



# A-LEVEL CURRICULUM GUIDE

2022-2024

*Ages 16-18*



THE BRITISH  
SCHOOL  
OF GUANGZHOU

A NORD ANGLIA EDUCATION SCHOOL

## Our Core Values



### Core Values

*"Developing a love of learning creates lifelong academic success." Mark Thomas, Principal.*

#### A Love of Learning

Our primary aim is to nurture intellectual curiosity through engaging and enquiry-led teaching. We encourage students to work independently and collaboratively as they demonstrate creativity and innovation in their approach to solving problems. Students are always provided with a safe, stimulating and supportive learning environment, allowing them the courage to take calculated risks and to learn and improve from feedback. We use innovative teaching methods and technology to further enhance our students' mastery and enjoyment of their studies helping to foster a love of learning that will last a lifetime.

#### Respect

BSG actively works to help students nurture awareness and respect for all by giving opportunities to develop self-esteem and self-confidence each day. This respect is evident in interactions between our students, parents, staff and environment. Respect requires an open mindedness that incorporates an understanding, tolerance and compassion towards others in both thought and action. Our aim is to develop international awareness and cultural sensitivity within all of our students and to provide repeated opportunities to demonstrate this.

#### Integrity

As a school community we aim to act in a completely transparent manner. We see integrity as being honest, open and truthful. We believe in being trustworthy in our dealings with each other and in being able to give and receive constructive feedback. We encourage students to have the courage in their convictions and the strength of character to stand up for what they believe is right.

#### Responsibility

Students are expected to take responsibility for their learning and their behaviour. We aim to make our students confident, autonomous learners who are able to meet deadlines and learn to solve problems effectively. Students develop a sense of responsibility by making informed choices, by learning to consider the consequences of their actions and through leadership opportunities. Responsibility extends beyond the classroom as the school's community demonstrates consideration towards others and to the environment.

#### Commitment

We seek to establish a strong work ethic within our students and a desire to strive for excellence. Students are encouraged to develop a resilient attitude and persevere to overcome difficulties. We believe that sustained effort greatly enhances our students' chances of success.

## Overview of the AS and A Level Programme at The British School Guangzhou

A levels are fully recognised in over 50 countries including all EU member states, the USA, Australia, Canada and New Zealand. In 2020, there were over 1.3 million A level examination entries worldwide, further cementing their popularity and excellence for pre-university preparation and study.

Students who achieve good passes at (I)GCSE are invited to join the Sixth Form to complete the two year, A level programme. BSG puts high value on good attendance, punctuality, application to studies, relationships with others, general conduct and contribution to school life.

### Minimum Entrance Requirements

For each student's application to the Sixth Form it is expected that the student will have attained grade 4 or above in mathematics and English (or equivalent), as these will be required for entry to most universities. For those students who complete the (I)GCSE programme the minimum entrance requirements are 5 A\*-C (or 4-9 grades). Once the threshold for entry to the Sixth Form has been achieved, to study individual

Subject	Minimum GCSE grade requirement	Prior study needed at GCSE?
Biology	B in IGCSE Double Award Science or IGCSE Biology	Yes
Business Studies	B or above in IGCSE Business Studies	Preferred but not essential
Chemistry	B in IGCSE Double Award Science or IGCSE Chemistry	Yes
Chinese	D or above in IGCSE Chinese 1st Language; B or above in IGCSE Chinese 2nd Language; A* in IGCSE Mandarin Chinese	Preferred but not essential
Computer Science	6 or above in GCSE Computer Science	Yes
Drama & Theatre Studies	B or above in IGCSE Drama or 6 in English literature/language	No
English Literature	6 iGCSE English Language; B iGCSE World Literature or English Literature	Yes
Economics	B in GCSE Economics	Preferred but not essential
Fine Art	6 in GCSE Art	Preferred but not essential
French	6 or B in GCSE French	GCSE French required or CEFR B1 will be considered
Further Mathematics	8 or 9 in GCSE Mathematics - taking A level maths also a requirement	
Geography	B or above in IGCSE Geography	Preferred but not essential
History	6 or above in GCSE History or English Language	Preferred but not essential
Mathematics	7 or above in Mathematics	NA
Music	6 or above in GCSE Music - GCSE music preferred or play a musical instrument to Grade 4/5 ABRSM and has at least Grade 5 ABRSM music theory	Preferred but not essential
PE	6 or B in PE or Biology or Double Science	Preferred but not essential
Physics	B in IGCSE Double Award Science or IGCSE Physics	Yes
Psychology	6 or B in English and any science subject	Preferred but not essential
Spanish	6 or B in GCSE Spanish	GCSE Spanish required or CEFR B1 will be considered

For those students sitting AS examinations, a pass (E grade or above) is needed to progress into Year 13.

Applications are welcome from students who have not studied the (I)GCSE programme and their entrance into Sixth Form will be determined through a combination of admissions tests and school reports.

# Key Stage 5 Timeline

At the British School Guangzhou, we have a strong partnership between school and our parents. The table below outlines key dates and contact points for students in Year 12 and 13.

		Year 12	Year 13
<b>Term 1</b>	August	GCSE examination results	AS Level examination results
	September	Sixth form residential Meet the Tutor event Enrichment programme commences Head student elections	Sixth form residential Meet the Tutor event Enrichment programme commences
	October	"Building futures" ASA programme commences	"Building futures" ASA programme commences Extended Project Qualification (EPQ) final deadline UCAS early entry deadline
	November	Report 1 issued	Report 1 issued EPQ presentations
	December	Parent-teacher conference 1	Parent-teacher conference 1
<b>Term 2</b>	January	Mock AS Level examinations Mock report issued	Mock A Level examinations Mock report issued UCAS deadline
	February	Parent-teacher conference 2	Parent-teacher conference 2
	March	Extended Project Qualification (EPQ) launch	
<b>Term 3</b>	April	Parent-teacher conference 3 Senior school prom	Parent-teacher conference 3 Senior school prom
	May	Study leave begins AS Level examinations	Study leave begins Final A Level examinations
	June	"Building futures" workshops (2 days) EPQ sessions (2 days) Awards Day	Final A Level examinations Graduation

## A level options process

To assist students with their decision making, we have created a comprehensive A level options process for internal and external applicants, which includes the elements listed below:

1. PSHE module on careers, the options process and decision-making factors
2. Launch assembly to students from the senior leadership team/head of year 11
3. "Ask the panel" session delivered to year 11 students. This is an opportunity to ask a year 12 and 13 student panel about choosing subjects, A level study, and how courses differ from GCSE.
4. Parents' evening to review current academic progress following mock GCSE examinations.
5. A level options evening with parents. Students and parents will have the opportunity to meet heads of department as well as members of the middle and senior leadership team to answer any final questions about the A level programme and subject choices.
6. One-to-one A level options guidance meeting. Students will be offered the opportunity of a one to one meeting with a member of the middle or senior leadership team, or head of university guidance and careers, to help guide them in their choices.
7. Final A level options form submission. Students will be asked to select their final A level subject choices.
8. One-to-one careers meeting with the Head of Careers and University Guidance. (June)

### External Applicants/Students

1. Must first submit an application to join BSG.
2. Complete an entrance assessment.
3. Options evening with parents. (if in Guangzhou) Students and parents will have the opportunity to meet with heads of department as well as members of the middle and senior team to answer any final questions about the A level programme options.
4. Final A level options submission. Students will be asked to pick their final A level subjects and submit a completed A level options form to the admissions team.

Although our timetable system is flexible, not all subject combinations requested may be possible. Furthermore, courses may not run if there is insufficient demand. For these reasons, we ask students to identify one reserve subject, in addition to their preferred three, that they wish to study.

After the internal deadline for subject choices, requests for subject changes will be considered but cannot be guaranteed. If a change is necessitated by examination results, or if a student wishes to amend a subject choice for some other reason, we shall try to accommodate the request, provided that there is space available in that class and that the proposed change fits the option blocks/timetable.

#### Application to study a fourth subject

Students who wish to study a fourth A-Level subject in Year 12 will be considered if they have achieved a minimum of five grade 7s (or equivalent) in their GCSE examinations, and have also achieved at least a grade 6 in all of their four chosen subjects (or related subjects in cases where a new subject is chosen). Students will be required to explain their rationale for studying a fourth subject during their one to one meeting.

## Advice on choosing your subjects

Before you make the important decisions regarding your A level courses next year, collect as much relevant information as possible.

### Consider your present subjects

Which subjects do you enjoy? Why do you enjoy them, is it the subject itself? Or the teacher? Which subjects are you good at?

### Find out about your possible A level subjects

What do the A level courses offered by the school courses actually cover? Read the Key Stage 5 curriculum guide details carefully so that you make considered subject choices. It is not always possible to change a course once started, as there may not be space in the class that you would like to change to, or your preferred subject combination may not be possible to timetable.

### Talk to your current teachers

Ask your current subject teachers whether they think that you will be able to cope successfully in their subject at A level. Ask them to give you an idea of what their subject is actually like at A level. For subjects that you have not taken before, talk to the head of department and attend any taster sessions that are offered.

### Talk to older students doing the courses in which you are interested

Ask them what the courses in which you are interested are really like? Were they different from what they expected? Does the way you study in that subject suit the way that you work best? Is there a large coursework/research assignment component?

### Talk to parents, friends and others

They can provide you with great insight into careers, and possibly about higher education courses, but remember that courses and entry requirements change frequently. Advice from people not directly involved in this area can get out of date quickly.

### Find out which A level subjects are needed for which degree courses

Visit the UCAS website at [www.ucas.ac.uk](http://www.ucas.ac.uk). You will also find a summary of the A level subject requirements for many degree courses on the next page.

Think carefully about the relationship between the courses you might study at A level and your education/career beyond them. Also consider the higher education and career implications of the various combinations of arts/humanities and science subjects.

With three scientific, technical or mathematical courses, you can study courses such as sciences, engineering or medicine - but you should feel confident that this is your preferred route. Studying an arts or humanities subject may help you to keep more options open at this stage.

With two scientific, technical or mathematical courses plus one arts or humanities subject you can still go on to many science, engineering and medicine courses, but you are maintaining balance in your studies. Employers want scientists/engineers/doctors who are literate and articulate (although these skills may be evidenced from extra-curricular and enrichment activities) as well as having a high level of technical expertise. However, you will need to make a firmer decision about which area of science you might be interested in, i.e. more biological, chemical or physical. Consider the guidance in this booklet, about subject requirements for different university courses carefully

With two arts or humanities courses plus one scientific, technical or mathematical subject you can go on to many university courses, and you are still showing a good balance of subjects. However, mathematics/science/engineering applications are likely to prove difficult. With three arts or humanities courses only you can go on to a wide range of courses such as administration, financial services, business/management, law, and all sorts of creative fields, as well as courses that relate directly to one of more of the A levels you have taken.

Remember that there is no single 'perfect' career path. Most people have a range of talents that will enable them to be successful in many different courses or careers. Understandably, the majority of Year 11 students don't have a clear idea of what careers they wish to pursue, so students should make choices which leave as many options open as possible.

## A-level subject requirements for common degree courses

Most subjects at degree level have few specific A level subject requirements; what is usually more important is the actual grades you achieve. The information below is given in good faith and is believed correct at time of publication. However, it should be **taken as a likely indication only**. Requirements can vary from one university to another and universities reserve the right to change entry requirements at any time, and may do so as little as between one and two years before the year of entry. To be sure of the current specific A level subject requirements of a course at a particular university, you should check the university's website or contact the university admissions team directly.

If you are interested in a degree course not listed below, please speak to the head of careers for guidance.

Degree subject	Usually essential	Often preferable
Accountancy		Mathematics
Architecture	Mathematics or physics	A level art not required although a portfolio is expected
Art/design/fashion	Art not compulsory although a portfolio is expected	
Astronomy	Mathematics and physics	
Biochemistry	Chemistry	Biology or mathematics
Biological sciences	Biology and chemistry	
Business Studies	Mathematics occasionally required or preferred	
Chemistry	Chemistry	Science/mathematics
Chemical engineering	Chemistry and mathematics	Physics
Computer Science	Mathematics	Computer Science
Dentistry	Chemistry	Mathematics/biology/physics
Drama/Theatre Studies	Theatre Studies	English
Economics	Mathematics	Further mathematics at very competitive institutions
Engineering (most types)	Mathematics and physics	
History		History
Hospitality	No specific subject requirements	
Law	No specific subject requirements, though at least one "essay" subject recommended	
Mathematics/Statistics	Mathematics	Further mathematics
Medicine	Chemistry and biology	
Physics	Mathematics and physics	
Psychology	A science subject or mathematics is often required	
Veterinary Science	Chemistry	Mathematics/science subjects

## University & Careers Advice & Support

As well as maintaining academic excellence, one key element of our upper school provision is to provide all of our students and parents with the best possible careers and university guidance.

Please find below a list of support available to all students in Years 10-13 and their parents:

### University Visits

Our growing success continues to attract an ever-expanding list of top global universities who are sending representatives to BSG. Each year we attract presentations from universities in the UK, the United States (USA) and Canada, as well as universities from Hong Kong, Australia and Europe. These can also take place through video conferences.

### Summer Programmes

As the competition for places at top universities around the world increases, summer programmes (many held on university campuses) are becoming increasingly popular in providing students with invaluable experiences to help support their university applications. Each year we will arrange for speakers to come into school to present information on these courses.

### SAT

For those considering applications to U.S. universities, BSG is accredited as an official SAT centre, allowing our students to sit both SAT and SAT Subject Tests.

### Work Experience and Internships

This is also becoming an increasingly important way of gaining first-hand experience in a workplace setting, as well as adding value to university applications. We look to support students in finding work placements or internships during their Sixth Form years (years 12 and 13).

### University Applications

All Sixth Form students will receive one-to-one support in completing their university applications and writing their personal statements. We believe this personalised service gives all of our students the best possible chance of obtaining offers at top universities around the world.

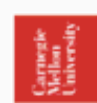
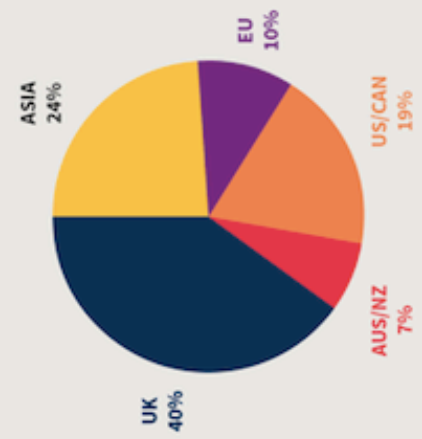
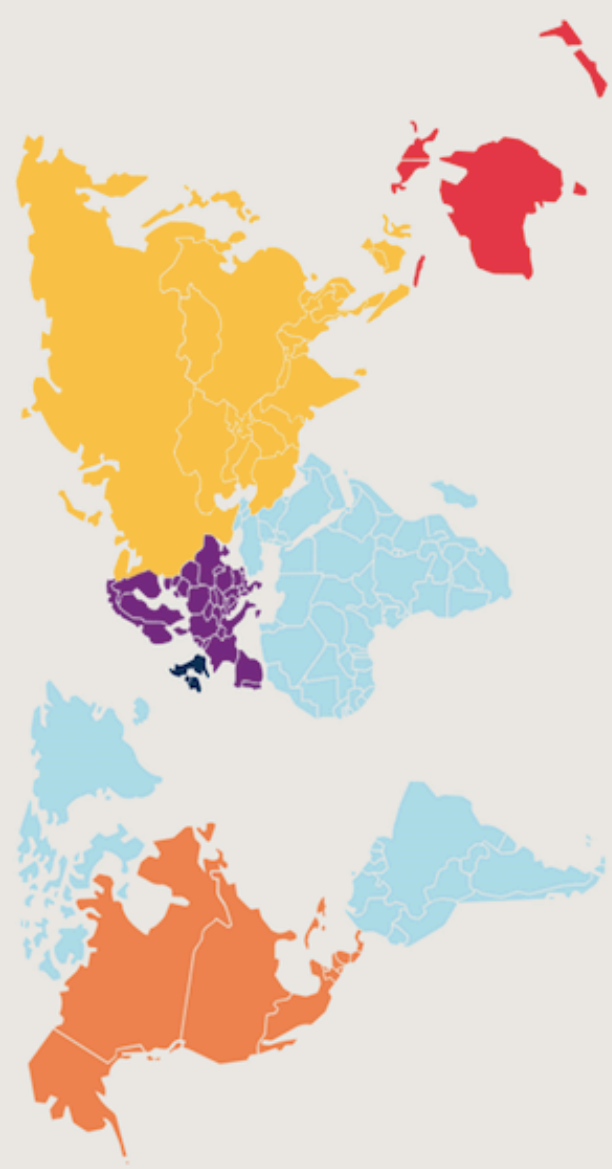
**One-to-One Careers Guidance Meetings:** Parents and students are always welcome to make an appointment with our Head of Careers and University Guidance, Ms. Yanyan Wu, to discuss the different university and career







*Where are BSG graduates now?*



## Personal, Social, and Health Education (PSHE)

Continuing to strengthen students understanding of how to build and maintain emotional, physical and mental wellbeing is central when studying for A Levels. This is important as our students start to explore university and further education options as well as thinking about life when they leave school and are fully responsible and independent members of society. Maintaining a healthy balance between academic studies and a developing a personal life is even more important in these years to support wellbeing for young people as they approach adulthood. Consequently, the topics that are considered are often challenging in content but an essential part of being prepared for exciting futures. The focus remains on: dealing with a wider range of risks; taking responsibility for themselves and their actions, negotiating challenging relationships, and how to purposefully contribute to their families and society.

### AIMS

- To support students to as they develop into confident, healthy, considerate and responsible young adults with an understanding of the international world.
- To help students continue develop an understanding of the importance of physical, emotional and mental wellbeing, considering how to achieve balance when preparing for academic examinations.
- To support students during challenging moments in their personal and academic lives.
- To develop effective communication skills to that will help sustain and develop healthy and respectful relationships at home and in school.
- To promote moral, social and cultural development, developing an appreciation of rights and responsibilities.
- To develop study skills and learning behaviours that promote a love of learning and help students prepare for external examinations and their academic futures.
- To understand the importance of respect for diverse cultures, beliefs and identities.
- To equip each student with the knowledge and skills to make informed choices to enhance and enrich their lives and the lives of others.
- To promote an understanding of risk, learning how to identify potential dangers and know how to stay safe.
- To provide opportunities for students to reflect on their own learning and achievements, identifying personal development targets to help plan their futures.
- To prepare students for life after school, considering their future ambitions and the university application process.

### THE 7 STRANDS

The course is based upon 7 strands of well-being, which are as follows:

1. **Boosting Health and Wellbeing:** Developing understanding of the importance of emotional, physical and mental well-being and ways to achieve a positive balance between academic and home life. This topic allows students to consider how to be comfortable with their own identity, how to protect their mental health and the importance of developing coping strategies during time of stress.
2. **Creating Positive Relationships:** This explores what is arguably the most important aspect of well-being: our relationships with other people at home and in school.
3. **Developing Core Values:** Developing behaviours to demonstrate 'a love of learning' that develop our BSG Core Values of: respect, integrity, responsibility and commitment.
4. **Becoming Global Citizens:** Students consider their place in the world, learning to accept the importance of diversity.
5. **Staying safe:** This aspect of the course exposes students to parts of life that might pose a risk to their emotional, physical or mental wellbeing and physical health. They learn to recognise and minimize risk, understanding where and when to seek help and guidance.
6. **Growing my Future:** This strand allows and encourages student reflection on life beyond BSG considering their future career and educational goals so they can plan the next phase of their education.
7. **Being Reflective:** Students will reflect on their own learning and achievements and identify their own personal development targets. Students will also meet with their tutors to discuss their targets.

#### TOPICS - YEAR 12

Starting A Level and Future Thinking  
Self-Care and Healthy Mind  
Understanding Drugs  
Report and Mock Examination Reflection  
Relationships & Control  
Social Justice  
Preparing for Examinations  
Staying Safe: Personal Safety and Sex  
Sex and Relationships

#### TOPICS - YEAR 13

Reflecting on Year 12  
Healthy Mind  
Controlling a Digital Identity  
University Applications - Personal Statement Writing  
Report and Mock Examination Reflection  
Considering Global Issues  
Relationships over Time  
Preparing for University

## Extended Project Qualification (EPQ)

### Why take an Extended Project Qualification (EPQ)?

The Extended Project is an exciting qualification that puts the student in control, giving them the chance to explore something new. An excellent preparation for higher education, the Extended Project encourages independent thought, critical thinking and personal exploration. In an increasingly competitive climate for university applications, the Extended Project gives students individual skills and experience which are welcomed by university admissions departments. Key perceived gaps in some students' outlook when arriving at higher education were 'intellectual curiosity' and a 'sheer love of investigation'. This is what the Extended Project aims to foster.

The central aim of the course is to promote and stimulate a love of learning and it will enable students to:

- Learn more about something that interests you
- Investigate a controversial topic
- Possibly expand your knowledge of one of your AS subjects
- Gain practical skills that will help you in Higher Education and the workplace

### Course Outline

The EPQ is a freestanding qualification which carries UCAS points worth half an A level. It is graded A\* to E. Students who undertake an EPQ do so in addition to their A-level courses; it does not replace an A level.

### What does it involve?

The Extended Project has no examination; it is an independent coursework project. Students will select one of the following topic formats for their project:

- The Dissertation (Typically in a humanities based subject)
- The Investigation (Typically in a science based subject)
- The Performance (Typically drama or music)
- The Artefact (Typically an art piece)

Most students choose topics that lend themselves to producing a 5000-word essay as their 'final outcome' but projects which are more practical – performances and artefacts for example – are supported by shorter essays, generally 1000-2000 words.

### Course Delivery

There is a compulsory skills course taught in term 2 of Year 12. Independent work (research and drafting) on the EPQ continues during term 3 and throughout the summer. It is completed by October of Year 13, in order not to conflict with preparation for A level exams.

Final assessed presentations take place in November in Year 13, followed by marking and moderation. Students receive their final grade in March of Year 13.

### Higher Education and Career Opportunities

An increasing number of universities are making reduced offers for those applicants who have completed an EPQ to a high standard, for example making an AAB offer for courses that normally require AAA, provided an A grade is achieved in the EPQ.

Nearly 40,000 candidates a year enter for the EPQ alone. By demonstrating skills, initiative and interest in a subject beyond the classroom the EPQ can be advantageous to a candidate's university application.

[Extended Project Qualification Syllabus](#)

## Enrichment & Leadership Opportunities at BSG

All year 12 and 13 students participate in an enrichment programme, which lasts 1 hour per week throughout the school year. Students support BSG staff in an area of the school such as primary PE, Early Years, Key Stage 3 in-class support and work with heads of department. Students develop leadership skills, confidence and other key soft skills. Further to this, students have opportunities to become BSG marketing interns, house captains and head students.

## A Level Biology

### Aims

The syllabus aims 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
- prepare for higher educational courses in biology and related courses.

### Syllabus content

The Key Concepts taught at AS Level:

- Biological molecules
- Genetics
- Human anatomy & physiology
- Plant anatomy & physiology
- Disease
- Cellular biology
- Theory of evolution by natural selection & biodiversity

The Key Concepts taught at A2 Level:

- Photosynthesis
- Respiration
- Ecosystems
- Human influence on ecosystems
- Microbiology
- Muscle function
- Homeostasis
- Co-ordination & response in plants & animals

### Assessment

Exam board: Edexcel IAL

Syllabus number: [AS XBI11 / A2 YBI11](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
<p>Paper 1 - 20% 1 hour 30 minutes</p> <p>The written paper will consist of questions based on the following topics; biological molecules, structure &amp; properties of cell membranes, structure of DNA and RNA, DNA replication &amp; protein synthesis, monohybrid inheritance, gene mutations and gene therapy.</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p>	<p>Paper 4 - 20% 1 hour 45 minutes</p> <p>The written paper will consist of questions based on the following topics; photosynthesis, global warming, theory of evolution, nutrient cycling, DNA profiling and PCR, structure of bacteria &amp; viruses, infectious diseases and immunology.</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p>
<p>Paper 2 - 20% 1 hour 30 minutes</p> <p>The written paper will consist of questions based on the following topics; structure &amp; ultrastructure of eukaryotes and prokaryotes, meiosis, genetic &amp; environmental influence, stem cells, biodiversity, taxonomy, transport in plants and uses of plant products.</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p>	<p>Paper 5 - 20% 1 hour 45 minutes</p> <p>The written paper will consist of questions based on the following topics; respiration, control &amp; functioning of the human heart, homeostasis, nervous system, impact of exercise, hormonal coordination, brain structure &amp; development, brain chemicals and the human genome project.</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p>
<p>Paper 3 - 10% 1 hour 20 minutes</p> <p>Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed throughout Units 1 and 2.</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p>	<p>Paper 6 - 10% 1 hour 20 minutes</p> <p>Students are expected to develop a wide knowledge and understanding of experimental procedures and techniques throughout the whole of their International Advanced Level course. They are expected to become aware of how these techniques might be used to investigate interesting biological questions. This unit will assess students' knowledge and understanding of experimental procedures and techniques and their ability to plan whole investigations, analyse data and to evaluate their results and experimental methodology.</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p>

## A Level Business Studies

### Aims

The syllabus aims to enable students to:

- understand and appreciate the nature and scope of business, and the role of business in society, internationally and within your own country
- develop critical understanding of organisations, the markets they serve and the process of adding value
- evaluate business behaviour from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender and government
- develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues associated with business activity
- develop quantitative, problem-solving, decision-making and communication skills.

### Syllabus content

The AS and A Level syllabus content is divided into six main topic areas:

- Business and its environment
- People in organisations
- Marketing
- Operations and project management
- Finance and accounting
- Strategic management (A Level only)

### Assessment

Exam board: Cambridge International (CIE)

Syllabus number: [9609](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Paper 1 - Short answer and essay 1 hour 15 minutes Section A: Four short answer questions Section B: One essay from a choice of three questions AS Level syllabus content  20% OF THE FULL A Level	Paper 3 - Business Decision Making 1 hour 45 minutes Five questions based on a case study. There are three parts to Question 3 and two parts to Question 4. Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.  30% OF THE FULL A Level
Paper 2 - Data response 1 hour 30 minutes Two data response questions AS Level syllabus content  30% OF THE FULL A Level	Paper 4 - Business Strategy 1 hour 15 minutes Two essay questions based on a case study. Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.  20% OF THE FULL A Level

## A Level Chemistry

### Aims

The syllabus aims to enable students to:

- provide, through well-designed studies of experimental and practical chemistry, a worthwhile educational experience for all learners, in particular, to enable them to acquire sufficient understanding and knowledge to:
- become confident citizens in a technological world, able to take or develop an informed interest in scientific matters,
- recognize the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and in everyday life,
- be suitably prepared for employment and/or further studies beyond Edexcel International A level in chemistry.

Develop abilities and skills that:

- are relevant to the study and practice of science, and are useful in everyday life, encourage efficient and safe practice, encourage the presentation of information and ideas appropriate for different audiences and purposes, develop self-motivation and the ability to work in a sustained fashion
- attitudes relevant to science such as: a concern for accuracy and precision, objectivity, integrity, a spirit of enquiry, initiative, insight.
- interest in, and care for the environment
- an awareness that the study and practice of science are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and that the limitations and the applications of chemistry may be both beneficial and detrimental to the individual, the community and

### Assessment

Exam board: Edexcel IAL

Syllabus number: [XCH11](#) and [YCH11](#)

### Syllabus content

The Key Concepts taught are:

- Structure, Bonding and Organic Chemistry
- Energetics, Group Chemistry, Halogenoalkanes and Alcohols
- Practicals skills in Chemistry
- Rates, Equilibria and Further Organic Chemistry
- Transition Metals and Organic Nitrogen Chemistry

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Unit 1 - 20% 1 hour 30 minutes The written paper will consist of questions based on the following topics; formulae, equations and amount of substance, atomic structure and periodic table, bonding and structure, introductory organic chemistry, alkanes and alkenes.	Unit 4 - 20% 1 hour 45 minutes The written paper will consist of questions based on the following topics; kinetics, entropy and energetics, chemical equilibria, organic chemistry: carbonyls, carboxylic acids and chirality
Unit 2 - 20% 1 hour 30 minutes The written paper will consist of questions based on the following topics; Energetics, Intermolecular Forces, Redox Chemistry and Groups 1, 2 and 7, introduction to kinetics and equilibria, organic chemistry: alcohols, halogenoalkanes and spectra.	Unit 5 - 20% 1 hour 45 minutes The written paper will consist of questions based on the following topics; redox equilibria, transition metals and their chemistry, organic chemistry: arenes, organic nitrogen compounds: amines, amides, amino acids and proteins, organic synthesis.
Unit 3 - 10% 1 hour 20 minutes Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed throughout Units 1 and 2.  All the papers may include multiple-choice, short-open, open-response, calculations and extended-writing questions.	Unit 6 - 10% 1 hour 20 minutes Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 by carrying out a range of practical experiments and investigations while they study Units 4 and 5. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed throughout Units 4 and 5.  All the papers may include multiple-choice, short-open, open-response, calculations and extended-writing questions.

## A Level Chinese

### Aims

The syllabus aims to enable students to:

- enhance linguistic skills to broaden the capacity for critical thinking with regard to the language, culture and society where the language is spoken
- control of the language in order to convey meaning, using spoken and written skills, for both practical and intellectual purposes
- language learning skills and strategies to sustain communication and build fluency and confidence
- the ability to engage critically with texts, films and other materials in the original language.

### Syllabus content

Students need to develop knowledge, understanding and the capability to evaluate the following topics for countries where the language is spoken:

- Changes in the contemporary Chinese society
- Chinese culture
- The changing Chinese society
- China on the world stage (after 1978)

### Assessment

Exam board: Edexcel

Syllabus number: [9CN0](#)

#### Year 13

Externally assessed = 100%

Paper 1: Listening, reading and translation (\*\*Paper code: 9CN0/01)  
Written examination: 2 hours  
40% of the qualification  
80 marks

Paper 2: Written response to works and translation (\*\*Paper code: 9CN0/02)  
Written examination:  
2 hours 40 minutes  
30% of the qualification  
120 marks

Paper 3: Speaking (\*\*Paper code: 9CN0/03)  
Internally conducted and externally assessed  
Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time  
30% of the qualification  
72 marks

## A Level Computer Science

### Aims

The syllabus aims to enable students to:

- use computational thinking
- have an understanding of the main principles of solving problems using computers
- have an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- have the skills necessary to apply this understanding to develop computer-based solutions to problems.

### Syllabus content

Students will develop their skills and knowledge in:

- theory fundamentals including information representation and internet technologies
- fundamental problem solving and programming including algorithms, programming and software development
- advanced theory including hardware, systems software and security
- further problem solving and programming skills including algorithm design methods, object-oriented programming, and testing.

### Assessment

Exam board: Cambridge Assessment International Education (CAIE)

Syllabus number: [9618](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Paper 1 - Theory Fundamentals 1 hour 30 mins Written paper contains short answers and structured questions 75 marks	Paper 3 - Advanced Theory 1 hour 30 mins Written paper contains short answers and structured questions. 75 marks
Paper 2 - Fundamental problem solving and programming 2 hours Written paper contains short answers and structured questions Candidates will write programming answers in pseudocode 75 marks	Paper 4 – Practical 2 hours 30 mins Computer based programming assessment Candidates will be required to use Python 75 marks



## A Level Drama & Theatre Studies

### Aims

The syllabus aims to enable students to:

- have an interest and enjoyment in drama and theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject
- have an understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre
- experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work
- integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist.

### Syllabus content

Knowledge of working with plays. The first year of the course aims to bridge the gap between GCSE and A Level by providing an opportunity to study plays from the point of view of director, designer, performer and critic.

- The course aims to fully develop knowledge and understanding of the language of drama and theatre as well as developing performing and analytical skills.
- During the second year of the course students will alternate roles from a choice of playwright, performer, designer and director and apply their knowledge of different theatre forms.

### Assessment

Exam board: Edexcel - Level 3 Advanced GCE in Drama and Theatre

Year 13	
Non-examination assessment	Examination assessment
<p>Component 1: Devising 40%</p> <p><b>Content overview</b> Devise an original performance piece. Use one key extract from a performance text and a theatre practitioner as a stimulus. Performer or designer routes available.</p> <p><b>Assessment overview</b> Internally assessed and externally moderated There are <b>two parts</b> to the assessment: 1) a portfolio (60 marks) 2) the devised performance/design realisation (20 marks).</p>	<p>Component 3: Theatre Makers in Practice Written examination 40%</p> <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• Live theatre evaluation– choice of performance.</li> <li>• Practical exploration and study of a <b>complete performance text</b>– focusing on how this can be realised for performance.</li> <li>• Practical exploration and interpretation of <b>another complete performance text</b>, in light of a chosen <b>theatre practitioner</b> – focusing on how this text could be reimagined for a contemporary audience.</li> </ul> <p><b>Assessment overview</b></p> <p><b>Section A: Live Theatre Evaluation</b> (20 marks)</p> <p><b>Section B: Page to Stage: Realising a Performance Text</b> (36 marks)</p> <p><b>Section C: Interpreting a Performance Text</b> (24 marks)</p> <p>Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</p>
<p>Component 2: Text in Performance 20%</p> <p><b>Content overview</b></p> <ul style="list-style-type: none"> <li>• A group performance/design realisation of <b>one key extract</b> from a performance text</li> <li>• A monologue or duologue performance /design realisation from <b>one key extract</b> from a different performance text.</li> </ul> <p><b>Assessment overview</b></p> <ul style="list-style-type: none"> <li>• Externally assessed by a visiting examiner.</li> <li>• Group performance/design realisation: worth 36 marks.</li> <li>• Monologue or duologue/design realisation: worth 24 marks.</li> </ul>	

## A Level Economics

### Aims

The syllabus aims to enable students to:

- understand the factual knowledge of economics
- provide you with a facility for self-expression, not only in writing but also in using additional aids, such as statistics and diagrams, where appropriate
- use works of reference as sources of data specific to economics
- develop the habit of reading critically to gain information about the changing economy we live in
- appreciate the methods of study used by the economist, and of the most effective ways economic data may be analysed, correlated, discussed and presented.

### Syllabus content

1. Basic economic problems
2. The price system
3. Government microeconomic intervention
4. The macro economy
5. Government macro intervention

### Assessment

Exam board: Cambridge International (CIE)

Syllabus number: [9708](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
<p>AS level Multiple choice 1 hour (33%) 30 multiple-choice questions Questions are based on the AS Level subject content. Externally assessed 33% of the AS Level 17% OF THE FULL A Level</p>	<p>Paper 3 – Multiple-choice 1 hour 15 minutes 30 multiple-choice questions Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed. 17% OF THE FULL A Level</p>
<p>Paper 2 - AS Level Data Response and Essays 2 hours (67%) Section A: one data response question (20 marks) Section B: one essay from a choice of two focusing mainly on microeconomics; there are two parts to each essay question (20 marks) Section C: one essay from a choice of two focusing mainly on macroeconomics; there are two parts to each essay question (20 marks) Questions are based on the AS Level subject content. 30% OF THE FULL A Level</p>	<p>Paper 4 A Level Data Response and Essays 2 hours Section A: one data response question (20 marks) Section B: one essay from a choice of two focusing mainly on microeconomics; the essay questions are unstructured with no parts (20 marks) Section C: one essay from a choice of two focusing mainly on macroeconomics; the essay questions are unstructured with no parts (20 marks) Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed 33% OF THE FULL A Level</p>

## A Level English Literature

### Aims

The syllabus aims to enable students to:

- gain a wide reading of independently set texts and others they have selected for themselves
- gain critical and creative engagement with a substantial body of texts and ways of responding to them
- gain effective application and development of their knowledge of literary analysis and evaluation
- have an exploration of the contexts of texts and other's interpretations of them
- gain independent and sustained study skills to deepen their appreciation and understanding of English literature, including its changing traditions.

### Syllabus content

Students must study a range of Literature across the three forms:

Poetry, Prose and Drama. Students will study:

- one Shakespeare play and one other drama from a 'tragedy' genre
- critical essays related to their selected Shakespeare play
- two prose texts on the theme of Women in Society (this year's chosen texts are: 'Wuthering Heights' by Emily Bronte and 'A Thousand Splendid Suns' by Khaled Hosseini)
- poetic form, meaning and language
- a selection of post-2000 specified poetry
- a selection of modern poetry.

### Assessment

Exam board: Edexcel

Syllabus number: [9ET0](#)

Year 12	Year 13
EXTERNALLY ASSESSED = 100% (Please note that AS marks achieved in the first year of the course are NOT carried through to the final A Level year).	EXTERNALLY ASSESSED = 80% (All components must be assessed in the final year of the course. No AS marks will be carried forward).
Component 1: Poetry and Drama – 60% 2 hours Open book written exam - two sections where students must answer one question from a choice of two on their studied poetry collection in Section A and one question from a choice of two on their studied drama text in Section B.	Component 1: Drama – 30% 2 hours 15 minutes Open book written exam - two sections where students must answer one question from a choice of two on their studied text for both Section A (Shakespeare) and Section B (other Drama text).
Component 2: Prose – 40% 1 hour Open book written exam - students answer one comparative essay question from a choice of two on their studied theme.	Component 2: Prose – 20% 1 hour Open book written exam - students answer one comparative essay question from a choice of two on their studied theme.
	Component 3: Poetry – 30% • An open book written exam lasting 2 hours and 15 minutes. • Students answer one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text and one question from a choice of two on their studied movement.
	INTERNALLY ASSESSED = 20%
	Coursework: • Students have a free choice of two texts to study. They must produce one extended comparative essay referring to two texts with a word count of 2500 – 3000 words.

## A Level Fine Art

### Aims

The syllabus aims to enable students to:

- gain intellectual, imaginative, creative and intuitive capabilities
- gain investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- gain independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- inspire an interest in, enthusiasm for and enjoyment of art, craft and design
- broaden their experience of working with a broad range of media
- get an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- gain knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- gain knowledge and understanding of art, craft, design and media and technologies in contemporary and past societies and cultures
- gain an awareness of different roles, functions, audiences and consumers of art, craft and design.

### Syllabus content

Students are expected to:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- 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
- present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

### Assessment

Exam board: Edexcel

Syllabus number: [9FA0](#)

Year 12	Year 13
INTERNALLY SET & ASSESSED BY TEACHER & EXTERNALLY MODERATED = 60%	EXTERNALLY SET, ASSESSED BY TEACHER & EXTERNALLY MODERATED = 40%
<p>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). The project takes the form of complete A1 and A2 sized sheets and an investigative and experimental sketchbook.</p> <p>Project 1: The theme will be set by the teacher. The general theme for the first project will be Surfaces working in both 2D and 3D disciplines with a final outcome.</p> <p>Project 2: The theme will be set by the student and explored in depth over 3 terms (Term 2&amp;3 in Year 12 and Term 1 in Year 13) with a final outcome and a personal study connected to Project 2 of a minimum 1000 words continuous written prose.</p>	<p>This component incorporates two major elements: preparatory studies and a 15-hour period of sustained focus.</p> <p>This allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.</p> <p>This component is released in February and continues until the Summer examination period.</p>

## A Level Further Mathematics

### Aims

The syllabus aims 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 a deeper 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 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.

### Syllabus content

Students need to develop knowledge, understanding and the capability to evaluate:

- complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof
- inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates
- kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies
- the Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests
- Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming.

### Assessment

Exam board: Edexcel

Syllabus number: [AS - XFM01 / A2 - YFM02](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
For IAS Further Mathematics, students are required to take a total of three equally weighted examinations. One of these assesses topics under the title of Further Pure Mathematics (FP1) and comprise largely of complex numbers, matrices, series and proof. The other two are applied modules and can be drawn from Statistics, Decision or Mechanics (typically from S2, D1 or M2)	For IAL Further Mathematics, students are required to take a total of three equally weighted examinations. One of these assesses topics under the title of Further Pure Mathematics (FP2) and comprise largely of proof, trigonometry and advanced calculus. The other two are applied modules and can be drawn from Statistics, more Further Pure or Mechanics (including S2, S3, FP2, FP3, M2, M3)

## A Level Geography

### Aims

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

- an appreciation of the need for understanding, respect and cooperation in conserving the environment and improving the quality of life both at a global scale and within the context of different cultural settings
- an awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems
- a sense of relative location, including an appreciation of the complexity and variety of natural and human environments
- an understanding of the principal processes operating within Physical and Human Geography
- an understanding of the causes and effects of change on the natural and human environments
- an awareness of the nature, value, limitations and importance of different approaches to analysis and explanation in geography
- a concern for accuracy and objectivity in collecting, recording, processing, analysing, interpreting and reporting data in a spatial context
- the ability to handle and evaluate different types and sources of information
- the skills to think logically, and to present an ordered and coherent argument in a variety of ways.

### Syllabus content

#### AS Level -The Physical Core

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

#### AS Level - The Human Core

- Population
- Migration
- Settlement dynamics

#### A2 Level - Physical Geography Options

- Coastal environments
- Hazardous environments

#### A2 Level - Advanced Human Geography Options

- Global interdependence
- Environmental Management

### Assessment

Exam board: Cambridge International Education (CIE)

Syllabus number: [9696](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Paper 1 - Core Physical Geography 1 hour 30 minutes Section A: Three data response questions (30 Marks) Section B: One structured question from a choice of three (30 Marks) 60 Marks	Paper 3 - Advanced Physical Geography Options 1 hour 30 minutes Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks) 60 Marks
Paper 2 - Core Human Geography 1 hour 30 minutes Section A: Three data response questions (30 Marks) Section B: One structured question from a choice of three (30 Marks) 60 Marks	Paper 4 - Advanced Human Geography Options 1 hour 30 minutes Candidates answer questions on two of the optional topics. Each topic consists of one structured question (10 marks) and a choice of essay questions (20 marks) 60 Marks

## A Level History

### Aims

- develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance
- improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional

### Syllabus content

#### Paper 1

1C: Germany, 1918–45

#### Paper 2

1C: Russia, 1917–91: From Lenin to Yeltsin

#### Paper 3

1D: Civil Rights and Race Relations in the USA, 1865–2009

#### Paper 4

1C: The World Divided: Superpower Relations, 1943–90

#### Other considerations

You will need to have a genuine interest in the past and have enjoyed the subject at KS3. You should also have excellent extended writing skills. Much of the course assessment is extended writing and as a result you will need strong literacy skills. There is a possibility to study this even if you did not study it at GCSE. This will largely depend on result in English and other similar subjects at GCSE.

### Assessment

Exam board: Edexcel International Advanced Level

Syllabus number: [YHI01](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Unit 1 - Depth study with Interpretations 2 hours Students must answer two 25-mark essay questions from a choice of four. 50 marks	Unit 3 - Thematic Study with Source evaluation 2 hours Section A - Students must answer a 25 mark essay question Section B - Students must answer one 25 mark essay question from a choice of two. A source booklet will be provided with two sources given for analysis in Section A. 50 marks
Unit 2 - Breadth study with source evaluation 2 hours Section A: Students must answer a two-part question of 10 and 15 marks Section B: Students must answer one 25 mark essay questions from a choice of three. A source booklet will be provided with two sources given for analysis in Section A. 50 marks	Unit 4 - International Study with historical interpretations 2 hours Section A - Students must answer a 25 mark essay question Section B - Students must answer one 25 mark essay question from a choice of two. A source booklet will be provided with two sources given for analysis in Section A. 50 marks

## A Level Mathematics

### Aims

The syllabus aims 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 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 concepts
- 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

### Syllabus content

Students need to develop knowledge, understanding and the capability to evaluate:

- algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration; numerical methods; vectors
- mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments
- mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the normal distribution.

### Assessment

Exam board: Edexcel

Syllabus number: [XMA01 / YMA01](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
For IAS Mathematics, students are required to take a total of three equally weighted examinations. Two of these assess topics under the title of Pure Mathematics (P1 and P2) and comprise largely of algebra, number, trigonometry and calculus. The third is an applied module focusing on Statistics, called S1, which tests probability, distributions and data analysis.	For IAL Mathematics, students are required to take a total of three equally weighted examinations. Two of these assess topics under the title of Pure Mathematics (P3 and P4) and comprise largely of algebra, number, trigonometry and calculus. The third is an applied module focusing on Mechanics, called M1, which tests the forces of motion, dynamics of particles and vectors.
All examinations are 1 hour 30 minutes	All examinations are 1 hour 30 minutes



## A Level Modern Foreign Languages (French/Spanish)

### Aims

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

- and enhance linguistic skills to broaden the capacity for critical thinking with regard to the language, culture and society where the language is spoken
- control of the language in order to convey meaning, using spoken and written skills, for both practical and intellectual purposes
- language learning skills and strategies to sustain communication and build fluency and confidence
- the ability to engage critically with texts, films and other materials in the original language.

### Syllabus content

At AS level, students need to develop knowledge, understanding and the capability to evaluate the following topics for countries where the language is spoken:

- Youth Matters
- Lifestyle, Health and Fitness
- Environment and Travel
- Education and Employment

At A2, the following additional topics are also studied:

- Technology in the target language countries
- Society in the target language countries
- Ethical issues in the target language countries

Students will also be required to study a film or work of literature in the language. Written questions will be based on this research.

### Assessment

Exam board: Edexcel IAL

Syllabus number: French - [XFR01](#) / Spanish [XSP01](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Paper 1 - Spoken Expression & Response 8-10 minutes (30%) This paper contains set question responses and a discussion on general topic areas.	Paper 1 - Understanding & Spoken Response 11-13 minutes (30%) The student is required to defend stance on a pre-chosen topic and enter a spontaneous discussion on a range of additional topics.
Paper 2 - Understanding and Written Response 2 hours 30 minutes (70%) This paper contains listening and reading activities focused on authentic sources as well as a written composition in the target language.	Paper 2 - Researching, Understanding and Written Response 2 hours 30 minutes (70%) This paper contains listening and reading activities focused on authentic sources as well as a written composition based on a text or film studied during the course.

## Aims

The syllabus aims to enable students to:

- actively engage in the process of music study
- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- broaden musical experience and interests, develop imagination and foster creativity
- develop broader life skills and attributes, including critical and creative thinking, aesthetic sensitivity, emotional awareness, cultural understanding, self-discipline, self-confidence and self-motivation
- gain personal attributes, including self-confidence, resilience, perseverance, self-discipline and commitment.

## Syllabus content

Students will work on three main areas of content: Performance, composition and appraising.

### Performing

- Make use of musical elements, techniques and resources to interpret and communicate musical ideas with technical and expressive control and an understanding of style and context. This must be achieved by one or more of the following means: playing or singing solo or in ensemble, improvising, or realising music using music technology.
- Perform music with control and continuity, using appropriate tempi, showing critical understanding of the music chosen.
- Perform fluently, showing critical understanding of the overall shape, direction and style of the music chosen.

### Composing

- Make use of musical elements, techniques and resources to create and develop musical ideas with technical control and expressive understanding, either freely as the composer chooses, or by responding to a brief or commission supplied by others.
- Compose music that develops musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition.
- Compose music that is musically convincing and shows a sophisticated use of musical elements in combination.
- Compose music that makes creative use of musical ideas and shows understanding of musical devices and conventions in relation to the chosen genre, style and tradition.

### Appraising

- Students develop their listening and appraising skills through the study of music across a variety of styles and genres. Students will engage critically with music and develop an understanding of the place of music in different cultures and contexts. The skills of musical analysis and evaluation of music in aural and written form are core to this component. These skills will be developed through attentive listening coupled with

## Assessment

Exam board: Edexcel

Syllabus number: [AS 8MU0 / A2 9MU0](#)

## Year 13

### Component 1: Performing

NON-EXAMINED ASSESSMENT: EXTERNALLY ASSESSED - 30%

A public performance of one or more pieces, performed as a recital.

- Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.
- The total performance time across all pieces must be a minimum of 8 minutes.
- Performances must be recorded after 1 March in the year of certification.

### Component 2: Composing

NON-EXAMINED ASSESSMENT: EXTERNALLY ASSESSED - 30%

Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.

- One composition must be from either a list of briefs related to the areas of study, or a free composition. This composition must be at least 4 minutes in duration.
- One composition must be from a list of briefs assessing compositional technique. This composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.
- Total time across both submissions must be a minimum of 6 minutes.

### Component 3: Appraising

WRITTEN EXAMINATION: 2 HOURS EXTERNALLY ASSESSED - 40%

2 hours 100 marks.

- One audio CD with the extracts to accompany questions on the paper will be provided per student. • This paper comprises two sections: A and B. Section A: Areas of study and dictation. • Three questions related to the set works (audio and skeleton score provided). • One short melody/rhythm completion exercise. Section B: Extended response. • Two essay questions – essay one and essay two • Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

## A Level Physical Education

### Aims

The aims of this course are:

- to provide a knowledge and understanding of the conceptual basis, structure and function of a selection of physical education activities
- to develop understanding and problem-solving skills (interpretation and evaluation)
- to develop planning and practical skills for effective performance
- to foster an ability to relate practice to theory, and theory to practice
- to develop an understanding of the physiological, socio-cultural and psychological factors which influence physical education
- to provide an experience which is valuable, both as a means of personal development and as a foundation for employment or more advanced study.

In addition, the Advanced Level syllabus aims to encourage candidates:

- to develop the capacity to think critically about the relationships between the different factors in influencing performance
- to develop a capacity to explain global trends in physical education and sport.

### Syllabus content

#### Section A: Applied anatomy and physiology

- Musculoskeletal anatomy: joint actions, muscle contractions, muscle fibre types & movement analysis
- Physiology: structure of the heart, functions of the vascular system, functions of the respiratory system

#### Section B: Acquiring, developing and performing movement skills

- Skill: skilled performance, motor skill and skill classification, theories of skill development
- Theory of information processing and performance
- Theories related to motor programmes

#### Section C: Contemporary studies in physical education and sport

- The conceptual basis of physical education and sport: leisure and recreation, physical and outdoor education
- Performance and participation: achieving excellence, increasing participation
- Sport and ethics

#### Exercise and Sport Physiology

- Energy: ATP and ATP resynthesis, recovery
- Training: the components of fitness and the principle of training

#### Psychology of Sport Performance

- Individual performance, group dynamics and leadership
- Mental preparation, the effects of competition on performance, the consequences of performance

#### The Olympic Games

- The politics and history of the Olympics, the role of the IOC
- Nurturing talent for global excellence
- Economics and commercialism

### Assessment

Exam board: Cambridge

Syllabus number: [9396](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Component 1 - Written exam paper - 70% 2 hours and 30 minutes Includes 3 sections: <ul style="list-style-type: none"> <li>• Applied anatomy and physiology</li> <li>• Acquiring, developing and performing movement skills</li> <li>• Contemporary studies</li> </ul> 90 marks	Component 3 - Written exam paper - 70% 2 hours and 30 minutes Includes 3 sections: <ul style="list-style-type: none"> <li>• Exercise and sport physiology</li> <li>• Psychology of sports performance</li> <li>• Olympic Games: A global perspective</li> </ul> 90 marks
Component 2 - Coursework - 30% <ul style="list-style-type: none"> <li>• Complete two activities from the activity list (each marked out of 30).</li> <li>• Produce a written action plan. Design, explain and follow the plan to improve in one chosen activity</li> </ul> 30 marks	Component 4 - Coursework - 30% <ul style="list-style-type: none"> <li>• Complete two activities from the activity list (each marked out of 30).</li> <li>• Evaluate and appreciate a live performance in one of your chosen activities</li> </ul> 30 marks

## A Level Physics

### Aims

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

- an enjoyment of, and interest in, physics and its applications
- an understanding of the link between theory and experiment and foster the development of skills in the design and execution of experiments
- 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 including How Science Works
- demonstrate the importance of physics as a human endeavour that interacts with social, philosophical, economic and industrial matters
- prepare for higher educational courses in physics and related courses.

Students are required to:

- recognise, recall and show understanding of scientific knowledge
- select, organise and communicate relevant information in a variety of forms
- analyse and evaluate scientific knowledge and processes
- apply scientific knowledge and processes to unfamiliar situations
- assess the validity, reliability and credibility of scientific information
- demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods
- make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy
- analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative

### Assessment

Exam board: Edexcel IAL

Syllabus number: [AS XPH11](#) / [A2 YPH11](#)

### Syllabus content

The Key Concepts taught are:

- Mechanics
- Materials
- Waves
- Electricity
- Quantum mechanics
- Electric and magnetic fields
- Particle physics
- Thermal Physics
- Atomic physics
- Oscillations
- Astrophysics and cosmology

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
<p>Paper 1 - 20% 1 hour 30 minutes</p> <p>This unit involves the study of mechanics (rectilinear motion, forces, energy and power) and materials (flow of liquids, viscosity, Stokes' Law, properties of materials, Young's modulus and elastic strain energy). This unit is assessed by means of a written examination paper which will consist of objective, short-answer and long-answer questions.</p>	<p>Paper 4 - 20% 1 hour 35 minutes</p> <p>This unit involves the study of further mechanics (momentum and circular motion), electric and magnetic fields, and particle physics. This unit is assessed by means of a written examination paper which will consist of objective, short-answer and long-answer questions.</p>
<p>Paper 2 - 20% 1 hour 30 minutes</p> <p>This unit involves the study of waves (including refraction, polarisation, diffraction and standing (stationary) waves), electricity (current and resistance, Ohm's law and non-ohmic materials, potential dividers, emf and internal resistance of cells, and negative temperature coefficient thermistors) and the wave/particle nature of light. This unit is assessed by means of a written examination paper which will consist of objective, short-answer and long-answer questions.</p>	<p>Paper 5 - 20% 1 hour 35 minutes</p> <p>This unit involves the study of thermal energy, nuclear decay, oscillations, astrophysics and cosmology. This unit is assessed by means of a written examination paper which will consist of objective, short-answer and long-answer questions.</p>
<p>Paper 3 - 10% 1 hour 20 minutes</p> <p>Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2. This unit is assessed by means of a written examination paper which will consist of objective, short-answer and long-answer questions.</p>	<p>Paper 6 - 10% 1 hour 20 minutes</p> <p>Students are expected to further develop the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 by carrying out a range of practical experiments and investigations while they study Units 4 and 5. This unit is assessed by means of a written examination paper which will consist of objective, short-answer and long-answer questions.</p>

## A Level Psychology

### Aims

The syllabus aims to enable students to:

- develop essential knowledge and understanding of different areas of psychology and how they relate to each other
- develop and demonstrate a deep appreciation of the skills in using scientific methods, knowledge and understanding of scientific methods
- develop competence and confidence in using a variety of practical, mathematical and problem-solving skills
- develop their interest in and enthusiasm for psychology, including developing an interest in further international study and careers associated with psychology
- appreciate how society makes decisions about scientific issues and how psychology contributes to the success of the economy and society.

### Syllabus content

Students need to develop knowledge, understanding and the capability to evaluate:

- content in the area of focus, involving concepts, theories and key research studies
- quantitative and qualitative research methodology, to see how psychology works
- Psychological research – one classic and two contemporary pieces of research for each subject area
- a practical investigation to carry out in the area of focus.

Areas of focus are divided into 'foundations of psychology' (social, cognitive, biological psychology and learning theories) and 'applications of psychology' (Psychological skills, clinical, developmental and criminological psychology).

### Assessment

Exam board: Edexcel IAL

Syllabus number: [AS XPS01 / A2 YPS01 \(9PS0\)](#)

Year 12	Year 13
Externally assessed = 50%	Externally assessed = 50%
Unit 1 1 hour 30 minutes Covers social and cognitive psychology and is worth 40% of the total IAS and 20% of the total IAL 64 marks	Unit 3 1 hour 30 minutes Covers developmental and criminological psychology. It is worth 40% of the IA2 and 20% of the total IAL 64 marks
Unit 2 2 hours Covers biological psychology, learning theories and development, it is worth 60% of the IAS level and 30% of the total IAL 96 marks	Unit 4 2 hour exam Covers clinical psychology and psychological skills. It is worth 60% of the IA2 and 30% of the total IAL. 96 marks  This qualification consists of four externally-examined units. The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

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