



مدرسة المنتزة الانجليزية
PARK HOUSE ENGLISH SCHOOL

Sixth Form Prospectus

September 2018 – June 2019

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Welcome to Park House English School Sixth Form

We are very proud of the students in our Sixth Form and believe that studying at Park House allows all students to thrive in an environment which is both challenging, supportive and caring. Sixth Form students have opportunities to involve themselves in the school community, take on leadership roles and to develop essential skills which will help prepare them for university and their future careers.

The Sixth Form students act as role models for the younger students in the school and therefore are expected to have high standards of behaviour and to set an example. We have a wide range of extra-curricular and super-curricular activities to allow students to develop skills which are highly regarded by universities. We provide the students with strong pastoral and academic support throughout their time in the sixth form to help them to achieve their potential.

A message from our Head Students

Seeing Park House mature and progress as a school over the past 13 years has made me feel abundantly proud to be a part of its development. Being chosen to play a vital role as the Sixth Form Head Boy, is my chance to give back during my final year.

My role has given me the opportunity to help motivate my peers to make the most of their final year- whether it be academic, after school or even organising external events such as prom, along with my respected post holders.

I like to see the Senior Post Holders' role as the catalyst to ensure that the Sixth Form, as well as the rest of the secondary students, are given an opportunity to enjoy their school years while working hard to achieve their goals. Studying in the Sixth Form is a challenge, however, I believe that it gives us a perfect platform to set us up collectively for our future. It is these memories and experiences at Sixth Form which will all look back on with a sense of accomplishment.

Ronak

Being Head Girl in Park House School is an enriching and rewarding experience. Contrary to popular belief, it much more than just a badge. In Park House, there is a genuine willingness amongst the staff to listen to the ideas of the student body and a desire to incorporate their voices in the development of the school. In such an environment, every student is given the opportunity to contribute positively to this school's thriving community. "Park House

bridges a gap between learners and scholars in order to give a better future for every generation." This quote from one of my peers sums up my own experience and feelings.

Mariam

The renowned author Napoleon Hill once said: "Strength and growth come only from continuous effort and struggle. " Although the Sixth Form may not be what many younger students envision it to be, it forms a crucial part of our lives, and the memories and experiences remain with us even after we've set off to university. An aspect I have cherished most was the honour of being a positive influence and a role model to younger students. The privilege of the common room has brought students closer together and has given me the opportunity to provide valuable advice to new members. Additionally, my recent appointment as Deputy Head Boy has allowed me to discuss and make informed decisions with other senior students on events such as Pink Day and prom. This has enhanced my leadership and interpersonal skills, and has allowed me to recognise the importance of teamwork.

What is more, being a member of the Sixth Form has given me invaluable insight into the life of a university student as I learned the true value of independence and how it can be used as a tool in the real world. The Sixth Form has provided me with a foundation upon which I shall build my experiences and memories. Responsibility, maturity and integrity are only a few of the many qualities a sixth form student must learn to master, which come with patience and the ability to adapt to a constantly competitive environment.

Ahmed

The Park House common room provides an area where Park House English School A level students can study with a cup of coffee in one hand and a textbook in the other. But perhaps one of the best things about being a Sixth Former are the relationships made with peers who are also experiencing the pressures of A level studies; sharing all the laughs and downs of the A level course, whilst having our own space to relax and be independent.

Being chosen as a Park House post holder is a huge privilege that comes with duties and responsibility. Nevertheless, the stressful side of the role is outshone by the experiences and relationships made during the course of the year. Being involved in organising events alongside the other three post holders throughout the year, has taught me how to manage my time effectively.

Marene

Admission Information

Admission to the Sixth Form

Candidates for the Sixth Form may be in Year 11 at Park House or attending other schools. All candidates, both internal and external will need to meet the **minimum entry requirements** which are:

- At least a grade B (level 6) at IGCSE in those subjects to be studied in Year 12
- A minimum of a grade C (level 4) pass at IGCSE in English Language and mathematics, although a minimum of grade B (level 6) is required if either subject is to be studied in Year 12
- In total a student must have achieved a minimum of three passes at grade B (level 6) or above at IGCSE level **and** two passes at grade C (level 5) or above at IGCSE level

Internal Candidates

Park House students in Year 11 will be provided with a copy of the Sixth Form prospectus and an options form which they will need to return by the date specified.

External Candidates

Applications for places in the Sixth Form will be considered after completion of an application form and attending an interview. Satisfactory school reports from their previous school will be required. After interview, successful candidates will be offered a provisional place in the Sixth Form, subject to achieving the minimum entry requirements.

Continuation to Year 13

Students will be required to have achieved a grade D at AS level to continue with a subject at A level. For those students who do not achieve this grade but wish to study the A level, their case will be looked at on an individual basis.

Subject Choices

The most important decision you will make is your choice of subjects to study. Typically, students in Year 12 will study 4 subjects at AS level and will then usually continue with three of these subjects to A level in Year 13. Your choices should be related to the course which you wish to study at University and you should have carried out some research before making your decision. You will be able to get advice from your Form Tutor, Key Stage 4 Leader, The University and Careers Guidance Counsellor and the Head of Sixth Form. There will also be a Year 12 options presentation at the Parents' Evening in February. If you do not know what you would like to study at university then choose subjects which will keep your options open, that you enjoy and are likely to succeed in.

To be successful at AS and A level you will need to work hard and have a good attitude. You will need to be committed to your studies and determined to succeed. Each subject will require extra reading around the subject and usually one hour of independent study per subject per day.

If you have any questions about your subject choices, then please don't hesitate to ask any of the teachers already mentioned who will be able to help you make choices which are most suited to you.

Results

We are very proud of our students who make excellent progress over their time in the Sixth Form and their results reflect this. The results for our AS and A level students for the years 2015 to 2017 were:

AS	Entries	%A*-C	%A	A Level	Entries	%A*-C	%A*-A
2015	253	88	20	2015	109	99	28
2016	257	87	24	2016	120	98	18
2017	224	95	16	2017	110	96	20

Students achieved top grades across a range of subjects.

Working with you

Being in the Sixth Form comes with extra freedom but also extra responsibilities. There is a delicate balance between the commitments of school work, extra-curricular activities, super-curricular activities and a social life. Whilst involvement in extra-curricular and super-curricular activities is important and will certainly enhance a university application, achieving the grades required for entry to the university course is essential. Students will require the support of both teachers and their parents in order to achieve their potential.

Academic support

All students will be assessed regularly in each of their subjects. The academic progress of students in the Sixth Form is monitored throughout term one and two with recording of grades for the current achievement and effort of the students in each of their subjects. These grades are shared with the students by their teachers and form tutors and recorded by the students for parents to review. If any student is failing to make an adequate effort or is not achieving their potential, then targets for improvement will be set and agreed by the student with their form tutor. These will then be reviewed at the next tracking data collection.

We have a support system for Sixth Form students as laid down in our Course Enrolment and Support policy which aims to identify any problems with progress and effort at the earliest possible time and support is given to address the issues. Parents are kept informed as soon as any problems arise and are further informed when the issues have been resolved. In some cases, parents may be involved in discussions about the support and targets for improvement needed, as well as the review of these targets and progress made.

There will be formal reporting of the progress of students to parents at the end of term one, a mock examination grade report in term two and a full written report at the end of term two. The mock examinations are important in helping to prepare the students for the final examinations. There are Parents' Evenings in October and February where there will be an opportunity for parents to discuss their son's/daughter's progress with their subject teachers.

Pastoral Support

Each student in the Sixth form is allocated to a form group and the Form Tutor is the first point of contact for the students and their parents. All students are expected to be punctual to registration which is an important start to the day. Form Tutors will monitor students' attendance and punctuality as well as their progress and general well-being in school. The Form tutors write the references required for admission to universities so it is imperative that students attend and contribute to form time.

Opportunities

Park House has an extensive extra-curricular activities programme and students are encouraged to take part in activities which are of interest to them. Through involvement in extra-curricular activities students will learn and develop valuable transferable skills which universities look for in candidates. We also have super-curricular activities such as MUN, Debating, the Medical Club and Robotics which will allow students the opportunity to develop their academic research and subject knowledge beyond the curriculum. These activities also involve students presenting their research and/or arguments in front of an audience and this demonstrates other valuable skills. When applying to top universities and competitive courses, having been involved in super-curricular activities will make a candidate more competitive and it is this that universities hold in high regard and will help to make an application stronger. Universities are looking for students who not only have the academic potential to succeed, but have also demonstrated independent learning beyond the curriculum.

Expectations

We are very proud of our Sixth Form students and expect them to act as role models for other students in the school. Our Sixth Form school uniform is designed to promote a positive and respectable image of both the Sixth Form and the school. It allows the Sixth Form students to be recognisable as the senior students in the school and ensures that everyone's appearance is smart and business-like.

For the girls the uniform requirements are a white blouse with tailored black trousers (not tight fitting) or black skirt to the knee (not tight fitting), black cardigan, jumper or Park

House School fleece with black leather (or synthetic leather) shoes. No canvas shoes or trainers are allowed.

For boys the uniform requirements are a white shirt, a tie and tailored black trousers (not tight fitting), black jumper or Park House School fleece with black leather (or synthetic leather) shoes. No canvas shoes or trainers are allowed.

Students and their parents will be expected to adhere to our Sixth Form Expectations and Learning Agreement which are issued at the start of the academic year. This includes a commitment to maintaining an attendance of 95%. Studies have shown that achievement is directly related to attendance and if a student is unable to achieve this, then their place in the Sixth form may be reviewed.

Applying to University

All students in the Sixth Form are issued with a University Preparation Booklet to use during form time to guide them through the process of, and prepare for, applying to university. There is a wealth of information and guidance in this booklet for applications to both the UK and USA. We recognise that many of our students will have other destinations in mind and we have the experience and knowledge within our Sixth Form team to help students with all university applications.

The University and Careers Guidance Counsellor will meet with all students in Year 13 to discuss their university plans. The Form Tutors will work with the students on their applications, reviewing university choices and the applications throughout each stage of the process. We aim to help the students to submit the best possible application for each individual student.

We have support for university interviews with tips, possible questions and activities within the University Preparation Booklet. We will conduct mock interviews with students, especially for those students applying for Medicine, Dentistry, Veterinary Medicine, Oxford and Cambridge Universities.

For Year 12 we have a University Preparation day which is held in the second term where we introduce the key aspects of their application, the process for different countries, preparation of important documents, entrance tests, deadlines and most importantly how to select a suitable course and university.

AS/A Level Arabic

Examination Board:	Edexcel
Syllabus:	AS level Arabic XAA01 A Level Arabic YAA01

Aims of the course

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

- an understanding of a wide variety of complex reading texts for different purposes
- an understanding of standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of written contexts
- the skills necessary for further study or employment, either in Arabic-speaking countries or where Arabic is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in written communication.

Course content

AS Level:

Unit 1: Understanding and Written Response

This unit consists of three sections.

- Section A: Reading
- Section B: Grammar
- Section C: Essay

Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw on and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

A Level:

Unit 2: Writing and Research

This unit consists of three sections.

- Section A: Translation

- Section B: Creative/Discursive Essay
- Section C: Research-based Essay

Students are required to demonstrate skills in advanced level Arabic reading and in the transfer of meaning from English into Arabic. To promote research and a greater knowledge and understanding of Arabic culture and/or society, students must produce two Arabic-language essays in response to questions related to their chosen topic(s) and/or text(s).

Assessment

AS Level:

2 hour 30 minute examination in **three** sections.

Section A: Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses, marks will be given for vocalisation of text in response to one of the questions.

Section B: Students will be assessed on their ability to manipulate Arabic language, grammar and lexis. They will be assessed on their ability to vocalise Arabic vowels from over three distinct tasks.

Section C: Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points.

A Level:

3 hour examination in **three** sections.

Section A: Students will be expected to undertake a short translation from English into Arabic.

Section B: Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively **or** discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.

Section C: Students must answer **one** question, in Arabic, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.4 (Set topics, texts and films). A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.

Entry Requirements

- A minimum of a grade B (level 6) in IGCSE Arabic

Benefits of studying Arabic

In recent years, higher education institutions and employers have consistently flagged the need for students to develop a range of transferable skills to enable them to respond with confidence to the demands of undergraduate study and the world of work.

Studying Arabic will enable student to develop essential transferable skills such as decision making and reasoning, active listening, oral communication, written communication, analysing, synthesising and reasoning skills. Learning a language develops critical thinking skills and cultural awareness and opens up job opportunities in the world of business.

AS/A Level Art

Examinations Board:	Edexcel
Syllabus:	Advanced Subsidiary (8AD01 – 8CC01) Advanced (9AD01 – 9CC01)

Aims of the course:

The Art and Design syllabus is designed for those candidates who wish to extend and develop their abilities and observation of the visual world, their sensitivity and skill when using different materials, and their personal expression and imagination. They will learn to relate their skills to an enhanced knowledge of their own and other cultures, both past and present. They will also cultivate an appreciation of practical design problems.

Course content:

A range of materials, skills processes and techniques will be developed to cater to the student's specific investigation. The course content will draw from the main areas of study such as drawing, painting and related media, sculpture and printmaking, but may also include digital photography, textiles, interior design, ceramics and more. Art History and Theory will be included.

AS Level is comprised of two components	
Component 1	Component 2
<ul style="list-style-type: none"> • Coursework: Personal Investigation • Worth 50% of the qualification • Internally set • Internally marked • Externally moderated 	<ul style="list-style-type: none"> • Externally Set Assignment • Worth 50% of the qualification • Externally set • Internally marked • Externally moderated • 10 hours timed examination
A Level is comprised of two components	
Component 1	Component 2
<ul style="list-style-type: none"> • Coursework: Personal Investigation Part 1 – practical work -Students submit supporting studies and personal outcome(s). Part 2 – personal study Students submit a piece of continuous prose (minimum of 1000 words). • Worth 60% of the qualification • Internally set, • Internally marked • Externally moderated 	<ul style="list-style-type: none"> • Externally Set Assignment- Students submit supporting studies and personal outcome(s). • Worth 40% of the qualification • 15 hours timed examination (controlled conditions) • Externally set • Internally marked • Externally moderated

Assessment overview:

Each unit at AS and A Level is assessed using four assessment objectives. These can be summed up as: **Develop, Experiment, Record, and Present.**

AS LEVEL	
Total marks available: 72	Total marks available: 72
A LEVEL	
Part 1 – practical work (72 marks) Part 2 – personal study (18 marks) Total marks available for Personal Investigation: 90 marks	Total marks available for Externally Set Assignment: 72 marks

Entry Requirements

- A minimum of a grade B (level 6) at IGCSE Art & Design
- It is essential that students have a high degree of self-motivation and self-management.

Benefits of Studying Art & Design

An education in the arts is based on the belief that although we are teaching artistic conventions, rules and theories, we are also teaching the freedom to create, experiment, eradicate boundaries of possibility and fostering an environment where success is determined by a willingness to fail.

While you might have heard that becoming an architect, fine artist, sculptor or gallery assistant is an option for those who study Art or Design, there are many other careers available for those who are able to envision, design and create beautiful things.

No matter what industry or how many industries a person enters in their lifetime, there are a certain collection of skills that are directly transferable to each and every job role. Those skills are at the core of what we teach in creative arts. Confidence, creative thinking, improvisation, collaboration, compromise, integrity, vision, imagination and open-mindedness. The list goes on.

AS/A Level Biology

Examination Board:	Edexcel (IAL)
Syllabus:	AS Level Biology XBI01 A Level Biology YBI01

Aims of the course:

The aims of the AS and A Level (IAL) in Biology are to enable students to:

- develop their interest in, and enthusiasm for, biology including developing an interest in further study and careers in the subject
- appreciate how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of How Science Works
- develop essential knowledge and understanding of different areas of biology and how they relate to each other.

AS Level – Course Content

Unit 1 Lifestyle, Transport, Genes & Health

Unit 2 Development, Plants & the Environment

Unit 3 Practical Biology & Research Skills

A level –Course Content

Unit 4 The Natural Environment & Species survival

Unit 5 Energy, Exercise & Co-ordination

Unit 6 Practical Biology & Investigative Skills

Assessment:

AS Level

Papers for each unit 1,2 and 3.

A Level

Papers for each unit 4, 5 and 6.

Entry Requirements

- A minimum of grade B (level 6) in IGCSE Biology
- A minimum of BB in IGCSE Double Science

Benefits of studying Biology

Biology involves the study of a wide range of exciting topics, ranging from molecular biology to the study of ecosystems and from microorganisms to mammoths. Biology is never far from the headlines either as it is the most rapidly developing science.

The human genome has been sequenced and we know the complete arrangement of the three thousand million bases that make up human DNA. In South East Asia the skies are dark with smoke as the last Bornean rainforests are burned to grow oil palms. Biologists are concerned with all these issues. They work in the fields of cell biology, medicine, food production and ecology and the work they do is vital to us all.

Biology is a great choice of subject for people who want a career in health and clinical professions, such as medicine, dentistry, veterinary science/medicine, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science.

AS/A Level Business Studies

Examination Board:	Cambridge Assessment International Education (CAIE)
Syllabus:	Business Studies 9609

Aims of the course

- To develop an interest in and enthusiasm for the study of business.
- Develop a critical understanding of organisations and their ability to meet society's needs and wants.
- Generate relevant solutions to business problems and issues
- Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals.
- Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and the quantification and management of information.

Course content

AS Level	A level
Business Environment	Business Environment
People in Organisation	People in Organisation
Marketing	Marketing
Operations & Project Management	Operations & Project Management
Finance & Accounting	Finance & Accounting
	Strategic management

Assessment

AS Level	A Level
Paper 1: 1 hour 15 minutes Section A: Four short answer questions Section B: One essay from a choice of three questions. Based on the AS Level syllabus content	Paper 3: 3 hours Five questions and one essay (from a choice of two) based on a case study Based on the additional A Level syllabus content and also assumes knowledge and understanding of the AS Level syllabus content
Paper 2: 1 hour 30 minutes Two data response questions based on AS Level syllabus content	

Entry requirements

- There is no requirement to have studied Business Studies at IGCSE, however this would be an advantage.

Benefits of studying Business Studies

The study of AS and A Level Business Studies will allow you take the first step towards a career in private or public organisations, or progress with confidence to a degree in business and management related subjects. All businesses (and other organisations like charities and hospitals) need sound business skills behind them to be successful. Students who take Business Studies often also study Computer Science, Economics, Modern Languages, or Maths, but students committed to the arts or sciences should also consider taking Business Studies in this cost-centred world.

AS/A Level Chemistry

Examination Board:	Edexcel (IAL)
Syllabus:	AS Level CH01 A Level YCH01

Aims of the course:

To develop:

- students' interest in, and enthusiasm, for chemistry, including developing an interest in further study and careers in chemistry
- an appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- a deeper understanding of the skills, knowledge and understanding of How Science Works
- essential knowledge and understanding of different areas of the subject and how they relate to each other."

AS Level– Course Content

Unit 1 - The Core Principles of Chemistry

Unit 2 - Application of Core Principles of Chemistry

Unit 3 - Chemistry Laboratory Skills I Written alternative to practical exam

A Level – Course Content

Unit 4 - General Principles of Chemistry I – Rates, Equilibria and Organic Chemistry

Unit 5 - General Principles of Chemistry II – Transition Metals, Nitrogen Chemistry

Unit 6 - Chemistry Laboratory Skills II Written alternative to practical exam

Assessment:

AS Level

Papers in each of the units 1,2 and 3.

A Level

Papers in each of the units 4, 5 and 6.

Entry Requirements

- A minimum of grade B (level 6) at IGCSE Chemistry
- A minimum of grade BB at IGCSE Double Science

Benefits of studying chemistry

Realise it or not, deep down we are all chemists. Every time we light a match, boil an egg or simply breathe in and out, we perform a chemical reaction. Our bodies grow, develop and function entirely as a result of the chemical processes that go on within them. Our clothes and nearly all the objects of our everyday life are manufactured by the chemical transformation of raw materials like oil or iron ore, or by the chemical treatment of natural products like wood or wool. Most of the food we eat is grown with the help of chemical fertilisers and kept from rotting with chemical preservatives. If we are to protect the planet from the harmful effects of human activity, we need to understand as clearly as possible the complex chemical systems which make up our environment of land, sea and air.

As well as being fundamental in our daily lives, chemistry is a fundamental subject in science. In different areas it overlaps with biology and medicine, with physics and engineering, and with geology and earth science.

AS/A Level Computer Science

Examination Board:	Cambridge Assessment International Education (CAIE)
Syllabus:	AS & A Level Computer Science 9608

Aims of the course

- Develop computational thinking
- Develop an understanding of the main principles of solving problems using computers
- Develop an understanding that every computer system is made up of subsystems, which in turn consist of further subsystems
- Develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.

Course content

AS Level:

Theory Fundamentals

Information representation, Communication and Internet technologies, Hardware, Processor fundamentals, System software, Security, privacy and data integrity, Ethics and ownership, Database and data modelling.

Fundamental Problem solving and Programming

Algorithm design and problem-solving, Data representation, Programming, Software development.

A Level:

Advanced Theory

3 -Data representation, Communication and Internet technologies, Hardware, System software, Security, Monitoring and control systems.

Further Problem-solving and Programming Skills

4 - Computational thinking and problem-solving, Algorithm design methods, Further programming, Software development.

Assessment

AS Level:

Paper 1 - **Theory Fundamentals** - 1hr 30minutes - 50%

Paper 2 - **Fundamental Problem-solving and Programming Skills** 2hrs - 50%

A Level:

Paper 3 - **Advanced Theory**- 1hr 30mins - 50%

Paper 4 - **Further Problem-solving and Programming Skills** - 2hrs - 50%

Advanced Subsidiary (AS) forms 50% of the assessment weighting of the full Advanced (A) Level.

Entry Requirements

- Recommended a minimum of a grade B (level 6) in IGCSE Computer Science
- Nevertheless, IGCSE Computer Science is not essential. A solid understanding of Mathematics and ICT taught in IGCSE is beneficial. Most importantly an enjoyment of the subject and a desire to solve problems.

Benefits of studying Computer Science

Learning Computer Science at A Level can open up many future opportunities. It can lead to a field of Software Development that is not only restricted to technology companies. Companies within engineering, finance and healthcare all need Computer Scientists. The course not only teaches you how technology works but enables you to develop your problem solving skills.

AS/A Level Economics

Examination Board:	Cambridge Assessment International Education (CAIE)
Syllabus:	Economics 9708

Aims of the course:

- To provide knowledge of Economics
- To enable the student to express Economic ideas in written, tabular and diagrammatic form.
- To develop skills in data collection for works of reference.
- To critically examine information about the changing economy in which we live.
- To appreciate the methods of study used by the economist and how economic data can be analysed, correlated, discussed and presented.

AS Level – Course Content

- Basic economic ideas
- The price mechanism
- The role of Government
- International trade
- Measurement in the macroeconomy
- Macroeconomic problems
- Macroeconomic policy

A Level – Course Content

- Economic efficiency
- Price mechanism/Theory of a company organisation
- Market failure/Government intervention
- Macroeconomic theory
- Macroeconomic problems
- Macroeconomic policy

Assessment:

AS Level

Paper 1: Multiple choice (1 hour)

Paper 2: Data response/essay (1 hour, 30 minutes)

A Level

Paper 3: Multiple choice (1 hours)

Paper 4: Data response/essay (2 hours, 15 minutes)

Entry Requirements

No prior experience of the subject is required or assumed, though having a minimum of grade B (level 6) at IGCSE in either Economics or Business Studies is an advantage. Good ability in English (for essay writing) and Maths (simple calculations) is also a distinct advantage.

Benefits of Studying Economics

In his presidential campaign, Bill Clinton kept a sign on his desk reading “It’s the Economy, Stupid!” as a reminder that the most important questions in the modern political arena are related to the performance and management of the economy. If we wish to participate in shaping the world in the future, an understanding of how the economy functions is vital.

The Economics A level is highly regarded by universities vetting applications. It uses a combination of written arguments and expositions, mathematical calculations and modelling, and logical, scientific reasoning. As such, Economics A level opens up access to many degrees, not simply those related to Economics, Business, Management and Accounting.

AS/A Level English Language

Examination Board:	Cambridge Assessment International Education (CAIE)
Syllabus:	AS & A level English Language 9093

Aims of the course:

Pupils will gain pleasure and awareness of how language works in different ways, for different purposes and for different audiences. In addition, they gain skills for life, including:

- the ability to appreciate how different texts are shaped by their language and style
- skills in creating their own imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyse and compare written and spoken texts in close detail.

Course content

A focus on the characteristics of written and spoken texts, referring to the ways in which constructed and spontaneous language are either consciously or unconsciously formed and shaped by different means for a variety of purposes and effects.

Assessment

AS Level:

Two, two hour papers

A Level:

Two, two hour papers

Entry requirements

- A minimum of a grade B (level 6) in IGCSE English Language.
- An enjoyment of reading a wide variety of texts.

Benefits of studying English Language

Due to its academic rigour, English Language is seen as a valued subject, which prepares young people for some of the most academically demanding courses in the world. Successful English Language learners develop an understanding and enjoyment of a wide variety of different texts, both written and spoken.

AS/A Level English Literature

Examination Board:	Cambridge Assessment International Education (CIE) AS/A Level
Syllabus:	English Literature 9695

Aims of the course:

- To expand and deepen students' analytical, evaluative and creative skills.
- To enable students to articulate complex ideas both verbally and in writing.
- For students to engage with their own social worlds, integrating historical, psychological, sociological and philosophical ideas to inform their understanding of literature.
- For students to be able to engage with academic theories and understand abstract ideas.
- To create a high level of mental dexterity and flexibility.
- To encourage independent thinking and learning.

Course content

For both AS and A Level, students will study four texts a year, which will include a combination of poetry, prose and drama. Recent texts studied have included the poetry of Wilfred Owen, 'Richard III' by Shakespeare, the poetry of Keats, and 'God of Small Things' by Arundhati Roy.

In A2 students will also study literary theories and literary criticism.

Assessment:

Students will sit two, two hour papers at the end of Year 12 and Year 13.

Entry requirements:

All pupils must have a B grade (level 6) or above in IGCSE English Literature. They should also enjoy reading a wide variety of literature.

Benefits of studying English Literature

English Literature has been defined as a **facilitating subject** by the Russell Group (the most **elite** universities in the United Kingdom). Due to its academic rigour, English Literature is seen as a **valued subject**, which prepares young people for some of the most academically demanding courses in the world.

AS/A Level French

Examination Board:	Edexcel International AS/A Level
Syllabus:	AS French (XFR01) A Level French (YFR01)

Aims of the course

- to enable students to develop an understanding of a wide variety of complex texts for different purposes;
- to develop an understanding of standard spoken language in personal, social, academic or vocational contexts;
- to develop the ability to write clear, well-structured texts using an appropriate style
- to develop the ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts;
- to strengthen 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;
- to deepen understanding of the nature of language in different cultural contexts in order to build up competence in communication;
- to encourage independent thinking and learning.

AS Level – Course Content

Unit 1: Spoken Expression and Response

Unit 2: Understanding and Written Response

A Level – Course Content

Unit 3: Understanding and Spoken Response

Unit 4: Research, Understanding and Written Response

Assessment

AS Level:

Paper 1: Spoken Expression and Response

Assessment: 8–10 minute ‘speaking’ assessment in two sections that total 40 marks with 15 minutes preparation time.

Paper 2: Understanding and Written Response

Assessment: 2 hour 30 minute paper in three sections (listening, reading & writing) that total 90 marks.

A Level:**Paper 3:** Understanding and Spoken Response

Assessment: 11–13 minute 'speaking' assessment. The assessment for this unit has two sections that total 40 marks.

Paper 4: Research, Understanding and Written Response

Assessment: 2 hour 30 minute paper in three sections (listening, reading & writing **on 2 set texts or 1 set text and 1 film**) that total 90 marks.

Entry requirements

- A minimum of a grade B (level 6) in IGCSE French.
- Students should be committed to exploring the literature and culture of France in the French language.

Benefits of studying French

- Speaking one language is not enough. Students who speak several languages will increase their chances of finding a job, whether at home or abroad;
- Learning another language enriches the mind and opens up new horizons, both personal and professional;
- The ability to speak both French and English is an advantage for finding a job with the many multinational companies using French as their working language, in many industries;
- French is both a working language and an official language of the United Nations, the European Union, UNESCO, NATO, the International Olympic Committee, the International Red Cross and international courts. Proficiency in French is essential for anyone considering a career in any international organisation;
- French is an analytical language that structures thought and develops critical thinking. In learning French, students also learn how to argue a case and present different points of view, valuable skills for discussions and negotiations;
- Speaking French makes a major contribution to preserving linguistic diversity in the world and avoiding the exclusive domination of a single language in today's globalised world.

AS/A Level Geography

Examination Board:	Cambridge Assessment International Education (CAIE)
Syllabus:	Geography 9696

Aims of the course

- 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
- 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

AS Level – Course Content

- **Physical topics** - Hydrology and Fluvial Geomorphology, Atmosphere and Weather, Rocks and Weathering, Plate Tectonics and Mass Movements
- **Human topics** - Population Dynamics, Migration and Settlement Dynamics

A Level – Course Content

- **Physical topics** - Coastal Environments and Hazardous Environments
- **Human topics** - Environmental Management and Global Interdependence

AS Level Assessment

- Paper 1 Core Physical Geography, 50%, 1 hour 30 minutes, 60 marks
- Paper 2 Core Human Geography, 50%, 1 hour 30 minutes, 60 marks

A Level Assessment

- AS level Paper 1 and Paper 2 scores contribute to 50% of the A Level grade
- Paper 2: Advanced physical topics, 25%, 1 hour 30 minutes, 60 marks
- Paper 3: Advanced human topics, 25%, 1 hour 30 minutes, 60 marks

Entry requirements

- A minimum of a grade B (level 6) in IGCSE Geography is normally expected. Pupils with grade C (level 5) and/or those who did not study IGCSE Geography will be considered on an individual basis
- It is essential that pupils have a genuine interest in and a passion for geography as well as a willingness to work hard and to read/research around the subject independently

Benefits of studying geography

- Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in both space and time.
- Pupils will gain a detailed appreciation for and understanding of the concept of **sustainability and sustainable development**, perhaps one of the most important 21st century issues facing us all today and in the future.
- AS and A Level geography helps pupils develop the knowledge and skills that will prepare them for successful university study; **core and transferable skills**, which are highly sought after by universities and employers
- **Geography keep options open** and is useful for and relevant to a variety of university courses and future career choices, including:

Geo-sciences, Marine Science, Oceanography, Environmental Engineering, Climatology, Meteorology, Natural Disaster Management, Landscape Architecture, Hydrology, Hydrographic Surveyor, Volcanology, Geology, Agricultural Engineering, Agronomy, Environmental Lawyer, Sustainable Development, Demography, Industrial Cost-Benefit Analysis, Urban Planning, Cartography, GIS Analyst, Writer / Researcher / Journalist, Diplomatic Services, United Nations, Teaching / Lecturing, Environmental Health and Safety, Conservation, Civil Engineering, and many more!

AS/A Level History

Examinations Board:	Cambridge Assessment International Examinations (CAIE)
Syllabus:	History 9389

Aims of the course:

History helps you acquire a range of skills such as; analysis, research, logical thinking, powers of deduction and formulation of ideas and arguments.

AS Level - Course Content

League of Nations

The origin of the League is examined in addition to its successes and failures. The Manchurian Crisis, Disarmament Conference, Abyssinian Crisis and foundation of the United Nations are scrutinised.

Modern Europe, 1789–1917: French and Russian Revolutions; WWI Origins.

This unit examines the influential characters of the period such as Napoleon, Robespierre, Lenin and Kaiser Wilhelm of Germany. We investigate the causes of these conflicts and how their impact has lasted generations.

A Level - Course Content

Historical Interpretation: The Origins of the Cold War, 1941–1950

Candidates will be given an extract from an historian's writing. There will be a single question, asking candidates what they can learn from the extract about the interpretation and approach of the historian who wrote it.

Depth study: Europe of the Dictators, 1918–1941

This unit expects students to delve deep into the aims, methods and control of the totalitarian regimes of Lenin, Stalin and Hitler.

Assessment

AS Level:

Paper 1: *League of Nations- Source Analysis*

1 hour paper with two questions based on a maximum of four sources.

Paper 2: *Modern Europe, 1789–1917: French and Russian Revolutions; WWI Origins.*

1 hour 30 minute paper. Students answer two questions from a choice of three.

A level:

Paper 3: *Historical Interpretation: The Origins of the Cold War, 1941–1950*

Assessment: 1 hour paper with one question.

Paper 4: *Depth study: Europe of the Dictators, 1918–1941*

Assessment: 1 hour 30 minute paper. Students answer two questions from a choice of three.

Entry Requirements

- A minimum of a grade B (level 6) in IGCSE History
- If students have not studied history IGCSE, they should have gained a minimum of grade B (level 6) in IGCSE English first language or IGCSE English literature.

Benefits of studying history

History is a highly respected, traditional subject. As a **facilitating subject**, it is valued by both universities and employers. Studying history is excellent preparation for a range of careers including law, politics and journalism.

AS/A Level Mathematics

Examination Board:	Edexcel
Syllabus:	AS Level Mathematics (XMA01) A Level Mathematics (YMA01)

Aims of the course

The main aims of the course are to develop the students' mathematical knowledge in a way which encourages confidence and provides satisfaction and enjoyment.

AS Level - course content

The course consists of three modules:

1. Core Mathematics 1 (C1)
2. Core Mathematics 2 (C2)
3. Statistics 1 (S1) or Mechanics 1 (M1)

A Level - course content

The course consists of three modules:

1. Core Mathematics 3 (C3)
2. Core Mathematics 4 (C4)
3. Statistics 1 (S1) or Mechanics 1 (M1)

(Students who have studied Statistics (S1) in Year 12 must study Mechanics (M1) in Year 13 and vice versa.)

AS – Level Assessment

The Core Mathematics examination (C12) has duration of 2 hours 30 minutes.

The Mechanics (M1) and Statistics (S1) examinations have a duration of 1 hour and 30 minutes.

A Level Assessment

The Core Mathematics examination (C34) has duration of 2 hours 30 minutes.

The Mechanics (M1) and Statistics (S1) examinations have a duration of 1 hour and 30 minutes.

Entry requirements

- A minimum of a grade B (level 6) at IGCSE or GCSE.

Benefits of studying mathematics

The course provides the students with essential skills which are necessary for further study in Mathematics or related subjects such as Engineering, Physics and Economics.

AS/A Level Further Mathematics

Examination Board:	Edexcel
Syllabus:	International AS Level in Further Mathematics (XFM01) International A Level in Further Mathematics (YFM01)

Aims of the course

The course aims to provide highly able pupils with an additional level of challenge. Students are given an opportunity to extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.

AS Level - course content

The course consists of three modules:

4. Further Pure Mathematics 1 (F1)
5. Decision 1 (D1)
6. Statistics 2 (S2) or Mechanics 2 (M2)

A Level - course content

The course consists of three modules:

4. Further Pure Mathematics 2 (F2)
5. Further Pure Mathematics 3 (F3)
6. Statistics 2 (S2) or Mechanics 2 (M2)

(Students who have studied Statistics (S2) in Year 12 must study Mechanics (M2) in Year 13 and vice versa.)

Assessment

AS Level:

Students will be entered for three examinations in June. Each exam has a duration of 1 hour and 30 minutes.

A Level:

Students will be entered for three examinations in June. Each exam has a duration of 1 hour and 30 minutes.

Entry requirements

- Students interested in taking AS Level Further Mathematics should have a minimum grade A* (level 8) at IGCSE or GCSE Mathematics. A minimum grade B (level 6) in IGCSE Additional Mathematics is recommended.
- Students interested in taking A Level Further Mathematics should have a minimum grade A in AS Level Mathematics. A minimum grade C in AS Level Further Mathematics is recommended.

Benefits of the course

The course provides the students with essential skills which are necessary for further study in mathematics or related subjects such as physics, engineering and economics. For students wishing to study engineering or mathematics at top universities, further mathematics will make an application more competitive.

AS Level Media Studies

Examination Board:	Cambridge Assessment International Education (CAIE) AS Level
Syllabus:	AS Media Studies 9607

Aims of the course

The syllabus aims to:

- develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills
- explore production processes, technologies and contexts
- encourage independence in research skills and their application
- enhance learners' enjoyment and appreciation of the media and its role in their daily lives.

AS Level – Course Content

Component 1 Foundation Portfolio: The following set briefs are offered:

- film opening task
- magazine task.

Component 2 Key Media Concepts

- Section A: Textual analysis and representation: – camera shots, angle, movement and composition
– editing – sound – mise-en-scène.
- Section B: Institutions and audiences, in relation to one of the media areas specified below:
 - film
 - music
 - print
 - radio
 - video game

Assessment

AS Level:

Component 1 Foundation Portfolio Coursework:

Candidates work individually, or as a group, to produce a media product, digital evidence of the process of their work and a creative critical reflection.

Internally assessed and externally moderated

and

Component 2 Key Media Concepts 2 hours:

Written examination consisting of two questions. There are two sections to this paper

Section A: Textual analysis and representation (50 marks)

Candidates answer one question based on an unseen moving image extract.

Section B: Institutions and audiences (50 marks)

Candidates answer **one** question from a choice of two.

Externally assessed

Entry requirements

- A minimum of a grade B (level 6) in IGCSE English Language.
- Students should be both committed to and passionate about the role of the media in society today and be prepared to challenge their own preconceptions about mass media.

Benefits of studying Media Studies

Universities and employers recognise Cambridge International AS and A Level Media Studies as proof of knowledge and understanding of the media and its role in our daily lives. Successful candidates gain lifelong skills, including:

- the ability to apply practical skills creatively
- research and evaluation skills
- information management and project management skills
- the ability to analyse text and media products critically
- the ability to reflect critically upon their own learning.

AS/A Level Physical Education

Examination Board:	Edexcel AS Level (1 year) Edexcel A Level (2 years)
Syllabus:	AS Level Physical Education 8PEO A Level Physical Education 9PEO

Course Content

AS Level	A Level
Component 1: Scientific principles of PE <ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Applied movement analysis 	Component 1: Scientific principles of PE <ul style="list-style-type: none"> • Applied anatomy and physiology • Exercise physiology • Applied movement analysis
Component 2: Psychological and social principles of PE <ul style="list-style-type: none"> • Skills acquisition • Sports psychology • Sport and society 	Component 2: Psychological and social principles of PE <ul style="list-style-type: none"> • Skills acquisition • Sports psychology • Sport and society
Component 3: Practical performance <ul style="list-style-type: none"> • Skills performed as a player/performer or coach 	Component 3: Practical performance <ul style="list-style-type: none"> • Skills performed as a player/performer or coach
Component 4: Performance Analysis & Personal Development Programme	Component 4: Performance analysis and Personal Development Programme <ul style="list-style-type: none"> • Performance analysis • Personal Development Programme (PDP)

Assessment:

AS Level	A Level
Paper 1: Scientific Principles of PE 1 hour and 45 minutes 90 marks 40%	Paper 1: Scientific Principles of PE 2 hours and 30 minutes 140 marks 40%
Paper 2: Psychological & social principles of PE 1 hour and 15 minutes 60 marks 30%	Paper 2: Psychological & social principles of PE 2 hours 100 marks 30%
Practical performance Skills performed as a player/performer or coach 24 marks 15%	Practical performance Skills performed as a player/performer or coach 40 marks 15%

Performance Analysis & Personal Development Programme Performance Analysis 24 marks 15%	Performance Analysis & Personal Development Programme Performance Analysis Personal Development Programme 40 marks 15%
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The AS & A Level courses run concurrently.

Benefits of studying Physical Education

The benefits of learning through physical education are endless. Work based skills that are the very foundation of this subject, teamwork, co-operation, communication, understanding, empathy, vision, drive and adaptability, to name but a few.

Looking beyond these horizons what can you expect from a degree in a sports related area, whether it be sports management, sports psychology, sports scientist, teaching, personal health training, nutrition or even bio-chemistry.

The above courses have much diversity, you may choose to gain an understanding of physical education in schools and wider communities and develop your teaching, learning and leadership skills. However, you may choose to access an environmental chamber which simulates the effects of diverse climatic conditions on physical performance in sports exercise or perhaps a career in Recreation Management a course of study focusing on the skills and knowledge needed to create and deliver recreation and fitness programs in a variety of settings.

AS/A Level Physics

Examination Board:	Edexcel (IAL)
Syllabus:	AS Level Physics XPH01 A Level Physics YPH01

Aims of the course:

- To enable students to sustain and develop an enjoyment of, and interest in, physics and its applications
- Develop an understanding of the link between theory and experiment and foster the development of skills in the design and execution of experiments
- Develop essential knowledge and understanding in physics and, where appropriate, the applications of physics with an appreciation of their significance and the skills needed for the use of these in new and changing situations
- Demonstrate the importance of physics as a human endeavour that interacts with social, philosophical, economic and industrial matters
- Be a suitable preparation for higher educational courses in physics and related courses

AS Level – Course Content

- Unit 1 – Physics on the go
- Unit 2 – Physics at work
- Unit 3 – Exploring physics

A Level – Course Content

- Unit 4 – Physics on the move
- Unit 5 – Physics from creation to collapse
- Unit 6 – Experimental Physics

Assessment

AS Level:

Papers in each of the units 1,2 and 3.

A Level:

Papers in each of the units 4, 5 and 6.

Entry requirements

- A minimum of grade B (level 6) in IGCSE Physics
- A minimum of grade BB in IGCSE Double Science

Benefits of studying Physics

The goal of physics is to understand how things work from first principles. Studying physics strengthens quantitative reasoning and problem solving skills that are valuable in areas beyond physics itself.

Students who study physics are prepared to work on forefront ideas in science and technology, in academia, the government, or the private sector. Careers might focus on basic research in astrophysics, cosmology, particle physics, atomic physics, or in more applied research in areas such as renewable energy or medical physics. Careers could also include teaching, medicine, law or management in technical fields. Studying physics is great preparation for almost any career, because students will learn how to analyse complex problems and develop a strong quantitative background that can be applied in any technical field.

AS/A Level Sociology

Examination Board:	Cambridge Assessment International Education (CAIE)
Syllabus:	AS/A Level Sociology 9699

Aims of the course:

To encourage in students an awareness of individual, social and cultural diversity, an awareness of sociological concepts and to promote improved skills of communication, interpretation and analysis.

AS Level – Course Content

Unit 1: Families and Households

Unit 2: Sociological Theory and Methods

A Level – Course Content

Unit 3: Education

Unit 4: Global Development

Unit 5: Media

Assessment

AS Level:

Paper 1: 5 questions, a mixture of short answer questions and two pieces of extended writing. (90 minutes)

Paper 2: 5 questions, a mixture of short answer questions and two pieces of extended writing. (90 minutes)

A level:

Paper 3: 6 questions from all three sections. (3 Hours)

Entry requirements

- Candidates for Sociology at this level would be advantaged by having studied the subject at IGCSE level, however this is not essential and every application will be looked at on its own merit. Expect a great deal of personal reading.

Benefits of studying Sociology

Students will learn the fundamentals of the subjects and develop skills valued by higher education and employers, including critical analysis, independent thinking and research. By considering a wide range of issues in contemporary society, students will develop the ability to construct and criticise arguments from a range of ideological perspectives.

Sociology is a rigorous academic subject which is widely respected by higher education institutions across the world. Previous students have gone onto study in areas such as Law, Journalism, Forensic Science, Educational Studies, Criminology, Sports Science, Business, Politics, International Relations and Theology.

Yr12 Options 2018-19

Option A	Option B	Option C	Option D	Option E
Chemistry	Maths	Physics	Geography	Biology
Business Studies	Media Studies	History	Art	Economics
English Literature	Chemistry	PE	Computer Science	Sociology
English Language	French	Travel & Tourism	Maths	Physics
			Biology	Further Maths
				Arabic

You should choose a maximum of **four** subjects **each in a different option block**.

If you would like to study a combination of subjects that does not match with these options then you need to speak Mrs Braben.