

*Year 12/13*

*Options*

*2021*



THE BRITISH  
SCHOOL  
OF TASHKENT

A NORD ANGLIA EDUCATION SCHOOL



It matters not how straight the  
gate, how charged with  
punishments the scroll.  
I am the master of my fate: I am  
the captain of my soul.



*William Ernest Henley, Invictus, 1875*

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## Welcome from the Head of Sixth Form

Attending Sixth Form at The British School of Tashkent will be the most satisfying period, intellectually and socially, of your school career. It will bridge the gap between the period of compulsory education and taking one's place in the adult world.

This is an exciting time, what you are about to do is lay the foundation to the further education, university placement or career that you are planning for yourself. It is vital to recognise that decisions you make now about how you work and study will have an enormous impact on the opportunities available to you in higher education and employment. Over the course of the next two years, you will study hard in the subjects that you have chosen because they inspire you and you are passionate about them.

Academically, the emphasis is firmly on independent learning. The first thing you will notice about academic life in the Sixth Form is that your relationship with your teachers change. The learning process becomes much more of a partnership between yourself and teachers as you explore more detailed subject content than you have encountered before. The amount you are expected to cover, in lessons and in free time, is greater than you thought possible for a student. At the same time, you can look forward to greater freedom and privileges. As a small Sixth Form, we aim to retain a genuine sense of community and for teaching staff to offer focused individual support. Our dedicated and experienced team offers a huge amount of advice that will guide you through your A level studies.

While we take academic achievement seriously, we also consider educating the whole person to be vitally important. We aim to equip our students with the values, attitudes, skills and knowledge that bring success in future employment, study and life. Life in the Sixth Form is very different from year 11; students will join the BST Advantage Programme and help run the Sixth Form and many other aspects of the school. Students need to be prepared to meet academic challenges, but also utilise the greater freedom that will be given in an industrious and worthwhile manner. This offers the opportunity to take advantage of growing into the sort of young people that universities and employers desire: those with the organisational and social skills to enrich their environment, and to emerge with the confidence and ability to hold and present themselves wherever they go.

Yes, there will be high expectations, but you will leave BST believing that everything you strive for is possible. You will explore exciting and extensive opportunities, be encouraged to be inquisitive and to innovate, to face challenge, take responsibility and show leadership. Be aspirational and inspire others to aspire to the very best you and they can be. Work hard, play hard and achieve **your** personal best!



J. Krige

# Sixth form Curriculum

For your CORE CURRICULUM, the majority of students will take 3 A level subjects in Year 12 and Year 13. (Standard offer) Some students, who gain higher entry grades, will take 4 A level subjects in Year 12 (Extended offer) and will continue with 4 A levels in Year 13. (Tier 4)

Choosing your A level subjects is an important decision which needs careful thought. As a general guide, we recommend you consider the following:

**Ability** – Are you good at the subject? Have you spoken with your subject teacher or looked at the course outline in detail? Are you prepared to work hard to ensure your success?

**Suitability** – Is an A Level in this subject going to provide you with the necessary qualifications to follow your chosen course in higher education or pursue your chosen career?

**Enjoyment** – Are you genuinely interested in the subject? Does your interest extend beyond the classroom?

Many courses that students wish to study at University are based upon the knowledge and skills the students have learnt at Key Stage Four and Five. For this reason, some A-level subjects are more frequently required for entry to degree courses than others. These are called facilitating subjects. Facilitating subjects open up a wide range of options for study at university and are highly regarded by the Russell Group Universities.

The facilitating subjects are:

Mathematics and Further Mathematics, Biology, Chemistry, English Literature, Geography, History, Physics, Modern and Classical Languages.

We highly recommend students who are considering Russell Group Universities to study at least two facilitating subjects, where relevant, to keep a wide range of degree courses open.

## Subjects offered.

Mathematics	Physics	English Literature	History	Art
Computer Science	Chemistry	Russian	Geography	Business Studies
Biology				

## Additional curriculum

### *Advantage Programme*

All students in the Sixth Form will have the opportunity to take on positions of Leadership around the School and support our Community via different projects. More details on Page 8

## Career and University applications

This time will be spent focusing on your future career choices and university applications and personal statements.

## Core PE

Students will participate in a range of activities developed through student voice and incorporating different pathways. Student development is tracked over five areas: physical literacy, emotional development, well-being, leadership and performance. The aim of the programme is to help students find a passion and capacity for sport and physical activity that will remain with them into their adult lives.



Year 12

Academic Options						
	<b>Block A</b> A-Level subjects to be determined	<b>Block B</b> A-Level subjects to be determined	<b>Block C</b> A-Level subjects to be determined	<b>Block D</b> A-Level subjects to be determined	<b>Block E</b> A-Level subjects to be determined	<b>Uzbek School</b>
Time	5 hours	5 hours	5 hours	5 hours	5 hours	5 hours
Extended Offer	Pick 4					To complete local High school certificate.
Standard Offer	Pick 3					

Year 13

Academic Options						
	<b>Block A</b> A-Level subjects to be determined	<b>Block B</b> A-Level subjects to be determined	<b>Block C</b> A-Level subjects to be determined	<b>Block D</b> A-Level subjects to be determined	<b>Block E</b> A-Level subjects to be determined	<b>Uzbek School</b>
Time	5 hours	5 hours	5 hours	5 hours	5 hours	5 hours
Extended Offer	Pick 4					To complete local High school certificate.
Standard Offer	Pick 3					

# Entry Requirements

The Sixth Form curriculum at The British School of Tashkent has been designed to ensure successful future pathways for students of all ability ranges. Depending on students' GCSE results, we will discuss a personalised journey towards further education.



## **Standard offer: 3 A-levels**

Three A-levels will give students access to most universities and courses around the globe. The demands of A-level studies are much more demanding than GCSE courses, as such we advise students to meet the following criteria to access three GCE's

*Students will need: 5 x A\*-C (Including Maths and English GCSE, grade C or above)  
In all subjects a minimum of a grade B at GCSE is required to study the subject at A level.*

## **Support offer: 2 A-levels/One A-level**

Students who have not met the entry point for a standard offer can look at doing some A-level courses while working on improving their GCSE results. Two A-levels will give students access to some university courses and foundation programs.

*Students will need: 5 x A\*-C (Including Maths and English GCSE, grade C or above)  
In all subjects a minimum of a grade B/C at GCSE is required to study the subject at A level.*

## **Extended Offer: 4 A-levels**

When applying to universities the United Kingdom and most other countries you only apply with three A-levels. Some students might want to extend their portfolio by doing four A-levels.

*Students will need: 5x A\*-A (Including Maths and English GCSE; grade B or above)  
In all subjects a minimum of a grade A at GCSE is required to study the subject at A level.*



# External Examinations, Entries and Re-sits

External examinations take place in January and in May/June please note the following :

- Entry for external examinations is not by default. The school reserves the right to not enter students for examinations due to poor attendance or lack of effort.
- The school reserves the right to not enter students for examinations if the school do not have convincing evidence that they will be awarded a passing grade.
- The school will bear the cost for three subjects, students wishing to do four subjects will have to pay for the extra subject's examination cost, to be paid before the entry deadline from the exam board.
- Students wanting to re-sit an examination will be accountable for the fees, to be paid before the entry date from the exam board.
- Student wishing to appeal external results will be accountable for the fees, to be paid before the entry date from the exam board.



## Transition from Year 12 to Year 13

Although no student will be asked to leave the School at the end of Year 12 due to academic concerns, *transition onto Year 13 courses will not be automatic*. Students enter Year 13 courses following their end of Year 12 internal/external examinations. Students will not be allowed to continue a course if they gain an E/U grade in those examinations.

Academic concerns are usually picked up long before this time, following on-going pupil assessments in Year 12. If any student in Year 12 is not permitted to continue with a particular course in Year 13, consultations will be held with the student and their parents and an alternative course will be offered where appropriate and available. The Head of Sixth Form will inform parents of any academic concerns that might result in the drop of tier due to academic performance.

*Note that due to timetable constraints, students might not be able to follow courses in both Year 12 and Year 13.*



# The Advantage Programme



We believe it is important to develop a sense of leadership, community and social awareness in our students. All students in the Sixth Form will commit to leadership and community activities in school. Students run clubs, support in lessons, or involve themselves in the school community in some way.

The BST *Advantage* Programme will give you a competitive edge by developing seven key skills valued by employers over the course of your stay in the Sixth Form.

The programme is aimed at developing the following key skills that employers and university are looking for in their applicants.

- Effective leadership and management
- Good communication
- Teamwork and interpersonal skills
- Resilience
- Self-management
- Planning and research skills

As the Role models of the school, sixth formers can apply for:

<p><b>Student Leadership Team: Head Boy/Girl &amp; Deputies</b> This team is chosen from the student body and takes on a number of leadership roles, including public speaking and representing the views of students from the student council to the Senior Leadership team.</p>	<p><b>Senior Prefects</b> Senior Prefects have additional Leadership roles, for example, representing the School at Open Evenings and helping to organise other school and community events.</p>
<p><b>MUN</b> Run and plan the schools own MUN conferences in order to develop debating and organisational skills.</p>	<p><b>Senior House Captains</b> Students are expected to organise and enthuse students in a wide range of sporting, artistic, community and charity events. Senior House Captains support House Leaders in the promotion of the house system throughout the school.</p>
<p><b>Transition Leaders</b> Transition leaders support Year 7 tutors in helping students integrate into secondary school life. (in and out of class support)</p>	<p><b>Paired Reading</b> Sixth Form students organise and run KS3/KS2 students with the paired reading programme. Volunteers are paired up with a Year 5, 6, 7 or 8 student and help them throughout the year.</p>
<p><b>Departmental Support</b> Work with a Department in school, assisting with record keeping, photocopying, displays and in class student support.</p>	<p><b>Nursery and Foundation Years in class support</b> Work with our younger students in Early Years and Foundation Stage, assisting with in class support.</p>
<p style="text-align: center;"><b>Peer Mentors</b></p> <p>All Peer Mentors receive training in counselling techniques for helping younger students. The Peer Mentors also run a Quiet Room every lunchtime for Year 7 and Year 8 students, and a drop-in service for other year groups. There is also the opportunity for Sixth Form students to act as Academic mentors for younger students struggling to cope with the academic demands of the school.</p>	



### THE SENATE

The Senate is a group of Committees who represent the views of Key Stage 5 students and the rest of the school. They organise a number of extra-curricular events throughout the year. It provides a valuable voice in the decision-making process of the school. Committees run on a regular basis, where students are able to develop a variety of skills that are necessary for applications to universities and further education. Leading in the Senate requires dedication, strong communication and Leadership skills. Committees are as follows:

**Welfare Committee** who is responsible for gathering and publishing information and news from within the Sixth Form and the wider school.

**The Social Impact Committee** who run social events for the Sixth Form and lower school and are also involved with organising the year 13 graduation.

**The House Committee** who plans and execute House activities.

**School Council** who leads all representatives from Reception to Year 13.

**The Sports Council** who develops a healthy lifestyle and activities to support it across the school.

**Graduation Committee** who plans and execute the end of year preparations for school.



## Choosing the right A level subjects for popular degree courses

This section describes the A-level subjects which are essential for various popular degree courses, and those which would be directly useful. It is essential that you do your research now to avoid disappointment when you start your applications to universities.

- **Chemistry** A level is essential or very useful for: Medicine, Veterinary Science, Dentistry, Pharmacy, Biology (and Bio related subjects).
- To study **Medicine**: Chemistry is essential, plus 2 other A levels, one of which should be a science. Biology is not essential, but it is useful.
- For a **Business Studies** degree: No essential A level subjects, though Maths is useful and you will need a good Maths result at GCSE. Business Studies or Economics A levels are helpful. Top universities do not like you to do both. The same is true for degrees like Accounting, Management etc.
- **Law** degrees: No essential subjects, though they like you to have subjects which show logical ability and the ability to write (eg: a mixture of Arts and Science subjects).
- **Psychology**: No essential subjects (a mix of Arts and Science subjects is good.) You will need GCSE Maths.
- **Computing**: No essential subjects for most courses. Maths A level is essential for a few universities and useful for all.
- **Engineering**: Maths and Physics are generally essential (though you can apply without them and do an extra Foundation year). Chemistry is essential for most Chemical Engineering degrees.
- Most other degree courses either have no essential A-level subjects, or just require an A level in the subject concerned plus any two others. Do check though!

If you know what you wish to study at university and want to know what subjects you will need to have studied in preparation, you will find detailed information on each university's entry requirements on the UCAS website [www.ucas.com](http://www.ucas.com). You can also find out more from the HEAP Online website [www.heaponline.co.uk](http://www.heaponline.co.uk).

Another good source of information is the Informed Choices booklet produced by the Russell Group [www.russellgroup.ac.uk](http://www.russellgroup.ac.uk).



## Key considerations when choosing your A level subjects

- **Subject strengths.** You may be passionate about history but, if you have difficulty stringing sentences together, history may not love you. Unsure? Ask teachers (and those who know you well) for an honest assessment.
- **What you enjoy.** You'll typically have twice as many lessons for an A level as a GCSE. If you have a bent for physics but an aversion to lab work, oscillations leave you in a spin and mechanics fail to move you, you may be better considering alternatives rather than alternators. When it comes to endurance, enjoyment can be the redeeming feature.
- **Keep your options open.** You may be hell bent on studying economics at 16, but after two years of charts, diagrams and increasingly complex mathematical operations, may wish to confine economics to the history books and opt for anything but. Will your subject combination count?
- **Take subjects that are of value.** Consult the list of facilitating subjects produced by the Russell Group. As a rule of thumb, leading universities strongly recommend that students should take at **least two** of the facilitating subjects (such as Maths, English Literature, Physics and History) or other 'hard subjects'. Not all hard subjects are facilitating (Economics and Music, for example) but hard subjects will also be welcomed by top universities, though not for all courses - so always check course requirements. Music and art may not appear on the facilitating list, but you will struggle to get a place on a music or art degree without evidence of previous study at a high level. So use lists as a guide but don't be blind to the obvious.
- **Read the small print.** If your heart is set on a particular career or university course, find out any course requirements before you choose your advanced level course/ subjects. A course may not only request the specific grades eg AAB but specify the subjects too. Often the grades will be attached to subjects eg minimum of: maths A, physics A, chemistry B, so getting the right grades in the wrong subjects may matter.
- **Not all advanced level studies are equal** and not all subjects within those are considered equally worthy by top universities. A-levels are the most popular advanced level qualification. Check the suitability of the subjects you are studying (and the combination) for subjects which interest you. Avoid eg Business Studies and Economics - they are deemed too similar to count twice.
- **Check for additional requirements.** Not studying Biology will severely limit the choice of medical schools available to those wishing to pursue a career as a doctor. The vast majority of economics degree courses require either A level Maths or top grades at GCSE. Similarly, only studying applied A levels will limit your chances of getting a place on a course at top universities (those in the Russell Group).

Think about future employers. University isn't the only post-18 path and, regardless of when, the world of work will loom at some point – so the more doors you keep ajar the better.

## Subject Descriptors

The following pages are dedicated to introducing you to the courses on offer next year.

*Whilst every effort will be made to meet students' choices, it may not be possible to provide for every combination requested by students. We reserve the right to not offer a course if there is insufficient demand for it or where resources are not available to offer it. If these scenarios occur, students will be told as soon as possible after the options deadline and offered appropriate advice.*





### Why Study Art?

Art is all around us from the clothes we wear and the buildings we live in, the apps on our phones and virtual reality used in medicine, as well as games and entertainment.

Producing art not only involves technical skill but requires understanding of how to carry out research, explore and develop ideas, evaluate your work and take projects further. Observing and analysing the world around you is also critical and the response you make through your art can communicate ideas and change beliefs.

# FINE ART

### What skills will I gain from Art?

Transferable skills offered by the course, beyond becoming a better, more knowledgeable skilled artist, include:

- Non-routine problem-solving
- Critical thinking
- ICT literacy
- Communication
- Relationship-building skills
- Adaptability
- Self-management and self-development

You might progress to further or higher education. Courses might include: A Foundation course in Art and Design, A Degree in an Art related subject.

Having a creative subject on your CV is highly valued. It shows that you have pursued a two-year intensive course. There may be opportunities to work, for example, in Graphic companies, Retail, Interior Design, Fashion Design and Illustration, Photography, Theatre Costume, Advertising, Web Design, Package Design, Fine Art and Teaching.

**Exam Board:** Edexcel

### Course Summary

Fine art allows us to consider and reflect on our place in the world. For the purposes of this qualification, fine art is subdivided into the following five disciplines: painting and drawing, printmaking, sculpture (including textiles) and lens-based art. Students will be required to work in two or more of these disciplines to communicate their ideas and will be expected to work independently for the majority of the time.

**Component 1** Personal Investigation - is internally set and assessed, and externally moderated. This component is weighted 60% of the total qualification and is made up of three main elements:

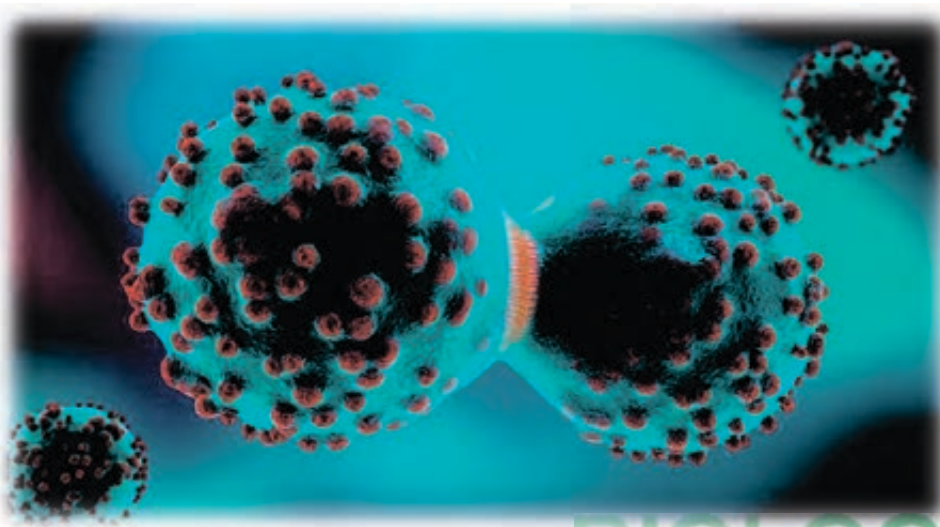
- Supporting studies
- Practical work
- Personal study of a minimum 1000 words of continuous prose.

**Component 2** – Externally Set Assignment – externally set, assessed by the teacher and externally moderated.

There will be a 15 hour 'exam' period where they will produce a final outcome to the externally set assignment theme.







# BIOLOGY

## Why Study Biology?

Biology is the study of life. Plant life. Animal life. And how they interact. By choosing A Level Biology, you're opening the door to the science which makes all the other subjects come alive!

The A Level Biology course will build upon everything that you have studied in GCSE, and then continue to develop your understanding of how living organisms function at the cellular level, and within whole ecosystems. The course contains an equal balance of human and plant biology.

## What skills will I gain from Studying Biology?

Biology helps you to build up your research, problem-solving, organisational and analytical skills. It's an ideal course if you plan to study other science-based subjects at university.

Biology acts as a great compliment to humanities-based subjects, linking in with the impacts on human health and how humans interact and impact upon our environment.

## Possible Career Paths

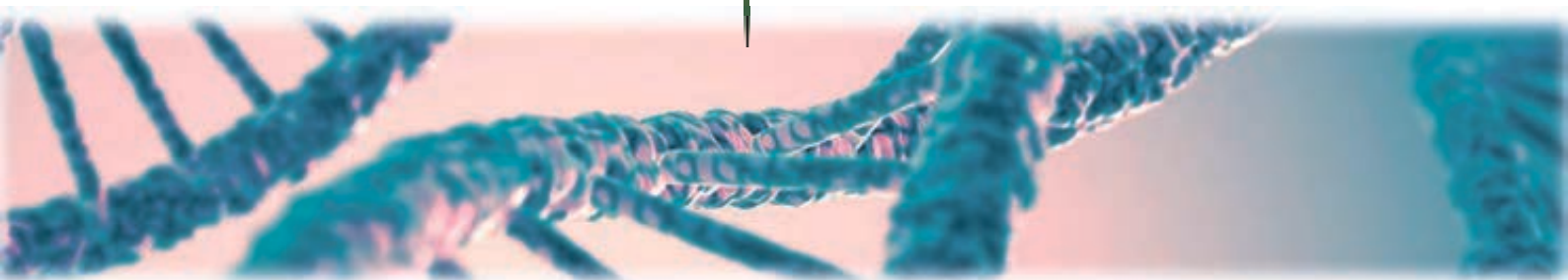
A Level Biology is a course which lends itself to a wide range of career paths. The obvious ones include those in the medical industries (Medicine, Veterinary Medicine, Dentistry, Psychiatry, Pharmacology) where students will inevitably be studying at least one other science at A Level.

However, the broad scope of the curriculum and the skills which are developed throughout, means that it is a useful course for people pursuing a wide range of career paths.

**Exam Board:** Edexcel

## Course Summary

<p><b>Unit 1:</b> Lifestyle, Transport, Genes and Health (40%)</p>	<p>Structure and function of carbohydrates, lipids and proteins; enzyme action Structure and properties of cell membranes; passive and active transport Structure and role of DNA Replication; protein synthesis Monohybrid inheritance Gene mutations Principles of gene therapy; social and ethical issues</p>
<p><b>Unit 2:</b> Development, Plants and the Environment (40%)</p>	<p>Cell structure and ultrastructure of eukaryote and prokaryote cells; cell specialisation The role of meiosis Genotype and environmental influence Stem cell research and its implications Biodiversity, adaptations and natural selection Principles of taxonomy Plant cell structure Transport of water in plants Uses of plant products</p>
<p><b>Unit 3:</b> Practical Biology and Research Skills (20%)</p>	<p>A synoptic paper that will assess students' knowledge and understanding of experimental procedures and techniques that were developed throughout Units 1 and 2.</p>





### Why Study Business Studies?

Business Subjects have become immensely popular today and attract students with all varieties of backgrounds and aims. A very large proportion of students go on to universities and colleges to study business subjects and related degree courses - by far the biggest single subject area within higher education. Advanced Level enables students to develop a strong foundation for further management studies and enable them to seek various career prospects. These include Master of Business Administration, Professional Law Degrees, Public Administration, Chartered Accountants etc.

# BUSINESS STUDIES

## What skills will I gain from Studying Business Studies?

Business A level will give you a thorough grounding in the skills required for today's rapidly changing business world. Employers are always keen to employ individuals with a good understanding of business and this course will provide you with exactly that. You'll gain skills in all aspects of running a business and we even cover the skills required to start your own.

Students will develop a broad understanding of the range of activities businesses undertake to compete and be successful in the local, national and global economy. In addition, students will learn to analyse various business scenarios, identify the key issues facing different business and make recommendations as to what approach the business should take to achieve its objectives.

### Possible Career Paths

Studying this subject could lead to a degree offered by university business schools, through management-related courses in specialist areas such as marketing, finance or retailing. The discipline also fits well with social sciences and politics. It is an ideal basis for a career in business as an entrepreneur or in a senior corporate role. It is also an excellent means of gaining a better understanding of current affairs.

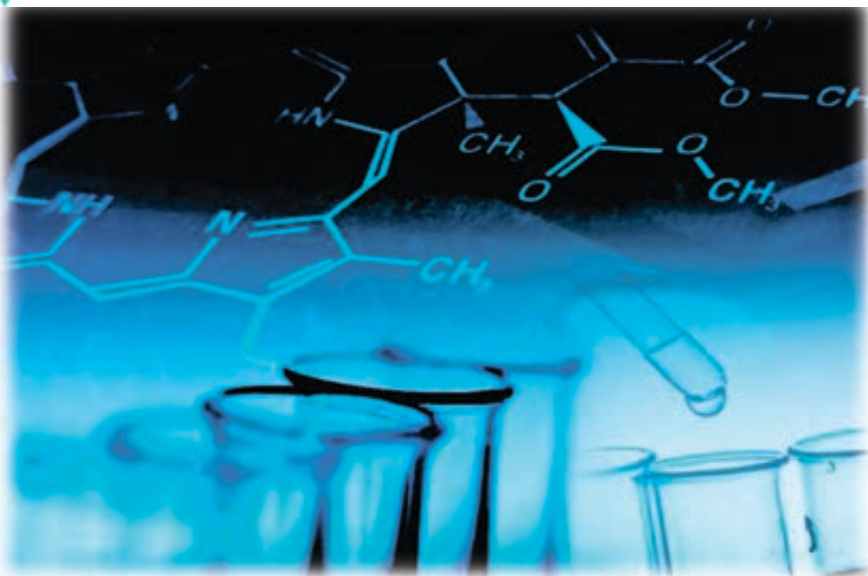
**Exam Board:** Cambridge International

### Course Summary

<b>Paper 1 (AS / A):</b> Short answer and essay	Course Overview <ul style="list-style-type: none"> <li>• Business and its environment</li> <li>• Human resource management</li> <li>• Marketing</li> <li>• Operations management</li> <li>• Finance and accounting</li> </ul>
<b>Paper 2 (AS / A):</b> Data response	Course Overview Same as above
<b>Paper 3 (A):</b> Case Study	Course Overview Same as above Strategic Management
<b>Paper 4 (A):</b> Case Study	Course Overview Same as above







### Why study Chemistry?

Chemistry is the scientific study that deals with the properties, composition and structure of matter and the transformation these substances undergo. As a subject, at A level chemistry provides a foundation for understanding aspects of biochemistry, chemical engineering, nanotechnology, phytochemistry, geology, ecology, marine chemistry, pharmacology, medicinal chemistry, agrochemistry among many other sciences.

# CHEMISTRY

### What Skills will I gain from Studying Chemistry?

All that questioning and experimentation can be really handy when it comes to building a whole range of skills for work.

Chemistry helps you to develop research, problem solving and analytical skills. It helps to you challenge ideas and show how you worked things out through logic and step-by-step reasoning. Chemistry often requires teamwork and communication skills too, which is great for project management.

### Possible Career Paths.

Chemistry will help you get ahead in most STEAM careers (science, technology, engineering and maths). Students who study chemistry go onto to read wide range of subjects at university including Medicine, Dentistry, Veterinary Sciences, Pharmaceutical Sciences, Pharmacy, Engineering and of course chemistry itself. Students who excel at chemistry tend to go onto take up careers which include Doctors, Dentists, Vets, Pharmacists, Engineers, Architects, Accountants, Financial Traders, Solicitors, Barristers Politicians, Teachers and Lecturers.

**Exam Board:** Edexcel

### Course Summary

Unit 1:	Structure, Bonding and Introduction to organic chemistry.
Unit 2:	Energetics, Group chemistry, Halogenoalkanes and Alcohols
Unit 3:	Practical Skills in Chemistry I
Unit 4:	Rates, Equilibria and Further Organic Chemistry
Unit 5:	Transition Metals and Organic Nitrogen Chemistry
Unit 6:	Practical Skills in Chemistry II





### Why Study Geography?

“So many of the world's current issues – at a global scale and locally - boil down to geography, and need the geographers of the future to help us understand them. Global warming as it affects countries and regions, food and energy security, the degradation of land and soils from over-use and misuse, the spread of disease, the causes and consequences of migration, and the impacts of economic change on places and communities.”

# GEOGRAPHY

### How will studying Geography help me in my future career?

According to the Royal Geographical Society, Geography graduates have some of the highest rates of graduate employment.

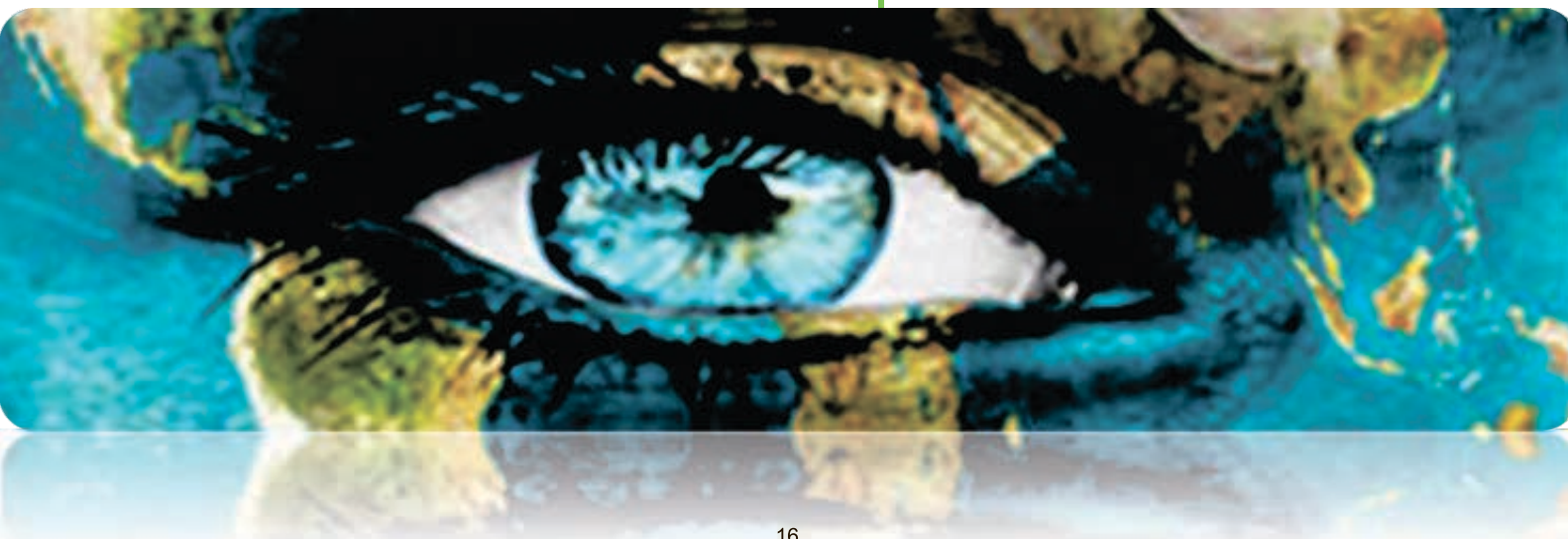
Geography is great for any kind of career that involves the environment, planning, or collecting and interpreting data. Popular careers for people with geography qualifications include: town or transport planning, surveying, conservation, sustainability, waste and water management, environmental planning, tourism, and weather forecasting. The army, police, government, research organisations, law and business world also love the practical research skills that geographers develop.

Geography-centred careers include: Cartographer, Environmental consultant, Planning and development surveyor, Town planner, Secondary school teacher, Surveyor.

Because geographers learn about human and population development, geography can be useful for jobs in charity and international relations too.

### Exam Board: Cambridge International

Course Summary	
<b>Paper 1: Core</b> Physical Geography	<ol style="list-style-type: none"> <li>Hydrology and fluvial geomorphology</li> <li>Atmosphere and weather</li> <li>Rocks and weathering</li> </ol>
<b>Paper 2: Core</b> Human Geography	<ol style="list-style-type: none"> <li>Population</li> <li>Migration</li> <li>Settlement dynamics</li> </ol>
<b>Paper 3: Advanced</b> Physical Geography options	<ol style="list-style-type: none"> <li>Tropical environments</li> <li>Coastal environments</li> <li>Hazardous environments</li> <li>Hot arid and semi-arid environments</li> </ol>
<b>Paper 4: Advanced</b> Human Geography options	<ol style="list-style-type: none"> <li>Production, location and change</li> <li>Environmental management</li> <li>Global interdependence</li> <li>Economic transition</li> </ol>







### Why Study History?

Cambridge International AS and A Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries.

Successful candidates will learn from assessing different interpretations of an argument, formulating their own ideas about a subject, presenting clear and logical arguments, evaluating historical evidence.

The course will also appeal to those with an enthusiasm for the study of the past, especially in an international context. It is recommended that learners who are beginning this course should have previously completed a Cambridge IGCSE in History or the equivalent.

# HISTORY

## What skills will I gain from Studying History?

The syllabus builds upon skills gained at Cambridge IGCSE or Cambridge O Level and develops lifelong skills including understanding issues and themes within a historical period.

The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies. At AS learners can select from topics on European, American or International history.

### Possible Career Paths

It is suitable for candidates intending to pursue careers or further study in Arts, Humanities and Social Science related areas, such as Law, or as part of a course of general education. Career paths can also include journalism, international relations, local and national government, archaeologist and historian.

**Exam Board:** Cambridge International

### Course Summary

<b>Component 1</b> Document question (source-based)	The Search for International Peace and Security, 1919–1945
<b>Component 2</b> Outline study	International Relations, 1871–1945
<b>Component 3</b> Interpretations question (source-based)	Holocaust
<b>Component 4</b> Depth study	The USA 1944–1990





# Computer Science

## Why Study Computer Science?

The most important aspect of computer science is problem solving, an essential skill for life. Students study the design, development and analysis of software and hardware used to solve problems in a variety of business, scientific and social contexts. Because computers solve problems to serve people, there is a significant human side to computer science as well.

### What skills will I gain from Studying Information and Communication Technology?

The aim of the Cambridge International AS and A Level Computer Science syllabus is to encourage learners to develop an understanding of the fundamental principles of computer science and how computer programs work in a range of contexts.

Learners will study topics including information representation, communication and Internet technologies, hardware, software development, and relational database modelling. As they progress, learners will develop their computational thinking and use problem solving to develop computer-based solutions using algorithms and programming languages. Studying Cambridge International AS and A Level Computer Science will help learners develop a range of skills such as thinking creatively, analytically, logically and critically. They will also be able to appreciate the ethical issues that arise with current and emerging computing technologies.

### Possible Career Paths

Computer technologies are integral to modern life, so you're likely to find your computer science skills in high demand across many different industries. These include financial organizations, management consultancy firms.

Types of careers under computer sciences may expand to reaches you've never imagined from software houses, communications companies, data warehouses, multinational companies, governmental agencies, universities and hospitals, Software Engineer, Web Developer, Hardware Engineer, Computer Programmer, Database Administrator, Systems Analyst, Network Architect, Video Game Developer.

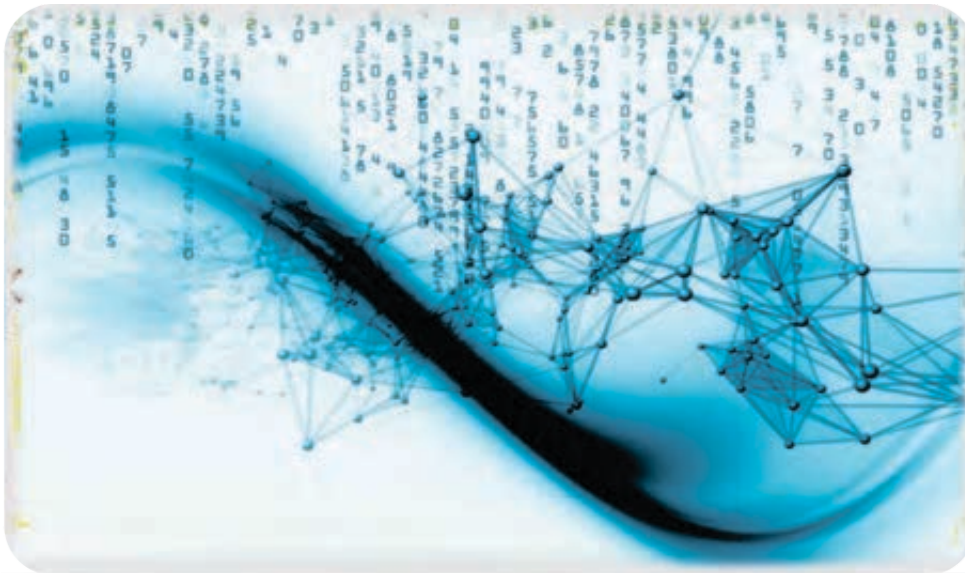
**Exam Board:** Cambridge International

### Course Summary

Section 1:	
Theory Fundamentals	1.1 Information representation
	1.2 Communication and Internet technologies
	1.3 Hardware
	1.4 Processor fundamentals
	1.5 System software
	1.6 Security, privacy and data integrity
	1.7 Ethics and ownership
	1.8 Database and data modelling
Section 2:	
Fundamental Problem-solving and Programming	2.1 Algorithm design and problem-solving
	2.2 Data representation
	2.3 Programming
	2.4 Software development







# Mathematics

## Why Study Mathematics?

Mathematics is a powerful tool with many applications. Advanced mathematical training can lead to many career opportunities, including business, finance, medicine, engineering and basic sciences.

At the same time, Mathematics is a self-contained subject that is worth studying simply for its elegance. While challenging at times, the study of Mathematics can bring a tremendous sense of accomplishment. Mathematics is an ideal subject for people who enjoy abstract thinking.

## What skills will I gain from Studying Mathematics?

By studying Maths at A-Level, you'll develop a number of skills, including: Problem-solving, Analytical Skills, Research Skills and Logic.

Maths allows you to hone your ability to solve mathematical problems as well as abstract and scientific ones too. These problem-solving skills can then be applied to many different areas of your life. You'll also learn how to analyse patterns, structures and problems, which will in turn, help you to develop a critical eye. This will come in handy in both further study and future careers.

Maths at A-Level will leave you with research skills that will allow you to find solutions to problems, investigate theories, and therefore give you the ability to find new information more effectively. Finally, your logical abilities will be developed so that you will have the tools needed to tackle a number of diverse areas, from managing your finances to planning projects.

## Possible Career Paths

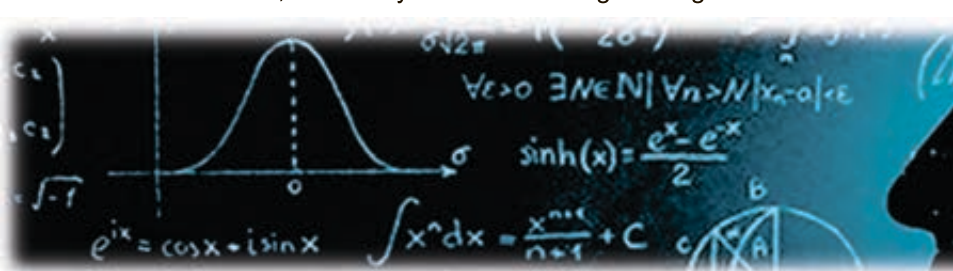
Throughout the AS and A-level Mathematics programme, students are encouraged to think logically and analytically. These fundamental mathematical skills are useful across all kinds of disciplines and careers.

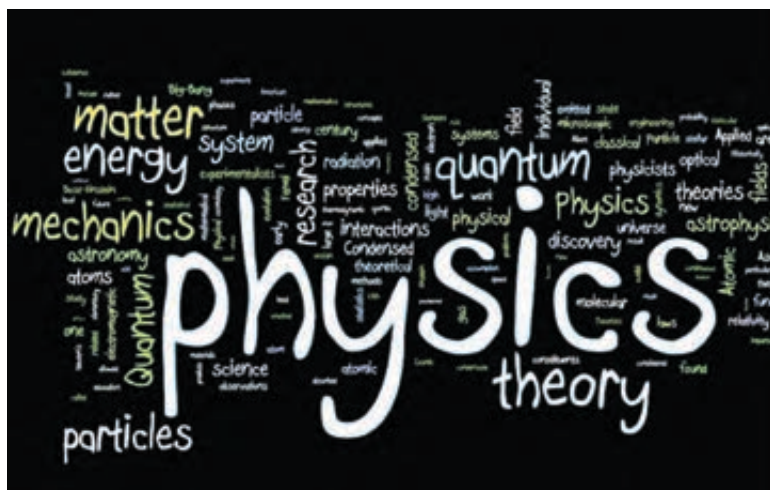
A-level Mathematics is a good choice for students considering higher education in any science or mathematic-based course, ranging from Biochemical Sciences, Natural Sciences, Engineering, Medical Science and Psychology to Philosophy, Economics, Accountancy, Management and Actuarial Science. Career opportunities for students who study A-level Mathematics include: Business, accountancy, finance, economics, healthcare, medicine, veterinary science and engineering.

Exam Board: Edexcel



	Content overview
Pure 1	<ul style="list-style-type: none"> <li>• Proof</li> <li>• Algebra and Functions</li> <li>• Coordinate Geometry</li> <li>• Sequences and Series</li> <li>• Trigonometry</li> <li>• Exponentials and Logs</li> <li>• Differentiation</li> <li>• Integration</li> <li>• Numerical Methods</li> </ul>
Pure 2	<p><b>Content overview</b> Same as Above</p>
Statistics	<p>Content overview <b>Section A: Statistics</b></p> <ul style="list-style-type: none"> <li>• Statistical Sampling</li> <li>• Data presentation and interpretation</li> <li>• Statistical distributions</li> <li>• Hypothesis Testing</li> </ul>





### Why Study Physics?

It began with Physics. **Physics** encompasses the **study** of the universe from the largest galaxies to the smallest subatomic particles. Moreover, it's the basis of many other sciences, including chemistry, oceanography, seismology, and astronomy (and can be applied to biology or medical science).

***Prerequisite:*** Any student opting to do **Physics at A-level must also do A-level Mathematics.**

# PHYSICS

### What skills will I gain from Studying Physics?

Physics is a mathematical science, where you will be challenged on a daily basis to develop your confidence when collecting and handling data. You will also need to use your creative thinking skills as you study abstract concepts and theorem.

### Possible Career Paths.

As the 'mathematical' science, an A Level in Physics can open many doors for you; from the medical industry to Sound Engineering. A Level Physics is a course that many universities value due to the need for attention to detail and precision.

- Medicine
- Veterinary Medicine
- Accelerator Operator
- Applications Engineer
- Data Analyst
- Architecture
- Design Engineer
- Physics Teacher
- IT Consultant
- Optical Engineer
- Research Associate
- Software Developer
- Systems Analyst
- Technical Specialist
- Web Developer

**Exam Board:** Edexcel

### Course Summary

<b>Unit 1:</b> Mechanics and Materials  40%	Mechanics Materials
<b>Unit 2:</b> Waves and Electricity  40%	Waves and particle theory of light Electric circuits
<b>Unit 3:</b> Practical skills in Physics I  20%	Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study Units 1 and 2. This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.







### Why Study Russian?

The first and main reason for learning the Russian language is that it is spoken by more than 260 million people around the world. It is not only the official language of Russia, but also of Belarus, Kazakhstan and Kyrgyzstan. As a country soaked in culture and heritage Russia has always been highly esteemed and the language has been one of the most coveted languages of the world. Learning Russian Language gives you myriad opportunities and it will let you appreciate how the unique Russian environment and history has affected modern society.

# RUSSIAN

### What skills will I gain from Russian?

Knowledge of a foreign language is ever more valuable in an increasingly connected world. Many employers look for knowledge of at least one other language across a wide range of jobs. Understanding a language is a first step to understanding a people and a culture. Another language enables you to enjoy everything from a casual conversation to a classic novel as it was meant to be read. It also provides a means by which to reflect upon your own culture and gain a deeper understanding of your mother tongue. An A level is typically a prerequisite for studying the language at university.

### Possible Career Paths

Russian A-Level can lead to a variety of degree courses including Russian/Slavonic Studies, Politics/International Relations, English Literature, Economics, Philosophy, Art History and History.

Potential future careers for students studying Russian include academia, arts and culture, broadcasting and journalism, business and management, charity and development, defense, diplomacy and politics, education, finance and banking, law, oil/gas and translation/interpreting.

Exam Board: EDEXCEL

### Course Summary

#### AS level

There are three exams. All exams test your competency with respect to the topics you have learned.

**The Paper 1** exam (Listening, Reading and Translation into English) will test your listening comprehension skills, your ability to read and respond to a variety of texts. It lasts 1 hour 45 minutes and is worth 40% of the AS level.

**The Paper 2** exam (Written response to works and translation into target language). It lasts 1 hour 40 minutes and is worth 30% of the AS level.

**The Paper 3** exam (Speaking) is an oral exam that lasts about 30 minutes and is worth 30% of the AS level.

#### A level

For the A level, there are three exams. All exams test your competency with respect to the topics you have learned.

**The Paper 1** exam (Listening, Reading and translation into English) will test your listening comprehension skills, your ability to read and respond to a variety of texts. It lasts 2 hours and is worth 40% of the A level.

**The Paper 2** exam (Written response to works and translation into target language) It lasts 2 hours 40 minutes and is worth 30% of the A level.

**The Paper 3** exam (Speaking) is an oral exam that lasts about 20 minutes and is worth 30% of the A level.



## Independent Study

Independent study time is a period of time when you do not have a timetabled lesson. You should be consolidating what is done during teaching time. Research and in-depth study, reading around a topic, note making, organising notes and writing essays are all tasks best carried out at school, where there are resources and staff available to you.



Independent study is an essential skill that students have to master in order to be completely successful at A-level. It is the difference between study at GCSE and A-level. Students will be expected to complete this independent study, which could be in the form of reading or researching, in addition to any homework that is set by teachers.

Good use of private study requires a self-disciplined approach. Take the initiative by developing your use of this time. Plan a schedule of things to do and also where to work. Your subject teachers will set you work on a regular basis, to be done without their supervision. If you regard your study time as 'homework time' and not as 'free time', then you will start to use your time more effectively.

Those students who understand the importance of effective independent study have benefited greatly in their progress and achievement. Use of study time will be the greatest challenge to many of you and those of you who do not use study time properly may fail to meet deadlines for work or produce work of lower quality. Students at all levels will have sufficient work to keep them occupied and disruption of others will not be tolerated.

## Changing Subjects

It is not unusual for students to change their minds about their course choices during Term 1 of Year 12. This may be because they find the course content too difficult, or because the subject isn't what they were expecting, or because their long-term ambitions have changed. While we acknowledge the need to be flexible, it is also important that students receive the right information, advice, and guidance before making a change of course.

Students wishing to switch from one course to another are strongly urged to do so **as early as possible during the first few weeks of term 1**. Staff will seek to support students in any such changes during the first two weeks and will not oppose such requests on principle. However, as time goes by, more and more learning has been missed in the 'new' subject, making it progressively harder for students to make a successful transfer. For this reason, we strongly discourage transfers after the first three weeks; transfers after October will only be considered in exceptional circumstances.

Before transferring students must discuss the move with the teachers in both the subject they are dropping as well as in the new subject. Students will also be asked to discuss the move with their parents, giving them an opportunity to contact the school if they have any questions about the move. As with regular admissions to the Sixth Form, the entry requirements must be met – students will not be allowed to transfer to a subject for which they lack the required GCSEs. There is no 'back-door' for entry into academically challenging subjects.

Having received approval from both subject teachers, the student should meet with the head of Sixth Form. This meeting will be documented as a record of the guidance they have been given. Only after this meeting and final permission granted by the Head of Sixth Form, will the transfer be made official and registers will be updated to reflect the move.

The school will write to parents informing them of the change and if parents wish to discuss this decision, they can book an appointment to do so.

# Attendance

The British School of Tashkent takes attendance in the Sixth Form very seriously, good school attendance plays an essential part in academic development for post 16 students. All post 16 courses are intensive and students cannot afford to miss valuable teaching and study time.



Sixth Form students should strive to achieve consistently good attendance as poor attendance will affect academic attainment. Students should therefore aim for at least 95% attendance for the year. An exemplary record of attendance says a huge amount about you as a person: that you are dedicated, well-motivated, organised and someone who takes their responsibilities seriously. Good attendance also plays an important part when applying to higher education establishments or employment.

Students must attend tutor time each morning from 8:15am. Students are expected to attend all lessons punctually. Students should make every effort to make medical/dental appointments out of school hours; if this is unavoidable, then you must contact reception and make the school aware.

School should be contacted by a parent or guardian on the first day of absence (or where part of a day is to be missed). If you fail to make school aware of your absence, then this will be recorded as an unauthorised absence. Upon your return you will be expected to collect and catch up on any work that was missed.

It is understood that there are occasionally reasons why you need to be absent from a lesson or registration. In such cases of known absence, you must seek permission from the Head of Sixth Form and notify your form/subject teachers at least 2 days in advance.

Holidays during term time will NOT be authorised.

The minimum attendance expected is 95%. Attendance below 95% could result in the following:

- *Students may be asked to pay for their own exam entries*
- *Students are not entered for examinations*



## Uniform

One of our aims at The British School of Tashkent is for our students to carry themselves with pride and confidence. As role models and leaders of our student community, Sixth Form students are expected to set an example to the rest of the school through their high standards and the way they present themselves as serious and respectful young adults.

The standards of uniform expected in the Sixth Form is smart office wear and the requirements are as follows:

### Male dress code:

*Tailored trousers*

*Shirt, tucked in with a tie*

*Smart shoes (not trainers or other casual shoes)*

### Female dress code:

*Smart skirt, tailored trousers or*

*dress Smart shoes (not trainers or other casual shoes)*

*Discreet make-up*

### All students

- Hair; conventional in style and length
- Jewellery; small items suitable for a school environment permitted A jacket must be worn for assemblies and other formal occasions
- For practical lessons, students may need to bring in appropriate clothing to change into for that lesson.
- Outdoor coats and scarves must not be worn in school. Casual trousers or jeans are not appropriate.

*The Head of Sixth Form will ask any students to go home and change into suitable attire if it is not deemed suitable for a professional environment.*

## Academic and Pastoral Support

The emphasis in the Sixth Form is on helping students find their own direction. We believe that it is a time for young adults to really think about who they want to be.

Life in the Sixth Form will be very demanding and stressful. For students to flourish in their final years at school it is important that they are happy, safe and motivated within school and at home.

All students are a member of a form group. Their form tutor will meet with them every day and is their first point of contact for information sharing, answering queries, monitoring and dealing with issues that may arise.

Besides the sixth form tutors, the team also includes the Head of Sixth Form and the Head of Secondary. The team monitors students' welfare and progress and intervenes whenever issues occur. Monitoring takes place through academic performance, attendance and punctuality data and teacher feedback.

If intervention is required, students will meet with the Head of Sixth Form and a plan or support be put in place. We value the supportive role that parents play in their child's education and we will involve and inform parents where appropriate.



## UCAS and Careers Advice

UCAS is the Universities and Colleges Admissions Service. It is the organisation which handles applications to universities in Britain. Sixth Form students who want to go to university will have to go through the UCAS process, which is composed of the following steps:

- 1. Research:** students need to research both what courses to apply for and which universities to apply to study at. Form tutors will help with this phase of the process. This should be complete before the summer holidays at the end of year twelve.
- 2. Write your application:** this is done online. It's partly a record of who you are and what qualifications/experiences you've had, along with your choices of five universities and courses you'd like to study. The application contains the personal statement which is approximately a page of writing describing yourself in the best possible light. It's one of the hardest parts of the application process so you'll get a lot of help with the personal statement from form tutors and the head of Sixth Form. There will be strict deadlines for personal statement drafts during Year 12.
- 3. The reference:** this is written by subject teachers and form tutors; students do not contribute to this part of the process. References provided by the school will always be honest.
- 4. The offers:** each university receives applications from students and decides whether to make an offer. The offer is usually in the form of A-Level grades, such as 'AAB' or 'ABC'. Universities can also decline a student (turn them down) or ask for an interview.
- 5. The acceptance:** once all the responses from the universities have been received (a student might get five offers, five rejections, or any mix of offers and rejections) then the student must choose their 'firm acceptance' and 'insurance acceptance' (assuming they have been given at least two offers).

Throughout this process BST will do everything to give students the best information, advice and guidance possible. Students will be given plenty of warning about deadlines and help from tutors and the Head of Sixth Form when writing their applications.

### UCAS – Personal Statements

When applying to university students need to complete a 4000-character document, the Personal Statement. This is where they state why they deserve a place in a specific course at a higher education institution. In this document, students need to be specific about why they want to study their particular course, the skills they have gained throughout their years at school, and what sets them apart as valuable future members of the university community.

Students will be given support at every stage of writing of their personal statements, as well as at the time of the submission of their UCAS application. The first line of support will be the form tutor, who will review and suggest improvements in two initial drafts. During the formal review of drafts, students should also ask for support and suggestions from subject teachers in the area they would like to pursue.

If students do not meet the deadlines set for reviews, they will be expected to submit their personal statement without the support staff.



## Mobile Phones

Unlike the rest of the school, we treat Sixth Form students with a greater level of autonomy – as such, students are permitted to use their mobile phone in the Sixth Form block only. Under no circumstances are students permitted to have their mobile phone switched on during any lessons or whilst walking around the school. The rest of the school are not allowed to use mobile phones at all and as a role model it is critical that they act accordingly and follow the principles below around the rest of the school site.



### Sixth Formers' mobile phones should:

- Be kept somewhere safe during the school day - preferably locked away.
- Be switched off in all lessons.
- Be kept safe by the person owning the mobile phone.

The school will not take responsibility for the loss of a mobile phone. Students bring them into school at their own risk.

Mobile phones may be used in all public areas of the Sixth Form Centre at any time. Mobile phones should never be used outside the Sixth Form Centre.

## How to Apply

The application process begins at our Sixth Form Open Evening, which takes place at the end of February: the evening provides an opportunity to find out more about our A Level courses, enrichment programmes, assessment methods and future career opportunities. Subject leaders will be available to discuss course choices.

### Enrolment Process for Entry in September 2021

1.	All students interviewed by their Form Tutors to get initial support and guidance for post 16 studies.
2.	Open/Options Evening
3.	Application form deadline. Please return all applications to Head of Sixth Form.
4.	Student-parent Interviews begins. All applicants and parents to be interviewed by HOKS5 re suitability, subject choices, entry, results, career aspirations and further studies beyond BST
5.	Number of A-level subjects confirmed Dependent of final examination results.
6.	Provisional subject choices confirmed. Dependent of final examination results.
7.	6th Form Induction days: final confirmation of subject entry and subject choices based on actual GCSE results.
8.	Start of Term

*Note that if your application is received after the above deadlines, your options can not be considered in the creation of the option blocks, this could lead to restrictions in the subjects that you are able to choose.*

# Useful Websites

## Universities in the United Kingdom

The official universities and colleges admissions website. A massive site to keep coming back to. Students use Apply and Track to make and monitor their online applications.

[www.ucas.com](http://www.ucas.com)

<https://www.ucas.com/undergraduate/applying-university/ucas-undergraduate-international-and-eu-students>

## European Universities

For details of courses taught in the English language across mainland Europe, including application procedures and entrance requirements, see the Eunicas website (<http://www.eunicas.com/>).

## Universities in the USA

For higher education in the USA, visit the College Board website (<https://bigfuture.collegeboard.org/>). Many universities use the Common Application portal for online applications, but some university applications are made direct to the individual institution.

Exchange programmes <https://exchanges.state.gov/non-us>

## Universities in Canada

For higher education in Canada, a good place to start researching universities and courses is the Universitystudy.website (<http://www.universitystudy.ca/>). Typically, university applications to Canada are made direct to the individual institution.

## Other Websites:

<https://www.allaboutcareers.com>

Career exploration, jobs & advice All good. All in one place.

<https://universitycompare.com/>

A comprehensive university comparison site.

[www.direct.gov.uk/unistats](http://www.direct.gov.uk/unistats)

Use to make an informed choice about what University you want to go to.

<https://www.ukcisa.org.uk/>

Loads of information for international students on applying to UK universities, visas, living in the UK etc. Also has info for UK students wanting to study overseas. Lots of helpful links.

[www.ukcoursefinder.com](http://www.ukcoursefinder.com)

A questionnaire to help identify courses linked to a student's interests and ability.

[www.prospects.ac.uk](http://www.prospects.ac.uk)

This graduate website is also a fantastic resource for sixth form students considering university courses. Start with the options with your subject section to research the type of careers that different degrees can lead on to.

[www.which.co.uk/university](http://www.which.co.uk/university)

An independent site from Which? to help students make informed choices. You can refine searches by subject, location, interests etc and it includes data on graduate salaries, number of applicants receiving offers and much more.

[www.applytouni.com](http://www.applytouni.com)

Includes information on university choices and applications, league tables, student finance and examples of personal statements.

[www.futurelearn.com](http://www.futurelearn.com)

Free online courses from leading UK and international universities.

[www.parentadviser.co.uk](http://www.parentadviser.co.uk)

Advice for parents on the range of post-18 options.

[www.russellgroup.ac.uk/informed-choices](http://www.russellgroup.ac.uk/informed-choices)

Guidance from the Russell Group of UK universities aimed at year 11 students making appropriate post-16 subject choices for a wide variety of university courses.

[www.getting-in.com](http://www.getting-in.com)

Offers school leavers a multitude of opportunities and information regarding their future careers. The site has comprehensive information on every UK University and the courses that they offer.



**THE BRITISH  
SCHOOL  
OF TASHKENT**

A NORD ANGLIA EDUCATION SCHOOL

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