

A young man with dark hair, wearing a dark blue V-neck sweater over a dark blue collared shirt and a light-colored tie, is smiling broadly while looking down at a book or document he is holding. The background is blurred, showing other people in a school setting.

# *A Level Options*



THE BRITISH SCHOOL  
OF GUANGZHOU

A NORD ANGLIA EDUCATION SCHOOL



NORD  
ANGLIA  
EDUCATION

*Be Ambitious*

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*Please note that the courses listed in the options booklet will only run if there are adequate student numbers and the combination of subjects on offer can vary year on year.*

# The GCE A Level Programme (Sixth Form)

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Students who achieve good passes at (I)GCSE are invited to move into the Sixth Form to complete the two year, A Level programme. A Levels are fully recognised in over 50 countries including all EU member states, the USA, Australia, Canada and New Zealand. In 2017, there were over 1.3 million A Level examination entries worldwide, further cementing their popularity and excellence for pre-university preparation and study.

## Minimum Entrance Requirements

Each student's application to the Sixth Form will be treated individually and assessed on a case-by-case basis. For those students who completed the (I)GCSE programme the minimum entrance requirements are usually 5 A\*-C (or 4-9 grades) including Maths and English. Ideally, students should also have grades A\*-B (or 6-9 grades) in those subjects which they are hoping to study at A Level.

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.

## Choosing Subjects at A Level

Upon entry into the Sixth Form, students choose either three or four subjects to study at AS Level in Year 12. Most students will then further specialise in Year 13 and complete A2 examinations in their three, preferred subjects at the end of the academic year.

Choosing the right combination of subjects is difficult and often the best advice is for students to consider the following simple points:

1. Pick a subject you enjoy. Each A Level involves nearly five hours of direct teaching per week and between 3-5 hours of homework. It is therefore essential you select a subject you are passionate about.
2. Pick a subject you will succeed in. Play to your strengths and first consider those subjects that you have a proven track record of success in.
3. Select a combination of subjects that are relevant to future plans. For example, some courses such as medicine and engineering require specific A Level subjects.
4. If you do not know what you want to study at university then its is a good idea to take two facilitating subjects (Biology, English Literature, Languages, History, Chemistry, Geography, Physics, Maths and Further Maths) as this will keep a wide range of degree courses open to you.

It is important to note that even the best universities only require three or four subjects at AS Level and three full A Levels and there is no additional advantage in studying more than this number.





# 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

MEDICINAL SCIENCE, VETERINARY  
MEDICINE, DENTISTRY, PHARMACOLOGY,  
RESEARCH SCIENTIST,  
MICROBIOLOGY...

## Assessment

Exam board: Edexcel IAL

Year 12	Year 13
EXTERNALLY ASSESSED = 50%	EXTERNALLY ASSESSED = 50%
<p>Paper 1 - 20%</p> <p>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%</p> <p>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%</p> <p>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%</p> <p>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%</p> <p>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%</p> <p>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>

# BUSINESS

## *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)

CHARTERED MANAGEMENT ACCOUNTANT, CO  
HUMAN RESOURCES OFFICER, INSURANCE UN  
OPERATIONAL RESEARCHER, RISK MANAGER,  
DISTRIBUTION MANAGER, MARKETING EXECU  
SALES EXECUTIVE, SYSTEMS ANALYST



## *Assessment*

Exam board: Cambridge Assessment International Education (CAIE)

Year 12	Year 13
EXTERNALLY SET= 50%	EXTERNALLY SET = 50%
<p>Paper 1 - Short answer and essay</p> <p>1 hour 15 minutes            Section A: Four short answer questions            Section B: One essay from a choice of three questions</p> <p>AS Level syllabus content</p> <p>20% OF THE FULL A Level</p>	<p>Paper 3 - Case study</p> <p>3 hours            Five questions and one essay (from a choice of two) based on a case study</p> <p>A Level syllabus content</p> <p>50% OF THE FULL A Level</p>
<p>Paper 2 - Data response</p> <p>1 hour 30 minutes            Two data response questions</p> <p>AS Level syllabus content</p> <p>30% OF THE FULL A Level</p>	

CORPORATE INVESTMENT BANKER,  
 UNDERWRITER, MANAGEMENT CONSULTANT,  
 HUMAN RESOURCES OFFICER, LOGISTICS &  
 OPERATIONS MANAGER, RETAIL MANAGER,

# 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, recognise 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 Cambridge International A Level in Chemistry.

Develop:

- abilities and skills that: are relevant to the study and practice of science, 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 the environment
- learners and create a sustained interest in chemistry so that the study of the subject is enjoyable and satisfying.

## *Syllabus Content*

The Key Concepts taught are:

- Atoms and Forces
- Experiments and evidence
- Patterns in chemical behavior and reactions
- Chemical bonds
- Energy changes

MEDICINE, ENGINEERING, FINANCE, RESEARCH

## Assessment

Exam board: Cambridge Assessment International Education (CAIE)

Year 12	Year 13
EXTERNALLY ASSESSED= 50%	EXTERNALLY ASSESSED = 50%
<p>Paper 1 – 15.5%</p> <p>1 hour</p> <p>This paper consists of 40 multiple choice questions, 30 of the direct choice type and 10 of the multiple completion type, all with four options. All questions will be based on the AS Level syllabus content. Candidates will answer all questions. Candidates will answer on an answer sheet. 40 Marks</p>	<p>Paper 4 – 38.5%</p> <p>2 hours</p> <p>This paper consists of a variable number of free response style questions of variable mark value. All questions will be based on the A Level syllabus but may require knowledge of material first encountered in the AS Level syllabus. Candidates will answer all questions. Candidates will answer on the question paper. 100 Marks</p>
<p>Paper 2 – 23.0%</p> <p>1 hour 15 minutes</p> <p>This paper consists of a variable number of structured questions of variable mark value. All questions will be based on the AS Level syllabus content. Candidates will answer all questions. Candidates will answer on the question paper. 60 Mark</p>	<p>Paper 5 – 11.5%</p> <p>1 hour 15 minutes</p> <p>This paper consists of a variable number of questions of variable mark value based on the practical skills of planning, analysis and evaluation. The context of the questions may be outside the syllabus content, but candidates will be assessed on their practical skills of planning, analysis and evaluation rather than their knowledge of theory. Candidates will answer all questions. Candidates will answer on the question paper. 30 Marks</p>
<p>Paper 3 – 11.5%</p> <p>2 hours</p> <p>This paper requires candidates to carry out practical work in timed conditions. Candidates will be expected to collect, record and analyse data so that they can answer questions related to the activity. The paper will consist of two or three experiments drawn from different areas of Chemistry. Candidates will answer all questions. Candidates will answer on the question paper. 40 Marks</p>	<p>The overall proportion of marks allocated to Physical, Inorganic and Organic Chemistry will be in the ratio of 3:2:3</p>

# 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)

DIPLOMACY AND INTERNATIONAL  
RELATIONS, ACCOUNTANCY AND LAW,  
INTERNATIONAL MARKETING AND SALES,  
EDUCATION, HOTELS AND HOSPITALITY,  
TRAVEL & TOURISM INDUSTRIES,  
JOURNALISM...

## Assessment

Exam board: Edexcel GCE

Pearson Edexcel Level 3 Advanced Subsidiary GCE in Chinese (AS)		
*Please note that this is a new examination specification. Therefore the board may make slight adjustments prior to this being implemented in August 2017.		
Paper	Content overview	Assessment overview
<p>Paper 1: Listening, reading and translation (**Paper code: 8CN0/01)</p> <p>Written examination: 1 hour and 45 minutes 40% of the qualification 64 marks</p>	<p>This paper draws on vocabulary and structures across the following two themes: Changes in the contemporary Chinese society and Chinese culture. Themes are based on the society and culture of Chinese-speaking countries.</p>	<p>Section A: Listening (24 marks) Section B: Reading (28 marks) Section C: Translation into English (12 marks)</p>
<p>Paper 2: Written response to works and translation (**Paper code: 8CN0/02)</p> <p>Written examination: 1 hours and 40 minutes 30% of the qualification 60 marks</p>	<p>This paper requires students to translate a previously unseen passage from English into Chinese.</p> <p>This paper also draws on the study of one discrete Chinese work: either one literary text or one film.</p>	<p>Students complete Section A and one question from either Section B or Section C.</p> <p>Section A: Translation (20 marks)</p> <p>Section B: Written response to works (literary texts) (40 marks) OR Section C: Written response to works (films) (40 marks)</p>
<p>Paper 3: Speaking (**Paper code: 8CN0/03)</p> <p>Internally conducted and externally assessed. Total assessment time: between 27 and 30 minutes, which includes a single period of 15 minutes' formal preparation time. 30% of the qualification 72 marks</p>	<p>Task 1 requires students to read and respond to two short texts based on Theme 1 and then hold a discussion. Task 2 requires students to discuss one sub-theme of Theme 2.</p>	<p>Task 1 (responding to written language and discussion based on Theme 1)</p> <p>Students are provided with two texts and respond to questions on them, followed by a wider discussion on the sub-theme.</p> <p>Task 2 (discussion on Theme 2)</p> <p>Students will response to the three compulsory questions on the card. A wider discussion on the broader to any other aspect(s) of the same sub- theme from Theme 2 will follow.</p>

The Pearson Edexcel Level 3 Advanced GCE in Chinese (A2)		
Paper	Content overview	Assessment overview
<p>Paper 1: Listening, reading and translation (**Paper code: 9CN0/01) Written examination: 2 hours 40% of the qualification 80 marks</p>	<p>This paper draws on vocabulary and structures across all following four themes: Changes in the contemporary Chinese society, Chinese culture, The changing Chinese society, and China on the world stage (after 1978).</p> <p>Themes are based on the society and culture of Chinese-speaking countries</p>	<p>Section A: Listening (30 marks) Section B: Reading (30 marks) Section C: Translation into English (20 marks)</p>
<p>Paper 2: Written response to works and translation (**Paper code: 9CN0/02) Written examination: 2 hours and 40 minutes 30% of the qualification 120 marks</p>	<p>This paper requires students to translate a previously unseen passage from English into Chinese.</p> <p>This paper also draws on the study of two discrete Chinese works: either two literary texts, or one literary text and one film.</p>	<p>Section A: Translation (20 marks)</p> <p>Section B: Written response to works (literary texts) (50 marks)</p> <p>Section C: Written response to works (films) (50 marks)</p>
<p>Paper 3: Speaking (**Paper code: 9CN0/03)</p> <p>Internally conducted and externally assessed</p> <p>Total assessment time: between 21 and 23 minutes, which includes a single period of 5 minutes' formal preparation time</p> <p>30% of the qualification 72 marks</p>	<p>Task 1 draws on vocabulary and structures across all four themes.</p> <p>Task 2 is based on independent research selected and carried out by the student. The research may be based on one of the themes or on the student's own subject of interest related to the society and culture of the Chinese-speaking world.</p>	<p>Task 1 (discussion on a Theme) Students discuss one Theme from the specification based on a stimulus containing a short statement.</p> <p>Task 2, Part 1 (independent research presentation) Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.</p> <p>Task 2, Part 2 (discussion on independent research) Students answer questions on their presentation and then have a wider discussion on their research.</p>





# 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.

COMPUTER PROGRAMMERS, SOFTWARE  
DEVELOPERS & MANAGERS,  
CHIEF INFORMATION OFFICERS...

## Assessment

Exam board: Cambridge Assessment International Education (CAIE)

EXTERNAL	AS level	A Level
Paper 1 - Theory Fundamentals 1 hour and 30 mins Written paper contains short answers and structured questions 75 marks Externally set and Assessed	50%	25%
Paper 2 - Fundamental problem solving and programming 2 Hours Written paper contains short answers and structured questions Topics will include those given in pre-release materials 75 marks Externally set and Assessed	50%	25%
Paper 3 - Advanced Theory 1 Hour and 30 mins Written paper contains short answers and structured questions. 75 marks Externally set and Assessed		25%
Paper 4 – Further Problem solving and Programming skills 2 Hours Written paper contains short answers and structured questions Topics will include those given in pre-release materials 75 marks Externally set and Assessed		25%

## 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.

ACTING, BROADCASTING, DIRECTING, LAW, MA  
ADVERTISING, EFFECTS DESIGNING...

## Assessment

Exam board: Edexcel GCE

Year 12	Year 13
<p>Component 1: Devising : 40%</p> <p>Students must devise an original performance piece using one key extract from a performance text and a theatre practitioner as stimuli. The performance is internally assessed and externally moderated. There are two parts to the assessment – a portfolio, and the devised performance.</p> <p>Component 3: Theatre Makers in Practice part 1 (25%)</p> <p>Students will prepare for their final 2 hour 30 minute examination by studying Section A and Section B of this component.</p> <p>Section A: Live Theatre Evaluation Students will visit a live theatre production and will prepare to answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.</p> <p>Section B: Page to Stage Students will study the play, 'Machinal' by Sophie Treadwell and will prepare to answer two extended response questions based on an unseen extract from the performance text they have studied. Students will demonstrate how they, as theatre makers, intend to realise the extract in performance.</p>	<p>Component 2: Text in Performance: 20%</p> <p>Students must produce a group performance of one key extract from a performance text and a monologue/duologue performance from one key extract from a different performance text. The performance is externally assessed by a visiting examiner.</p> <p>Component 3: Theatre Makers in Practice part 2 (15%)</p> <p>As well as thoroughly revising Section A and B, students will study the play text 'Woyceck' and a contemporary theatre practitioner in preparation for Section C of the final 2 hour 30-minute written examination.</p> <p>Section C: Interpreting a Performance Text.</p> <p>Students will answer one extended response question based on an unseen extract from the performance text they have studied. Students will need to outline how the work of a chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</p>

MARKETING, PUBLIC RELATIONS,

# 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.

LAW, EDUCATION, POLITICS, JOURNALISM,  
PHILOSOPHY...



## Assessment

Exam board: Edexcel GCE

Year 12	Year 13
<p>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).</p>	<p>EXTERNALLY ASSESSED = 80% (All components must be assessed in the final year of the course. No AS marks will be carried forward).</p>
<p>Component 1: Poetry and Drama – 60%</p> <ul style="list-style-type: none"> <li>• An open book written exam lasting 2 hours.</li> <li>• 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.</li> </ul> <p>Component 2: Prose – 40%</p> <ul style="list-style-type: none"> <li>• An open book written exam lasting 1 hour.</li> <li>• Students answer one comparative essay question from a choice of two on their studied theme.</li> </ul>	<p>Component 1: Drama – 30%</p> <ul style="list-style-type: none"> <li>• An open book written exam lasting 2 hours and 15 minutes.</li> <li>• 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).</li> </ul> <p>Component 2: Prose – 20%</p> <ul style="list-style-type: none"> <li>• An open book written exam lasting 1 hour.</li> <li>• Students answer one comparative essay question from a choice of two on their studied theme.</li> </ul> <p>Component 3: Poetry – 30%</p> <ul style="list-style-type: none"> <li>• An open book written exam lasting 2 hours and 15 minutes.</li> <li>• 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.</li> </ul>
	<p>INTERNAL = 20%</p>
	<p>Coursework:</p> <ul style="list-style-type: none"> <li>• Students have a free choice of two texts to study.</li> <li>• They must produce one extended comparative essay referring to two texts with a word count of 2500 – 3000 words.</li> </ul>

# 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*

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

1. Basic economic ideas
2. The price system
3. Government intervention in the price system
4. International trade (AS Level only)
5. Theory and measurement in macroeconomy
6. Macroeconomic problems
7. Macroeconomic policies

BUSINESS, BANKING AND FINANCE ECONOMICS  
GOVERNMENT, HEALTHCARE, INTERNATIONAL TRADE  
PUBLIC POLICY, URBAN PLANNING

## Assessment

Exam board: Cambridge Assessment International Education (CAIE)

Year 12	Year 13
<p>EXTERNALLY SET= 50%</p> <p>Paper 1 – Multiple-choice 1 hour</p> <p>AS Level syllabus content</p> <p>20% OF THE FULL A Level</p>	<p>EXTERNALLY SET = 50%</p> <p>Paper 3 – Multiple-choice 1 hour</p> <p>A Level syllabus content</p> <p>15% OF THE FULL A Level</p>
<p>Paper 2 - Data response 1 hour 30 minutes</p> <p>1 data response question and 1 structured essay from a choice of 3</p> <p>AS Level syllabus content</p> <p>30% OF THE FULL A Level</p>	<p>Paper 4 Data response 2 hours 15 minutes</p> <p>1 data response question and 2 structured essays from a choice of 6</p> <p>A Level syllabus content</p> <p>35% OF THE FULL A Level</p>

ECONOMIC DEVELOPMENT, ENTREPRENEURSHIP,  
INTERNATIONAL TRADE, LAW, MARKETING AND RETAIL,

## 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.

MARKETING MANAGER, PRODUCT DESIGNER,  
DESIGNER, GRAPHIC, DESIGNER, FASHION, FO  
PRODUCER, ONLINE PUBLISHER, ANIMATION  
DESIGNER, INTERIOR, DESIGNER, ARCHITECT  
CURATOR, DIGITAL ILLUSTRATOR, MULTIMEDIA

## Assessment

Exam board: Edexcel GCE

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</p> <p>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>

WEB DESIGNER, APP DESIGNER, SOFTWARE  
 FOOTWEAR & ACCESSORIES DESIGNER, VIDEO  
 ARTIST, GAME DESIGNER, TEXTILES,  
 PHOTOGRAPHER, FINE ARTIST, STYLIST,  
 A ARTIST...

## 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.

ACCOUNTING, MEDICINE, ENGINEERING, FOR  
CONSULTANCY, TEACHING, IT, GAMES DEVELOPMENT,  
PROGRAMMING, CIVIL SERVICE, DESIGN, CONSTRUCTION



## Assessment

Exam board: Edexcel IAL

Year 12	Year 13
EXTERNAL= 50%	EXTERNAL = 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)

ENSIC PATHOLOGY, FINANCE, BUSINESS,  
OPMENT, SCIENTIFIC RESEARCH,  
STRUCTION, ASTROPHYSICS...

# GEOGRAPHY

## *Aims*

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

- an appreciation of the need for understanding, respect and co-operation 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

LOCAL GOVERNMENT, ARMED FORCES, POLICE  
CONSULTANCIES, ENVIRONMENTAL PROTECTION  
CHARITIES...

## *Assessment*

Exam board: Cambridge Assessment International Education (CAIE)

Component	AS Level	A Level
<p>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) Total: 60 Marks</p>	50%	25%
<p>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) Total: 60 Marks</p>	50%	25%
<p>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) Total: 60 Marks</p>		25%
<p>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) Total: 60 Marks</p>		25%

CE SERVICE, ENVIRONMENTAL  
TION AGENCIES, UTILITY COMPANIES,

## HISTORY

### *Aims*

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

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

### *Syllabus Content*

- Component 1 - The Search for International Peace and Security, 1919–1945
- Component 2 - International Relations, 1871–1945
- Component 3 - The Holocaust
- Component 4 - Europe of the Dictators, 1918–1941

HERITAGE MANAGER, HISTORIC BUILDINGS IN  
EDUCATION OFFICER, MUSEUM/GALLERY CUR  
OFFICER, SECONDARY SCHOOL TEACHER, ACA  
ARCHIVIST, BROADCAST JOURNALIST, CIVIL SE

## Assessment

Exam board: Cambridge Assessment International Education (CAIE)

Year 12	Year 13
EXTERNAL = 20% A2, 40% AS	EXTERNAL = 20% A2
<p>Paper 1 1 hour</p> <p>2 questions based around source documents.</p> <p>Question 1 – focus on comparing and contrasting sources.</p> <p>Question 2 – evaluate all sources in the context of a statement included on the paper.</p>	<p>Paper 3 1 hour</p> <p>1 question focused on Historiography.</p> <p>Students are provided with an extract. They must use the extract, combined with own knowledge, to answer a question based on Historical interpretations of the Holocaust.</p>
EXTERNAL = 30% A2, 60% AS	EXTERNAL = 30% A2
<p>Paper 2 1 hour and 30 minutes</p> <p>2 questions based around comprehension.</p> <p>Question 1 – causation question.</p> <p>Question 2 – evaluation question.</p>	<p>Paper 4 1 hour and 30 minutes</p> <p>2 30 mark questions.</p> <p>All questions are based around causation.</p>

SPECTOR/CONSERVATION OFFICER, MUSEUM  
 RATOR, MUSEUM/GALLERY EXHIBITIONS  
 ADEMIC LIBRARIAN, ARCHAEOLOGIST,  
 SERVICE ADMINISTRATOR, SOLICITOR...

# 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 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:

- 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.

ACCOUNTING, MEDICINE, ENGINEERING, FOR  
CONSULTANCY, TEACHING, IT, GAMES DEVELOPMENT,  
PROGRAMMING, CIVIL SERVICE, DESIGN, CONSTRUCTION

## Assessment

Exam board: Edexcel IAL

Year 12	Year 13
EXTERNAL= 50%	EXTERNAL = 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. All examinations are 1.5 hours in length.	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 1.5 hours in length.

*\*For students who attain Level 7, 8 or 9 in IGCSE Mathematics, we would guide them to the International A Level course. For students who attain a level 5 or 6, we would strongly recommend that the International AS Level Course is the more appropriate choice. This is a course that will run for 2 years alongside the International A Level; it consumes two lessons per week, and consists of three modules (P1, P2 and S1) which will be examined throughout at dates within the two year course.*

GENSIC PATHOLOGY, FINANCE, BUSINESS,  
DEVELOPMENT, SCIENTIFIC RESEARCH,  
CONSTRUCTION, ASTROPHYSICS...

## MODERN FOREIGN LANGUAGES

### *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 Spanish-speaking world
- Society in the Spanish-speaking world
- Ethical issues in the Spanish-speaking world

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

DIPLOMACY AND INTERNATIONAL RELATIONS  
INTERNATIONAL MARKETING AND SALES, EDUCATION  
TRAVEL & TOURISM, JOURNALISM, TRANSLATION  
ANY MULTI-NATIONAL INDUSTRY...



## *Assessment*

Exam board: Edexcel IAL

Year 12 (IAS)	Year 13 (IA2)
EXTERNAL = 50%	EXTERNAL = 50%
<p>Paper 1 : Spoken Expression &amp; Response</p> <p>10 minutes (31%) This paper contains set question responses and a discussion on a pre-chosen topic.</p> <p>Paper 2: Understanding and Written Response</p> <p>2 hours 30 minutes (69%) This paper contains listening and reading activities focussed on authentic sources as well as a written composition in Spanish.</p>	<p>Paper 1 : Understanding &amp; Spoken Response</p> <p>11-15 minutes (31%) The student is required to defend a stance on a pre-chosen topic and enter a spontaneous discussion on a range of additional topics.</p> <p>Paper 2: Researching, Understanding and Written Response</p> <p>2 hours 30 minutes (69%) This paper contains listening and reading activities focussed on authentic sources as well as a written composition based on a text or film studied during the course.</p>

S, ACCOUNTANCY & LAW,  
 UCATION, HOTELS AND HOSPITALITY,  
 TING & INTERPRETING,

# MUSIC

## *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 acute aural perception skills. Analysis of the key musical elements will lead to an understanding of genres, styles and traditions, students will demonstrate specialist musical vocabulary and notation skills.

## Assessment

Exam board: Edexcel GCE

Year 13
Component 1: Performing NON-EXAMINED ASSESSMENT: EXTERNALLY ASSESSED - 30% OF THE QUALIFICATION
A public performance of one or more pieces, performed as a recital. <ul style="list-style-type: none"><li>• Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.</li><li>• The total performance time across all pieces must be a minimum of 8 minutes.</li><li>• Performances must be recorded after 1 March in the year of certification.</li></ul>
Component 2: Composing NON-EXAMINED ASSESSMENT: EXTERNALLY ASSESSED - 30% OF THE QUALIFICATION
<ul style="list-style-type: none"><li>• Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.</li><li>• 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.</li><li>• 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.</li><li>• Total time across both submissions must be a minimum of 6 minutes.</li></ul>
Component 3: Appraising WRITTEN EXAMINATION: 2 HOURS EXTERNALLY ASSESSED - 40% OF THE QUALIFICATION
<ul style="list-style-type: none"><li>• One written paper of 2 hours, with a total of 100 marks.</li><li>• One audio CD with the extracts to accompany questions on the paper will be provided per student.</li><li>• This paper comprises two sections: A and B. Section A: Areas of study and dictation</li><li>• Three questions related to the set works (audio and skeleton score provided).</li><li>• One short melody/rhythm completion exercise. Section B: Extended response</li><li>• Two essay questions – essay one and essay two</li><li>• Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.</li><li>• 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.</li></ul>

ARTS ADMINISTRATION, AUDIO ENGINEER,  
ACCOUNTANT, CHAMBER MUSICIAN,  
COMPOSER, CONDUCTOR...

# PHYSICAL EDUCATION

## *Aims*

The syllabus aims to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand how the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport.
- develop the ability to perform effectively in physical activity and sport by developing skills and techniques
- develop the ability to analyse and evaluate to improve performance
- develop understanding of the contribution which physical activity makes to health and fitness.

## *Syllabus Content*

Component 1 Scientific Principles of Physical Education

- The anatomical/structural and physiological/functional roles performed in the identified systems of the body
- Stress of exercise on the systems and the way that the effect is measured
- The principles of Newton's Three Laws of Motion – force, centre of mass and stability
- The importance of diet and nutrition pre-, during and post-physical activity
- Energy systems and how to train, maintain and improve their performance
- An understanding of fitness components, methods of training and physiological adaptations
- Prevention and rehabilitation from injury
- Development of skills in sport

SPORTS SCIENCE, PHYSIOTHERAPY, SPORTS M  
SPORTS MARKETING, BIOCHEMIST, SPORTS JO  
TEACHER TRAINING...

## Syllabus Content

### Component 2 Psychological and Social Principles of Physical Education

- Learning theories and how they relate to skill development and the role of memory systems in the acquisition of skill
- Practices, feedback and guidance to practical performance situations
- Use of quantitative data in skill acquisition and be able to produce and evaluate the meaning of such data
- Sports psychology and optimal sporting performance of an individual athlete, sports teams and individuals in the teams
- Psychological view points, theories and perspectives
- Relationship between sport and society, parallels between societal changes and sport
- The development of society as increasingly commercial and political and how these phenomena were reflected in sport
- Ethics, pressures on performers to cheat and factors that influence deviance and the response of national and international organisations
- The relationship between media and sport and the role of social media

## Assessment

Exam board: Edexcel GCE

Assessed at the end of A2
External = 40%
<b>Component 1</b> Scientific Principles of Physical Education Written examination: 2 hours and 30 minutes 140 marks
External = 30%
<b>Component 2</b> Psychological and Social Principles of Physical Education Written examination: 2 hours 100 marks
Internal = 15%
<b>Component 3</b>  Practical Performance  40 Marks
Internal = 15%
<b>Component 4</b>  Performance Analysis and Performance Development Programme  40 Marks

MANAGEMENT, SPORTS DEVELOPMENT,  
JOURNALISM, SPORTS COACHING,

# 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 activities in a variety of ways.

## *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

MEDICINE, ENGINEERING, FINANCE, RESEARCH

## Assessment

Exam board: Edexcel IAL

Year 12	Year 13
EXTERNALLY ASSESSED = 50%	EXTERNALLY ASSESSED = 50%
<p>Paper 1 - 20% 1 hour 30 minutes 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 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 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 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 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 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>

# 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).

MEDICINE, EDUCATION, SCIENCE, COUNSELING



## Assessment

Exam board: Edexcel IAL

IAS Level (Year 12)	IAL* (Year 12 & 13)
EXTERNALLY ASSESSED = 100%	EXTERNALLY ASSESSED = 100%
<p>Unit 1 64 marks, 1.5-hour exam. Covers social and cognitive psychology and is worth 40% of the total IAS and 20% of the total IAL</p>	<p>Unit 3 64 marks, 1.5-hour exam. Covers developmental and criminological psychology. It is worth 40% of the IA2 and 20% of the total IAL</p>
<p>Unit 2 96 marks, 2-hour exam. Covers biological psychology, learning theories and development, it is worth 60% of the IAS level and 30% of the total IAL.</p>	<p>Paper 2 90 marks, 2 hour exam. Covers two application – clinical psychology and either criminological or child psychology. It is worth 35% of the A Level.</p> <p>Unit 4 96 marks, 2-hour exam. Covers clinical psychology and psychological skills. It is worth 60% of the IA2 and 30% of the total IAL</p> <p>* 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.</p>

ING, SPORTS PSYCHOLOGY, LAW...

## *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:

1. **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, North America as well as universities in Hong Kong and Australia.
2. **Summer Courses:** 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.
3. **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.
4. **Work Experience:** This is also becoming an increasingly important way of adding value to university applications. As part of our Sixth Form provision, all Year 12 students are assisted in organising a work placement lasting at least one week. This support is also available to younger students.
5. **University Applications:** All Sixth Form students will receive 1-1 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.
6. **1-1 Careers Meetings:** Parents and students are always welcome to make an appointment with our Careers and University Guidance Counsellor, Ms. Yanyan Wu, to discuss the different university and career pathways.



THE BRITISH  
SCHOOL  
OF GUANGZHOU

A NORD ANGLIA EDUCATION

OF GUANGZHOU  
NORD ANGLIA EDUCATION SCHOOL

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**General Enquiries**

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