper 1 - Core Physical Geography
- 1 hour 30 minutes
- 25% of overall grade
- 60 marks

Paper 2 - Core Human Geography
- 1 hour 30 minutes
- 25% of overall grade
- 60 marks

Paper 3 - Advanced Physical Geography Options
- 1 hour 30 minutes
- 25% of overall grade
- 60 marks

Paper 4 - Advanced Human Geography Options
- 1 hour 30 minutes
- 25% of overall grade
- 60 marks



History
Course Code: 9489
Exam Board: Cambridge

Aims

The aims of AS and A Level History are to enable students to develop:

- An interest in the past and an appreciation of human endeavour.
- A greater knowledge and understanding of historical periods or themes.
- A greater awareness of historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations.
- An appreciation of the nature and diversity of historical sources available, and the methods used by historians.
- An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues.
- The ability to think independently and make informed judgements on issues.
- An empathy with people living in different places and at different times.
- A firm foundation for further study of History.

Content Overview

AS Level:

- France, 1774–1814
- The Industrial Revolution in Britain, 1750–1850
- Liberalism and nationalism in Germany, 1815–71
- The Russian Revolution, 1894–1921

A Level:

- The origins and development of the Cold War
- Mussolini's Italy, 1919–41
- Stalin's Russia, 1924–41
- Hitler's Germany, 1929–41
- Britain, 1919–39

Assessment

Paper 1

- Document question
- 1 hour 15 minutes, 40 marks
- 1 Question
- Candidates answer one two-part document question on one of the options given
- Candidates must answer both parts of the question they choose

Paper 2

- Outline study
- 1 hour 45 minutes, 60 marks
- 2 questions
- Candidates answer two two-part questions from three on one of the options given
- Candidates must answer both parts of the questions they choose
- Students sit two more exams at the end of their second year

Paper 3

- Interpretations question
- 1 hour 15 minutes, 40 marks
- 1 Question
- Candidates answer one interpretations question on one of the options given in the syllabus

Paper 4

- Depth study
- 1 hour 45 minutes, 60 marks
- 2 questions
- Candidates answer two questions on their chosen depth study

Information Technology

Course Code: 9626

Exam Board: Cambridge

Aims

The aims are to enable students to:

- Develop a broad range of IT skills.
- Develop an understanding of the parts, use and applications of IT systems within a range of organisations, including the use of networking technology.
- Develop an understanding of how IT systems affect society in general.
- Develop a broad knowledge of the use of IT in workplace situations and the potential risks.
- Develop an understanding of the system life cycle and apply this understanding to workplace situations.
- Develop an understanding of project management skills.
- Be aware of new and emerging technologies.
- Apply their knowledge and understanding of IT to solve problems.

Content Overview

Year 12 students will study:

- Data processing and information
- Hardware and software
- Monitoring and control
- Algorithms and flowcharts
- eSecurity
- The digital divide
- Expert systems
- Spreadsheets
- Modelling
- Database and file concepts
- Video and audio editing

Year 13 students will study:

- IT in society
- New and emerging technologies
- Communications technology
- Project management
- System life cycle
- Data analysis and visualisation
- Mail merge
- Graphics creation
- Animation
- Programming for the web

Assessment

In both years of study, students will sit a theory and a computer-based practical exam.

In Year 12:

Theory

- 1 hour 45 minutes
- 70 marks
- Questions will be based on sections 1–11 of the subject content.
- Externally assessed

Practical

- 2 hours 30 minutes
- 90 marks
- Externally assessed

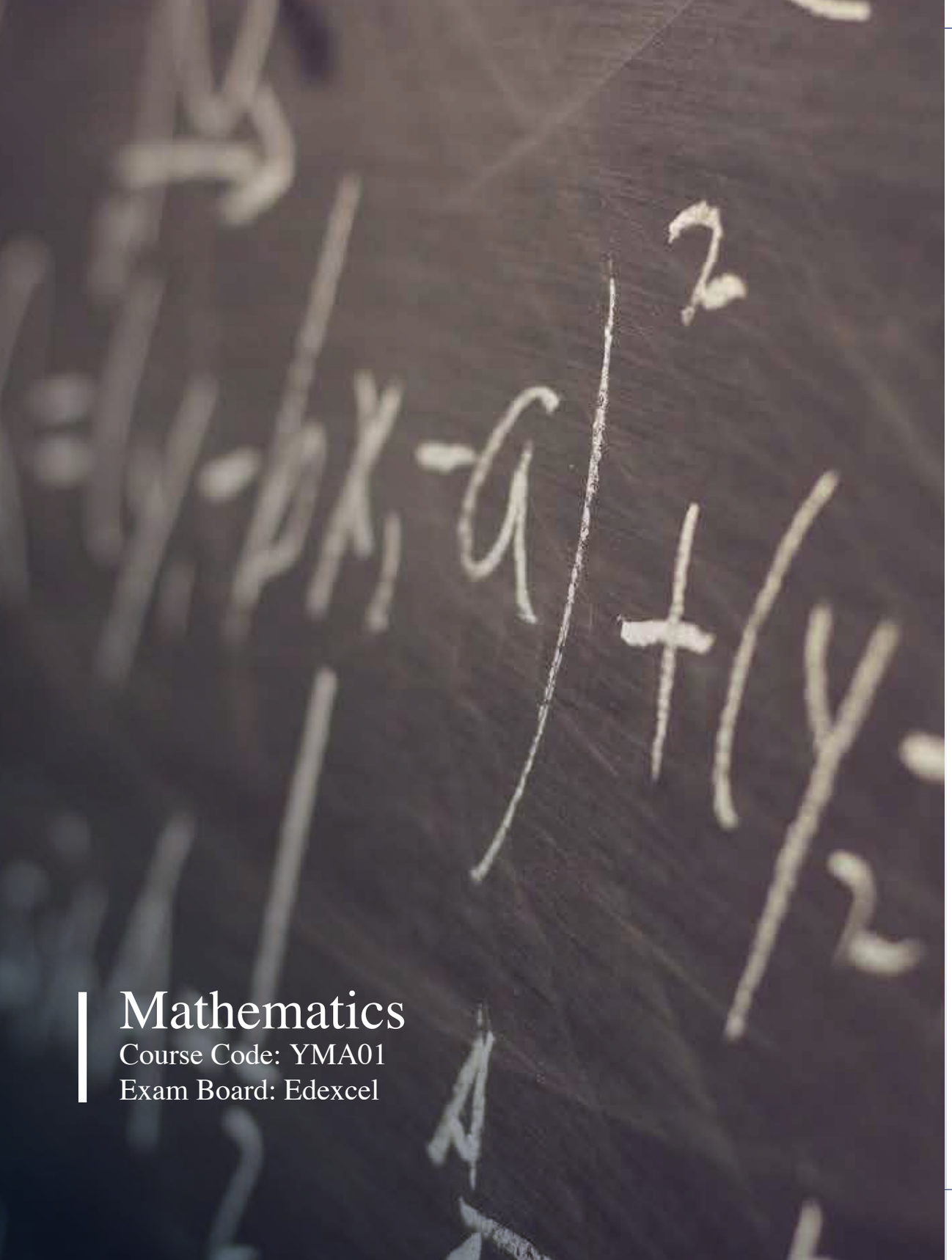
In Year 13:

Advanced Theory

- 1 hour 45 minutes
- 70 marks
- Questions will be based on sections 12–21 of the subject content.
- Externally assessed
- 25% of the A Level

Advanced Practical

- 2 hours 30 minutes
- 90 marks
- Externally assessed



Mathematics
Course Code: YMA01
Exam Board: Edexcel

Aims

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

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs.
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
- Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved.
- Use mathematics as an effective means of communication.
- Read and comprehend mathematical arguments and articles concerning applications of mathematics.
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations.
- Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Content Overview

A variety of 14 equally weighted units allowing many different combinations, resulting in flexible delivery options, 6 of which are taken for Mathematics.
Core mathematics content is separated into four Pure Mathematics units. Modules include:

- Pure 1 through 4
- Statistics 1
- Decision 1

Assessment

The course is comprised of 6 module each with 1 paper, each assessment is equally weighted.

Paper 1
- Pure Mathematics 1
- 1 hour 30 mins
- 75 marks
- Externally Assessed
- 16.7% of A Level

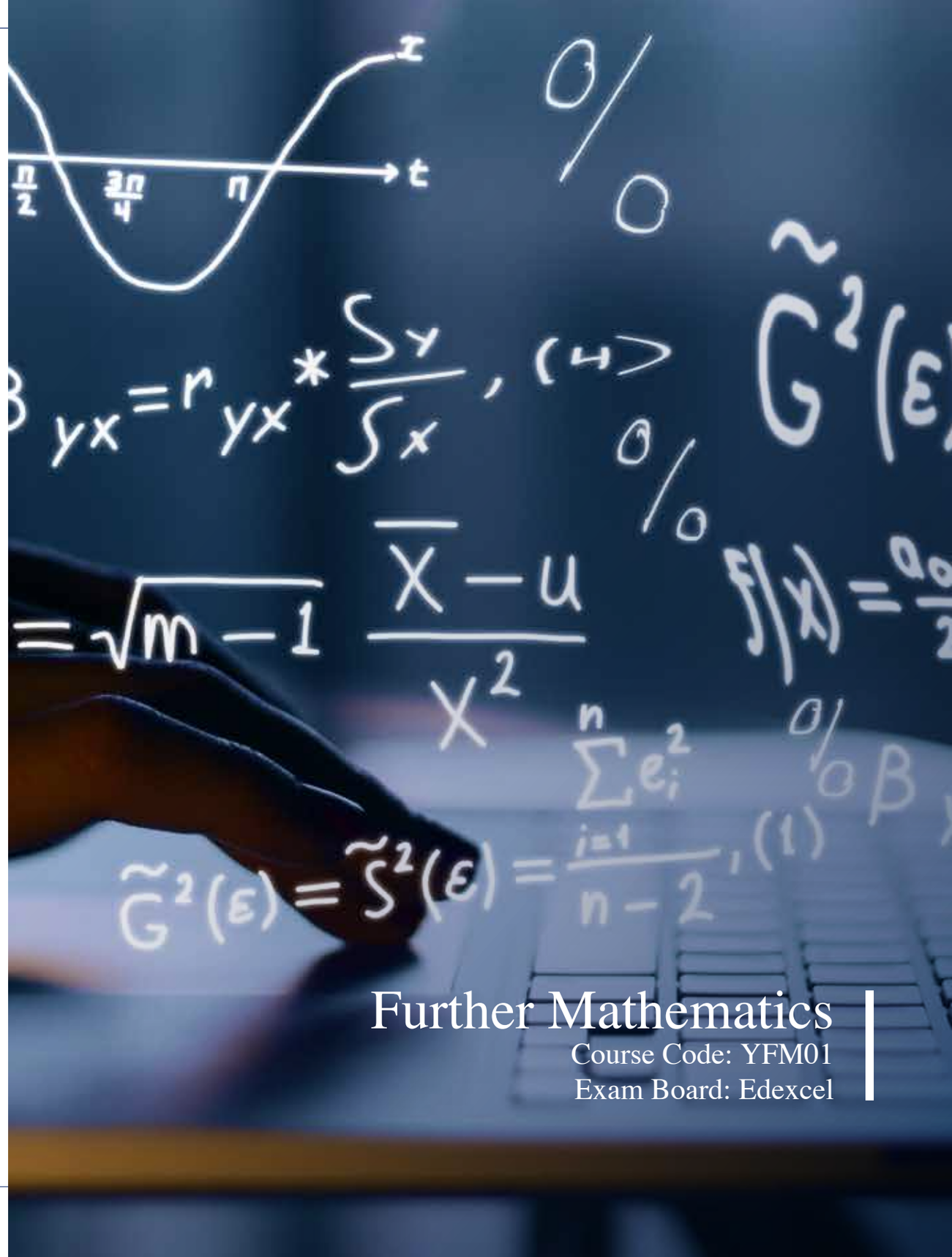
Paper 2
- Pure Mathematics 2
- 1 hour 30 mins
- 75 marks
- Externally Assessed
- 16.7% of A Level

Paper 3
- Statistics 1
- 1 hour 30 mins
- 75 marks
- Externally Assessed
- 16.7% of A Level

Paper 4
- Pure Mathematics 3
- 1 hour 30 mins
- 75 marks
- Externally Assessed
- 16.7% of A Level

Paper 5
- Pure Mathematics 4
- 1 hour 30 mins
- 75 marks
- Externally Assessed
- 16.7% of A Level

Paper 6
- Decision Mathematics 1
- 1 hour 30 mins
- 75 marks
- Externally Assessed
- 16.7% of A Level



Further Mathematics

Course Code: YFM01

Exam Board: Edexcel

Aims

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

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs.
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
- Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved.
- Use mathematics as an effective means of communication.
- Read and comprehend mathematical arguments and articles concerning applications of mathematics.
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations.
- Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Content Overview

A variety of 14 equally weighted units allowing many different combinations, resulting in flexible delivery options, 6 of which are taken for Mathematics and 6 of which are taken for Further Mathematics.
Core mathematics content separated into four Pure Mathematics units

Modules include:
Further Pure 1 through 3
Statistics 2 and 3
Mechanics 1

Assessment

Each unit:

- Externally assessed
- A written examination of 1 hour and 30 minutes
- 75 marks
- Each assessment is equally weighted

Media Studies

Course Code: 9607
Exam Board: Cambridge

Aims

The aims are to enable students to:

- Develop critical understanding of international media through engagement with media products and concepts.
- Develop critical understanding of international media through engagement with the creative application of practical skills.
- Explore production processes, technologies and contexts.
- Develop independence in research skills and their application.
- Enjoy and appreciate the media and its role in their daily lives.
- Appreciate and engage with a variety of global and local media texts.
- Explore the impact of the media within a variety of cultures and how this influences social values.

Content Overview

Skills and understanding common to all areas of study

- Media forms and media platforms
- Case studies
- The ability to apply practical skills creatively, the ability to analyse their own and published media products critically, research and evaluation skills and information management and project management skills.
- Knowledge and understanding relating to the key concepts of Language, Representation, Industry and Audience.

Year 12 subject content:

- Media texts
- Technical elements
- Media contexts

Candidates must study at least one media area specified below:

- Film
- Music
- Print
- Radio and podcasts
- Video games A Level subject content

Year 13 content:

In addition to the above, candidates must study at least two of the following topics:

- Media regulation
- Postmodern media
- Power and the media Candidates must also study:
- Media ecology

Assessment

Component 1

- Foundation Portfolio
- 50 marks
- Candidates produce a media product that includes digital evidence of the process of their work and a creative critical reflection. Candidates work either individually or as part of a group to complete this coursework.
- Internally assessed and externally moderated
- 50% of the AS Level 25% of the A Level

Component 2

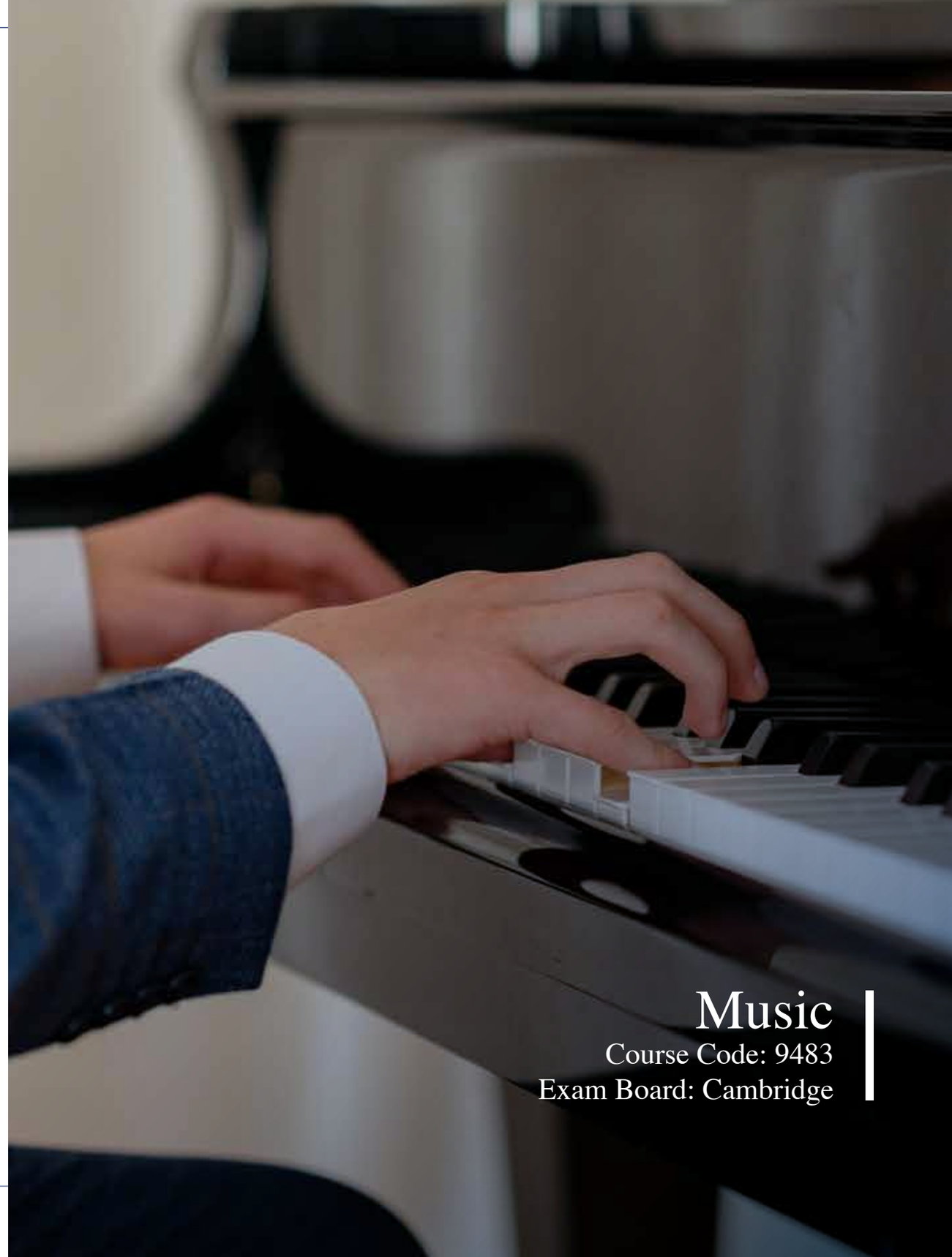
- Media texts and contexts 2 hours
- 50 marks
- Section A: Media texts (25 marks) Candidates answer one question based on an unseen moving image extract.
- Section B: Media contexts (25 marks) Candidates answer one question from a choice of two questions.
- Externally assessed
- 50% of the AS Level 25% of the A Level

Component 3

- Advanced Portfolio
- 50 marks
- Candidates produce a campaign of media products, digital evidence of the process of their work and reflect upon their finished products, in the form of an evaluative essay of around 1000 words. Candidates work either individually or as part of a group to complete this coursework.
- Internally assessed and externally moderated
- 25% of the A Level

Component 4

- Critical Perspectives 2 hours 60 marks
- Section A: Media debates (30 marks) Candidates answer two from a choice of three questions.
- Section B: Media ecology (30 marks) Candidates answer one question.
- Externally assessed
- 25% of the A Level



Music

Course Code: 9483

Exam Board: Cambridge

Aims

The aims are to enable students to

- Develop appreciation of music through listening, composing and performing.
- Develop aural appreciation of a variety of Western and non-Western music styles, genres and traditions.
- Encourage an informed critical response to music.
- Develop creative and interpretative skills through composing and performing.
- Deepen understanding of music in its wider cultural context.
- Communicate understanding confidently, supporting judgments with evidence-based argument.
- Develop skills and understanding needed for higher education and lifelong learning in music.

Content Overview

The Year 12 and 13 Music course is designed to be flexible and engaging, encouraging students to explore music across different traditions and styles.

Year 12 focuses on:

- Listening skills development
- Set works from:
  - Baroque era (Bach, Vivaldi)
  - "Journeys" theme works (Dvořák, Price, Bonds, Nyman)
- Practical Music component involving:
  - Performing (6-10 minute performance)
  - Composing (two contrasting 1-2 minute compositions)

Year 13 allows students to choose two of three advanced components:

- Extended Performance
- Extended Composition
- Investigating Music

Assessment

Component 1: Listening paper (2 hours)

- 100 marks
- 30% of A-Level, externally assessed
- Three sections covering:
  - Compositional Techniques
  - Understanding Music
  - Connecting Music

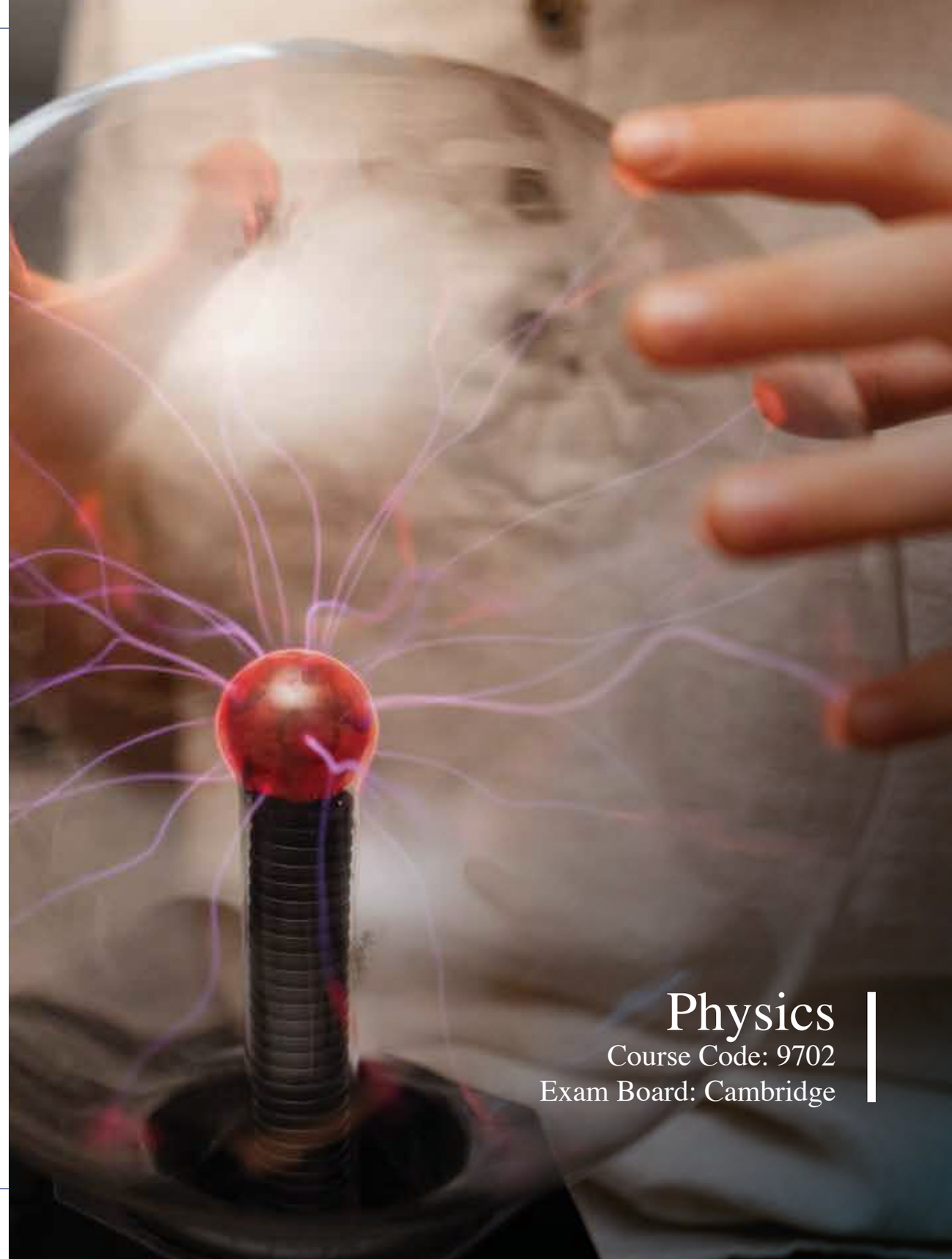
Component 2: Practical Music

- 100 marks
- 20% of A-Level
- Performing and Composing elements, Internally assessed, externally moderated

Two Additional Components

(chosen by student):

- Extended Performance
- Extended Composition
- Investigating Music
- Each worth 25% of A-Level, Externally assessed



Physics

Course Code: 9702

Exam Board: Cambridge

Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- Acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices.
- Learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models.
- Develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness.
- Develop effective scientific communication skills, using appropriate terminology and scientific conventions.
- Understand their responsibility to others/society and to care for the environment.
- Enjoy science and develop an informed interest in the subject that may lead to further study.

Content Overview

- Physical quantities and units
- Kinematics
- Dynamics
- Forces, density and pressure
- Work, energy and power
- Deformation of solids
- Waves 8 Superposition
- Electricity
- D.C. circuits
- Particle physics
- Motion in a circle
- Gravitational fields
- Temperature
- Ideal gases
- Thermodynamics
- Oscillations
- Electric fields
- Capacitance
- Magnetic fields
- Alternating currents
- Quantum physics
- Nuclear physics
- Medical physics
- Astronomy and cosmology

AS Level candidates also study practical skills.

Assessment

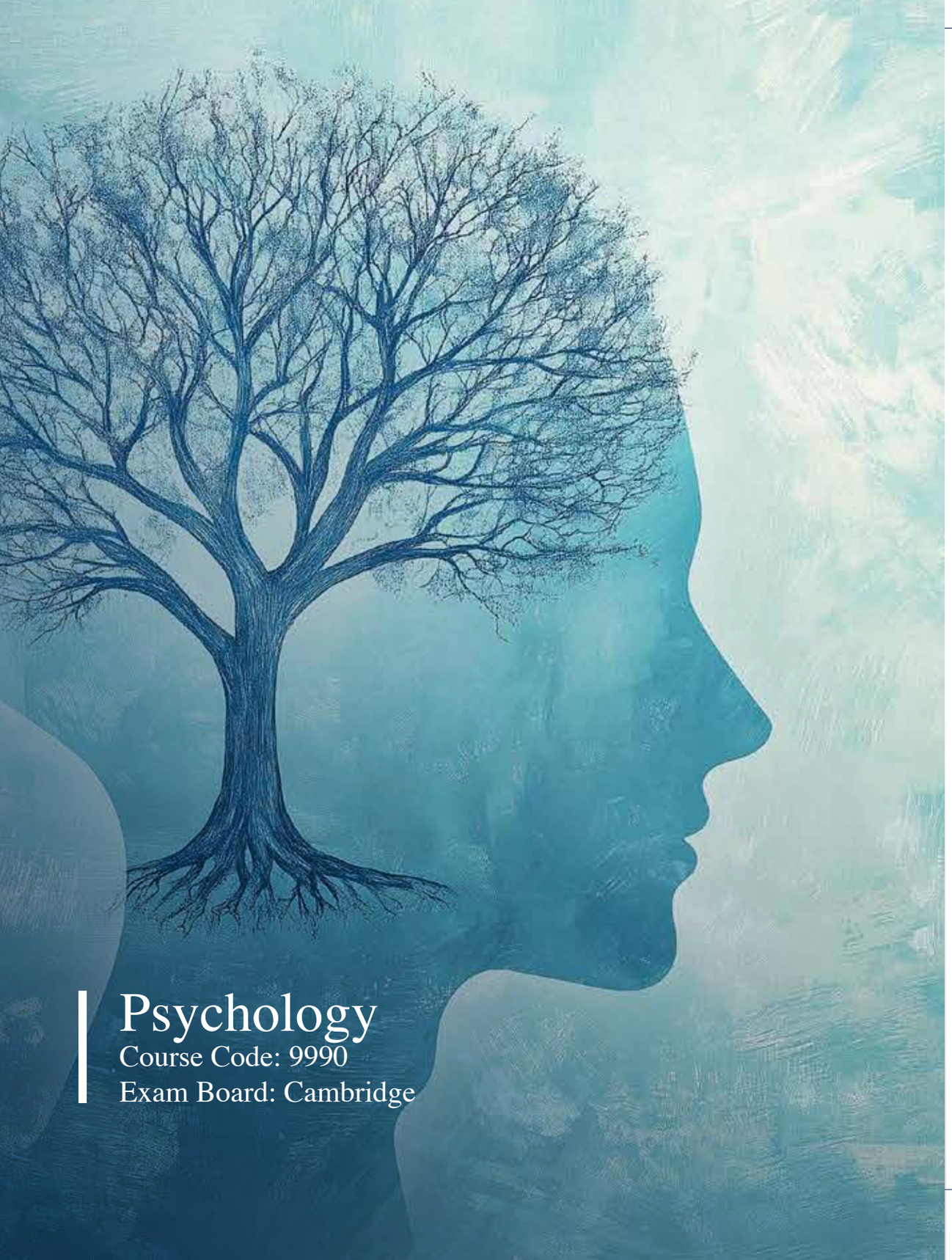
Paper 1
- Multiple Choice 1 hour 15 minutes
- 40 marks 40 multiple-choice questions
- Questions are based on the AS Level syllabus content
- Externally assessed
- 31% of the AS Level 15.5% of the A Level

Paper 2
- AS Level Structured Questions 1 hour 15 minutes
- 60 marks Structured questions
- Questions are based on the AS Level syllabus content
- Externally assessed
- 46% of the AS Level 23% of the A Level

Paper 3
- Advanced Practical Skills 2 hours 40 marks
- Practical work and structured questions
- Questions are based on the experimental skills in the Practical assessment section of the syllabus
- The context of the questions may be outside the syllabus content
- Externally assessed
- 23% of the AS Level 11.5% of the A Level

Paper 4
- A Level Structured Questions 2 hours
- 100 marks Structured questions
- Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required
- Externally assessed
- 38.5% of the A Level

Paper 5
- Planning, Analysis and Evaluation 1 hour 15 minutes
- 30 marks Candidates answer two compulsory questions
- Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content
- Externally assessed
- 11.5% of the A Level



Psychology
Course Code: 9990
Exam Board: Cambridge

Aims

The aims are to enable students to develop:

- Knowledge and understanding of psychological concepts, theories and research findings.
- An understanding of psychological approaches, issues and debates and research methodology.
- An awareness of the scientific method and range and limitations of psychological theory and practice.
- Improved skills in data analysis, evaluation and drawing conclusions.
- An awareness of the relationships between psychological findings and everyday life.
- An understanding of ethical issues in psychology.
- An appreciation and understanding of individual, social and cultural diversity.
- Cambridge International AS & A Level Psychology provides students with opportunities to consider the approaches, issues and debates and research methodology that underpin all aspects of psychology.

Content Overview

In Year 12 students study the Research Methods used in a psychological investigation plus four psychological approaches:

1. Biological
2. Cognitive
3. Learning
4. Social

Each approach is represented though 12 core studies. The core studies clarify a wide range of research methods used in psychology, such as experiments, self-reports, case studies, observations, correlations and longitudinal studies. By exploring the relationship between the content of the study and the research methods, students will gain a broad understanding of how psychologists study experiences and behaviours and why the research took place.

In Year 13 students follow two of the following four specialist options: These Year 13 options are diverse but each specialist option is balanced and equivalent in terms of content and demand. A number of key studies are specified for each specialist option, along with some additional studies which may be useful as examples of research in each area.

Assessment

Year 12 students take two compulsory papers, Papers 1 and 2. Year 13 students take two compulsory papers, Papers 3 and 4.

Paper 1: Approaches, Issues and Debates

- 1 hour 30 minutes
- 60 marks
- Externally assessed
- 25% of the A Level

Paper 2: Research Methods

- 1 hour 30 minutes
- 60 marks
- Externally assessed
- 25% of the A Level

Paper 3: Specialist Options: Approaches, Issues and Debates

- 1 hour 30 minutes
- 60 marks
- Externally assessed
- 25% of the A Level

Paper 4: Specialist Options: Research Methods

- 1 hour 30 minutes
- 60 marks
- Externally assessed
- 25% of the A Level

Spanish

Course Code: 9SP0

Exam Board: Edexcel

Aims

The Spanish A Level provides students with the opportunity to deepen their understanding of one of the world's most widely spoken languages. Learning Spanish is not only a valuable skill but also an enriching gateway to cultures, literature, history, and global issues. Whether for travel, work, or further academic pursuits, studying Spanish at A Level opens a multitude of opportunities and allows students to engage with the world in a meaningful way.

Our A Level Spanish course follows the Edexcel Pearson A Level Spanish specification, designed to challenge and inspire students by developing their linguistic proficiency alongside their cultural awareness. The course builds on the foundations laid at Key Stage 4 and encourages students to develop advanced communication skills in Spanish, while also broadening their knowledge of Spanish-speaking countries. Whether they are interested in international relations, business, travel, translation, or simply wish to deepen their understanding of the Spanish-speaking world, A Level Spanish offers a wide array of opportunities.

Curriculum Overview: Key Topics

The Edexcel A Level Spanish course covers a wide range of topics that are relevant, engaging, and thought-provoking. These topics are divided into four broad themes, each explored across two years of study:

Year 12:

Theme 1: Social Issues and Trends

Family structures, relationships, education, work, and tourism in the Hispanic world.

Theme 2: Political and Artistic Culture

Cultural heritage, media, music, festivals, and art in the Hispanic world.

Year 13:

Theme 3: Diverse Society

Social diversity and the impact of immigration in the Hispanic world.

Theme 4: The Influence of the Spanish-Speaking World

The role of Spain and Latin America in global contexts, the importance of historical figures, and the impact of Spanish-speaking countries on world trade, politics, and culture.

Literary and Cultural Studies

Students will also study one work of literature and one film in Spanish, to further develop their analytical skills and deepen their understanding of cultural contexts. In Year 12, this will involve an exploration of a literary text from the Spanish-speaking world. In Year 13, students will study a film to continue their development as critical thinkers and analysts of Spanish-speaking media.

Assessment

The Edexcel A Level Spanish course is assessed through a combination of written exams and a speaking exam, which together allow students to showcase their linguistic proficiency and cultural understanding.

Paper 1: Listening, Reading, and Translation Paper

- Written examination: 2 hours
- 80 marks
- 40% of the A Level total grade

Paper 2: Written Response to Works and Translation

- Written examination: 2 hours and 40 minutes
- 120 marks
- 30% of the A Level total grade

Paper 3: Speaking

- Internally conducted and externally assessed: 25 minutes
- 72 marks
- 30% of the A Level total grade