



THE BRITISH INTERNATIONAL SCHOOL  
KUALA LUMPUR  
A NORD ANGLIA EDUCATION SCHOOL

# SIXTH FORM A LEVEL OPTIONS BOOKLET





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# Welcome from the Head of Secondary

A very warm welcome to the BSKL Sixth Form Prospectus. The transition to the Sixth Form is one of the most important our children will experience. We want them to feel empowered and independent at the same time as feeling supported and encouraged. The final two years at school for most young people are a time of bittersweet excitement and nervous anticipation. Here at BSKL we aim to provide the students with the motivation to succeed through their own strengths and abilities at the same time as providing a comforting reassurance when challenges arise.

You will find in this handbook a wealth of information about the Sixth Form experience at BSKL, and an outline of the support available in our school for all Year 11 students as they take this important step toward their further education. If there are any questions or queries, parents and students are encouraged to speak to us - it is important that the dialogue continues throughout the Options process and we would be delighted to meet with you to discuss this important stage of your child's education.

Here at BSKL, we often use the following phrase:

'We know our students and we empower them to succeed.'

For students to be empowered they must have a voice and the self-awareness to make appropriate decisions and choices in areas such as subject options. The very fact that we know our students so well means that we are well-positioned to counsel each student effectively. The BSKL Year 11 Options process is designed to promote positive choices and confidence-building decision-making for our students in line with our school values.

Our school values define and shape our community. You will see our values throughout our practice and in all our interactions. The combination of ambition and risk-taking with the integrity and resilience to always do the right thing is a model of success no matter the challenges faced. Add to that the strength to be kind to each other and to one's self and the development of a strong character is complete.

We are confident that our Sixth Form students will thrive and succeed at BSKL, in our happy, supportive, friendly and close community. We look forward to challenging and inspiring them to be the best they can be, and to celebrate their achievements.

**Dr Nicola Brown**  
Head of Secondary

# Welcome from the Head of Sixth Form

Our aim at BSKL is to assist our students in the articulation of their ambitions and support them in developing the tools to achieve those ambitions. Sixth Form represents a significant transition for all of our students and it is also one that is supported on an individual basis. We have a wealth of experience within our tutor team and spend a great deal of time getting to know our students.

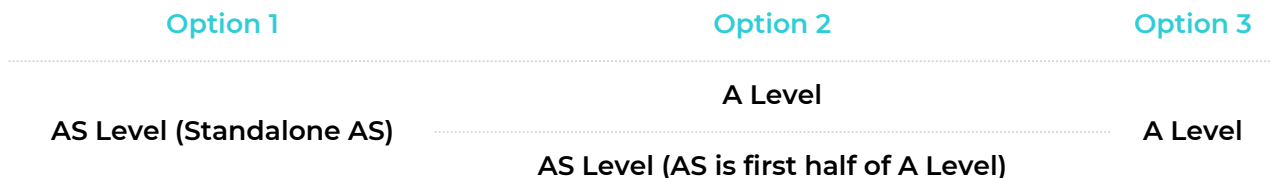
We firmly believe that students thrive academically if they are provided with personalised, continuous and focused pastoral support and guidance. Our excellent A Level results for 2021/22 are a testament to the outstanding care and teaching our students receive. The results are also testament to the high calibre of students within our Sixth Form, which provides a suitable social environment for our students to develop. At BSKL, we are values-driven and our students leave with excellent academic outcomes and a developed sense of self-efficacy. It is the latter that not only aids them in being accepted into their universities of choice, but also aids their success once there.

I look forward to working with both students and parents on this exciting next chapter of the education journey.

**Mr Kyle Milliner**  
Head of Sixth Form

## A Level courses span two years.

The chart below shows three possible assessment approaches. This will vary by subject and this is made clear in each of the subject guides in this document. Typically an AS Level is completed in one year, extended to an A Level in the second year (Option 2 below)



If externally examined at the end of Year 12, students will receive an AS grade which will be recorded on their university application forms. If students are continuing any subjects onto A Level which are not examined at AS, then the grades on their university application forms will be recorded based on what their teachers expect them to achieve at the end of Year 13.

We select the syllabuses that best suit our students. Subjects currently offer one of the following exam boards:

- Cambridge International A Level
- AQA A Level
- Edexcel International A Level
- Edexcel A Level

## Entry Requirements

These entry requirements are guidelines and we review each student's application on a case-by-case basis:

- Five (I)GCSEs A\*-C
- A minimum of grade B or a '6' at (I)GCSE in subjects you wish to take for A Level
- A\* or grade 9 in IGCSE mathematics necessary to take Further Mathematics A Level
- A\*/A or 7,8,9 in IGCSE Mathematics is necessary to take Mathematics A Level, IGCSE Physics to take Physics A Level
- A minimum of an A grade is also recommended for the study of Computer Science

## Assessment

Each subject that a student takes receives a separate grade. Grades are benchmarked using internationally recognised standards, with clear guidelines to explain the levels of achievement.

A Levels are reported on a grade scale from A\* (highest) to E (minimum required performance). There is no A\* grade for AS Levels which run from grade A to E.

# SIXTH FORM AT BSKL

As well as the increased academic demands placed upon Sixth Form, life in the Sixth Form will be a different experience for all students in many ways.



**Inspirational  
teaching and  
world class  
facilities.**

**Personalised  
learning and a  
unique university  
support process.**

## STUDENT LEADERSHIP OPPORTUNITIES

We will continue to provide a large number of student leadership positions. All students in the Sixth Form are eligible to apply to become Head Students, Prefects and House Captains. The post-holders will play a key role in assisting staff and other students in the running of the school.

## TUTOR TIME - PSHE - "MY WORLD"

Each student will be allocated experienced tutors who will mentor them through their Sixth Form years. Time is dedicated to support the development of our students outside their subject areas. The "My World" topics covered aim to prepare students for life at university/the world of work.

## COMMON ROOM AND STUDY AREAS

All students will have access to our purpose built Sixth Form common room where they will be able to spend their break and lunchtimes relaxing with their peers. In addition to the common room, all students will have access to an exclusive study room at all times.

## MACBOOK AIR

As is the case at IGCSE, all of the students studying in the Sixth Form have the option to use a school MacBook Air to support them in their studies. This is loaned to the students during their time at BSKL and is included in the fees. Students may choose to use their own laptop, as long as it meets the minimum requirements.

## TRIPS AND ENRICHMENT

Life in the Sixth Form will provide students with an opportunity to attend a variety of trips, which will develop them as young people as well as support their university applications. A Sixth Form bonding trip will launch the A Level experience; this will be an adventure and service week allowing students to spend time getting to know each other whilst also learning new skills.

## TUTORIAL

2 lessons a week are spent in year groups with the University and Careers Counsellor. Year 12 will focus on preparation for university, study skills, leadership opportunities, planning summer internship/work experience placements, and starting to write their personal statements/essays for university applications. Year 13 students will focus on completing their university applications and preparing for life beyond BSKL.

## CO-CURRICULAR ACTIVITIES

School life and learning does not end in the classroom. Students will continue to be offered opportunities to be involved in a wide variety of activities and services where they will learn new skills. These include leadership roles and extra curricular clubs; the International Gold Award, MUN, sports clubs, community service, music groups, school production, FOBISIA events and much more.

## STUDENT EXPECTATIONS

### Effective Time Management to Meet Deadlines

Students will find studying in the Sixth Form is a step up from IGCSE and they will need to take greater responsibility for their learning. Students' progress will still be monitored closely by their tutor, and offered support should they fall behind with work – it is essential though that all do their best to adhere to work deadlines. This is particularly important for students undertaking any courses with an element of coursework/portfolio/personal investigation.

### Academic Honesty

Students must exercise academic honesty in all aspects of their work and will receive sessions on this in tutorial time.

### Dress Code

Sixth Form students are required to dress smartly and our expectations are similar to those one would expect in a business environment. Given the position of Sixth Form students as role models within the school, it is expected that they will follow published guidelines.

### Independent Learning

As with IGCSE students must continue to take responsibility for their own learning.

## CAREERS & UNIVERSITY INFORMATION

Students can use AS and A Levels to gain places at leading universities worldwide including the UK, USA, Canada, Australia and across Europe and Asia.

Students are supported by tutors, teachers, the University and Careers Counsellor, the Head of Sixth Form, the Head of Secondary and the Principal in applications to universities. In tutorial lessons (twice a week) each student will receive university and careers education, information, advice and guidance. This will include support for applications through UCAS to the UK, USA, Australia and throughout Europe and Asia.

During these sessions, students are taken through the application processes and are taught key skills required to be successful at interviews, writing essays and constructing personal statements/essays.

#### Year 11

- Futurewise (SPW Careers) career profiling or 1:1 career meetings
- University presentations
- Sixth Form Information Evening
- Support in undertaking work placements

#### Year 12

- Register and complete some admissions tests including SAT/ACT
- Attend university presentations and careers fair
- Attend 1:1 career meetings
- Preparation for medical/dental/veterinary courses
- Preparation for other subject admissions tests
- Interview practice
- Start personal statements/essays for university applications
- Undertake work placements

#### Year 13

- Apply to university
- Sit subject admissions tests (BMAT, UKCAT, LNAT)
- Attend interviews
- Respond to offers
- Apply for scholarships
- Prepare and plan accommodation and visas

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

### **University Visits:**

We continue to receive representatives from universities around the globe in school. Each year we will host presentations from universities in the UK and North America, as well as those in Hong Kong, Canada, Japan, Europe and Australia. Many university enrichment experiences are offered at school and within Malaysia.

### **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 to school to present information regarding these courses. A comprehensive list of providers will be provided to all parents.

### **Admissions assessments e.g. SATs/ACT, BMAT/UKCAT, LNAT, IELTS:**

Guidance will be given to students on how to prepare for and book these examinations.

### **Work Experience:**

This is also becoming an increasingly important way of adding value to university applications. As part of our Sixth Form provision, Year 12 students can be assisted in organising a meaningful and relevant work placement.

### **University Applications:**

All students will receive one-to-one support in completing their university applications and writing their personal statements/essays.

### **One-to-One Discussions:**

Parents and students are always welcome to contact the Head of Key Stage 5 to arrange a one-to-one appointment to discuss any individual concerns or questions regarding the IGCSE or A Level Programmes.



# SUBJECT GUIDE

Making A Level course selections can be a daunting task. Look to your future, discuss your career or University study aspirations with your tutors and teachers and discuss which A Level courses may be required or relevant in the fields you are considering. Think about which subjects you enjoy now and also consider new subjects offered in the Sixth Form.



# ART

## AQA A Level Art & Design (Fine Art) (7202)

A Level Art allows students to continue to explore a range of Fine Art (drawing, printing, photography & sculpture) media, processes and techniques. The format for the courses is very similar to GCSE, with two components, a coursework unit and an externally set task. This should allow for a smooth transition from GCSE. However, as the expectations increase, greater emphasis is placed on the ability to analyse the work of artists and craftspeople and students will need to demonstrate greater independence with their work as they develop their own direction for their studies.

## Syllabus outline and Assessment

### A Level Art - Fine Art (Two Year Course)

Component	Time	Weighting
<b>Unit One - Personal Investigation (Including a written element between 1000 - 3000 words)</b> Internally marked and moderated externally	Sep - Feb	60%
<b>Unit Two - Externally Set Task (15 hours supervised practical session)</b> Internally marked and moderated externally	Feb - May	40%

Both courses share the same assessment objectives.

- AO1: Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding.
- AO2: Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops.
- AO3: Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress.
- AO4: Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

## Career and degree opportunities

A Level Art is essential for those students wishing to enter many creative industries, such as architecture, web design, advertising, interior design, photography, film production, fashion design and art history. It is also a good compliment to many other A Levels with many UK universities keen to accept students that are able to analyse, critically evaluate and see things from an alternative perspective.

# BIOLOGY

## Pearson Edexcel International Advanced Subsidiary (IAS) and Advanced Level in Biology (XBI01) (YBI01)

The aims of the International Advanced Level in Biology is enable students to:

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

### Syllabus outline

There are eight topics covered in the IAL Biology course that will cover knowledge, understanding and skills:

1. Molecules, Transport and Health
2. Membranes, proteins, DNA and gene expression
3. Cell structure, reproduction and development
4. Plant structure and function, biodiversity and conservation
5. Energy flow, ecosystems and the environment
6. Microbiology, immunity and forensics
7. Respiration, muscles and the internal environment
8. Coordination, response and gene technology

### Assessment

#### Component -

All components are externally assessed exams.

All papers contain: Objective questions, structured questions, short-answer questions and “How Science Works” practical-related questions.

#### Weighting

	Length	Weighting	
		AS/A2 Level	A Level
Unit 1: Molecules, Diet, Transport and Health(IAS) WBI11	1hr30	40%	20%
Unit 2: Cells, Development, Biodiversity and Conservation (IAS) WBI12	1hr30	40%	20%
Unit 3: Practical Skills in Biology I (IAS) WBI13	1hr20	20%	10%
Unit 4: Energy, Environment, Microbiology and Immunity (IAL) WBI14	1hr45	40%	20%
Unit 5: Respiration, Internal Environment, Coordination and Gene Technology (IAL) WBI15 This paper includes pre-released reading.	1hr45	40%	20%
Unit 6: Practical Skills in Biology II (IAL) WBI16	1hr20	20%	10%

### **Career and degree opportunities**

Biologists equip themselves with a varied set of key skills that can be applied across a range of disciplines. Conservation biology, ecology, or environmental management place themselves at the forefront of global efforts to secure a prosperous future for the Earth and its inhabitants.

Plant scientists, geneticists and molecular biologists might possess the skills to eradicate global hunger. In addition to this, doctors, nurses, clinical psychologists and pharmacologists address the everyday needs of the human population. You will find biologists in classrooms, designing museum exhibits, publishing work in newspapers and on the radio and TV.

# BUSINESS STUDIES

## Cambridge International AS and A Level Business Studies (9609)

The Business syllabus enables students to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of adding value.

Students examine the management of organisations and, in particular, the process of decision-making in a dynamic external environment.

### Syllabus outline

There are 5 topics covered in the Business course. The syllabus is built upon the following key concepts; change, management, customer focus, innovation, creating value and strategy.

1. Business and its environment
2. Human resources management
3. Marketing
4. Operations management
5. Finance and accounting

### Assessment

Component - All components are externally assessed exams.	Length	Weighting	
		AS Level	A Level
<b>Paper 1 Business Concepts 1</b> Section A: Four short answer questions Section B: One essay from a choice of two questions Based on AS Level syllabus content.	1hr15	40%	20%
<b>Paper 2 Business Concepts 2</b> Two data response questions Based on AS Level syllabus content.	1hr30	60%	30%
<b>Paper 3 Business Decision-making</b> Five questions based on a case study Based on A Level content; AS Level syllabus content knowledge is assumed.	1hr45	-	30%
<b>Paper 4 Business Strategy</b> Two essay questions based on a case study Based on A Level content knowledge; AS Level syllabus content knowledge is assumed.	1hr15	-	20%

### Career and degree opportunities

Careers in private or public organisations, including careers in business, management or finance, as well as entrepreneurial endeavours. The course equips students with the knowledge and skills that are vital to those entering the world of work in general. Typical employers include industries as diverse as chemicals, utilities, fashion, health, grocery and operational issues. Opportunities exist in management and analysis roles with employers in the private, public and voluntary sectors

# CHEMISTRY

## Pearson Edexcel International Advanced Subsidiary (IAS) and Advanced Level in Chemistry (XCH01) (YCH01)

The aims of the International Advanced Level in Chemistry enable students to develop:

- An interest and enthusiasm for chemistry, including developing an interest in further study and careers in chemistry.
- An appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of economy and society.
- A deeper understanding of the skills, knowledge and understanding of how science works.
- Essential knowledge and understanding of different areas of the subject and how they relate to each other.

### Syllabus outline

There are 4 topics in the Chemistry course that will cover knowledge, understanding and skills:

1. Structure, Bonding and Introduction to Organic Chemistry.
2. Energetics, Group Chemistry, Halogenoalkanes and Alcohols.
3. Rates, Equilibria and Further Organic Chemistry.
4. Transition Metals and Organic Nitrogen Chemistry.

### Assessment

Component - All components are externally assessed exams.	Length	Weighting	
		AS/A2 Level	A Level
Unit 1: Structure, Bonding and Introduction to Organic Chemistry (IAS) WCH11	1hr30	40%	20%
Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols (IAS) WCH12	1hr30	40%	20%
Unit 3: Practical Skills in Chemistry I (IAS) WCH13	1hr20	20%	10%
Unit 4: Rates, Equilibria and Further Organic Chemistry (IAL) WCH14	1hr45	40%	20%
Unit 5: Transition Metals and Organic Nitrogen Chemistry (IAL) WCH15	1hr45	40%	20%
Unit 6: Practical Skills in Chemistry II (IAL) WCH06	1hr20	20%	10%

### Career and degree opportunities

IAL in Chemistry is essential for those wishing to study medicine, veterinary science, dentistry, pharmacy and chemical engineering. Students with IAL Chemistry are regarded as well-rounded applicants from universities worldwide for their analytical, numerical, communication, technical and management skills.

# COMPUTER SCIENCE

## AQA A Level Computer Science (7517)

The Computer Science syllabus enables students to develop computational thinking skills - a way of problem solving in a logical manner in order to create programming solutions to those problems. The course teaches how to develop algorithms leveraging computational thinking skills. It also teaches how to implement algorithms as computer programs. Extensive programming is done throughout the course and supporting key computer science theoretical concepts are taught. Computer Science taken at GCSE level is recommended for choosing this course with an expectation of achieving a B, A or A\*.

### Syllabus outline

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation
- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and architecture
- Consequences of uses of computing
- Fundamentals of communication and networking
- Fundamentals of databases
- Big data
- Fundamentals of functional programming
- Systematic approach to problem solving
- Non-exam assessment - the computing practical project

### Assessment

Component - All components are externally assessed aside from the practical project

Length Weighting

#### A Level Paper 1 (On screen exam)

AS Paper 1 above plus the skills required from section 13 above.

2h30

40%

#### A Level Paper 2 (Written exam)

Subject content 5-14 above.

2h30

40%

#### A Level Practical Project

The non-exam assessment assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.

75  
marks

20%

### Career and degree opportunities

Computer Science as a general knowledge base can be very useful for a wide range of professions. To name a few, these include scientists, actuaries, management consultants, web designers, engineers and media managers. Some of the most successful companies in the world have been started by computer programmers including Google, Microsoft and Facebook.

# DRAMA

## AQA examination board

This course allows for an exciting exploration of theatre styles and practitioners alongside a chance to hone students' performance skills through a variety of texts. It encourages creativity by focusing on practical work - reflecting twenty-first century theatre practice - and developing skills that will support progression to a further study of Drama and a wide range of other subjects.

The subject content for A Level Drama and Theatre is divided into three components:

### Component 1: Understanding drama

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#### What's assessed

- Knowledge and understanding of drama and theatre
- Study of one set play from a choice of nine
- Analysis and evaluation of the work of live theatre makers

#### How it's assessed

- Written exam: 1 hour and 45 minutes
- Open book
- 80 marks
- 40% of GCSE

#### Questions

- Section A: multiple choice (4 marks)
  - Section B: four questions on a given extract from the set play chosen (44 marks)
  - Section C: one question (from a choice) on the work of theatre makers in a single live theatre production (32 marks)
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### Component 2: Devising drama (practical)

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#### What's assessed

- Process of creating devised drama
- Performance of devised drama (students may contribute as performer or designer)
- Analysis and evaluation of own work

#### How it's assessed

- Devising log (60 marks)
  - Devised performance (20 marks)
  - 80 marks in total
  - 40% of GCSE
  - This component is marked by teachers and moderated by AQA.
- 

### Component 3: Texts in practice (practical)

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#### What's assessed

- Performance of two extracts from one play (students may contribute as performer or designer)
- Free choice of play but it must contrast with the set play chosen for Component 1

#### How it's assessed

- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)
- 40 marks in total
- 20% of GCSE
- This component is marked by AQA.

## **Career and degree opportunities**

Forbes recently identified ten key skills to succeed in 2020: complex problem solving; critical thinking; creativity; coordinating with others; people management; emotional intelligence; judgement and decision making; service orientation; negotiation and cognitive flexibility.

Studying Drama develops in students a heightened awareness of their physical selves, develops physical and vocal control, promotes an understanding of human behaviour and psychology and develops confidence.

Students who study Drama at high school often go on to study the following courses to do with live performance at degree level:

- Acting
- Acting and Stage Combat
- Drama
- Physical Theatre
- Stage and Production Management
- World Performance

Drama can also take you into the world of Film and Television through courses at degree level such as:

- Film and Television Production
- Animation
- Digital Film and Post Production Technology
- Media Production
- Studio Management and Production

However, if the world of entertainment and media is not where you are headed, many students who study Drama find their training useful when moving on to study:

- Advertising and Marketing
- Law
- Business
- Psychology
- Finance
- Sociology

# ECONOMICS

## Edexcel International A Level Economics (AS – XEC11, A – YEC11)

Students study how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly. The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Students also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

### Syllabus outline

The course is divided into four units, each unit having a different focus:

Unit 1 – Markets in Action

Unit 2 – Macroeconomic Performance and Policy

Unit 3 – Business Behaviour

Unit 4 – Developments in the Global Economy

### Assessment

Component - All components are externally assessed exams.	Length	Weighting	
		AS Level	A Level
<b>Paper 1 – Unit 1 – Reasoned Choice and Data Response</b> Section A: Six multiple choice questions Section B: Five short-answer questions Section C: A five-part question, based on data provided in a source booklet Section D: One 20-mark essay question, out of a choice of two	1hr45	50%	25%
<b>Paper 2 – Unit 2</b> Same structure as Paper 1	1hr45	50%	25%
<b>Paper 3 – Unit 3 – Essay and Data Response</b> Section A: Six multiple choice questions Section B: A five-part question, based on data provided in a source booklet Section C: Two 20-mark essay questions, out of a choice of three	2hr	50%	25%
<b>Paper 4 – Unit 4 – Essay and Data Response</b> Same structure as Paper 3	2hr	50%	25%

### Career and degree opportunities

Economists are employed in a variety of settings in both the public and private sectors, including the Civil Service, other government departments and think tanks, banks, consultancies and not for profit organisations. Other careers include chartered accountant, actuary and quantity surveyor.

# ENGLISH LITERATURE

## Edexcel International AS (XET01) and A2 Level English Literature (YET01)

Literature in English provides the students who take it with a lifelong understanding and enjoyment of literary texts and, importantly, gain a range of essential skills, including:

- the ability to write clearly and effectively;
- skills in developing arguments;
- skills in researching and managing information;
- the ability to analyse complex texts in different forms and styles.

### Syllabus outline

At AS Level students are required to study three set texts and selected poems from an anthology of post-2000 poetry. At A2 Level students are required to study three set texts, selected poems from an anthology of pre-1900 poetry and respond to an unseen poem. Candidates are required to answer questions on a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay based questions.

### Assessment

Component - All components are externally assessed exams.	Length	Weighting	
		AS Level	A Level
<b>Unit 1 Post-2000 Poetry and Prose</b> Candidates answer two questions: one question from Section A Poetry and one question from Section B Prose. An essay question is set on each text.	2hr	50%	25%
<b>Unit 2 Drama</b> Candidates answer two questions on two plays. An essay question is set on each text.	2hr	50%	25%
<b>Unit 3 Poetry and Prose</b> Candidates answer two questions: one question from Section A on unseen poetry and one question from Section B Prose which is a comparison of two prose texts. An essay question is set in each section.	2hr	-	25%
<b>Unit 4 Shakespeare and Pre-1900 Poetry</b> Candidates answer two questions: one question from Section A Shakespeare and one question from Section B Pre-1900 Poetry. An essay question is set on each text.	2hr	-	25%

### Career and degree opportunities

Studying English Literature at International A Level can provide a pathway into careers including publishing, journalism, the creative arts, arts administration and teaching. In terms of wider careers, advertising and public relations are popular options, while English Literature can also support entry to the civil service, banking, law and accountancy.

# EXTENDED PROJECT QUALIFICATION (EPQ)

## AQA Level 3 Extended Project Qualification (7993)

The EPQ is an optional addition to the three AS Levels taken in Year 12 and three A Levels taken in Year 13. It is worth half an A Level and an increasing number of universities recognise the EPQ either in their offers or as a valuable undertaking which can be referenced in applications.

In undertaking the EPQ students will identify, design, plan and complete an individual project. Students are required, with appropriate supervision, to:

- choose an area of interest;
- draft a title and aims of the project for formal approval by the school;
- plan, research and carry out the project;
- deliver a presentation to a specified audience;
- provide evidence of all stages of project development and production for assessment.

Depending on the subject area or topic chosen, a variety of evidence may be submitted for assessment. Evidence can be provided in any form appropriate to the type of project chosen, and may include:

- an artifact, model or construction
- a CD/video/DVD of performances or activities
- an audiotape/multimedia presentation
- a journal of activities or events
- a slide or PowerPoint presentation
- a photographic record of the project

All project products must include a written report of between 1000 and 5000 words. The exact length of each written report will depend on the nature of the project, the subject area or topic chosen and the other evidence provided. A project which consists solely of written work should be approximately 5000 words, for example, a research report of an investigation, exploration of a hypothesis or an extended essay or academic report. Projects where the majority of the evidence is provided in other formats should include a report which is at least 1000 words.

Students will be assigned a supervisor who will oversee their project. Students complete a Production Log as they carry out their projects which records key information such as project aims, approval, and reviews.

Component	Weighting
AO1 Manage: Identify, design, plan, and carry out a project, applying a range of skills, strategies and methods to achieve objectives.	20%
AO2 Use Resources: Research, critically select, organise and use information, and select and use a range of resources. Analyse data apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.	20%
AO3 Develop and Realise: Select and use a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes.	40%
AO4 Review: Evaluate all aspects of the extended project, including outcomes in relation to stated objectives and own learning and performance. Select and use a range of communication skills and media to present project outcomes and conclusions in an appropriate format.	20%

# FRENCH

## AQA A Level French (7652)

Please note that this is a two year course and you are unable to sit the course as an AS Level. The AQA A Level syllabus in French aims to develop the ability to understand the language from a variety of different registers. It enables students to communicate confidently and clearly in French, and it will form a sound base of skills, language and attitudes required to further study, work or leisure. The course will provide students with an insight into the culture and contemporary societies in France and the French-speaking world.

## Syllabus outline

The syllabus will cover the following broad areas of study

- Social issues and trends • Grammar
- Political and artistic culture • Study of one text and one film

## Assessment

Component	Length	Weighting
<b>Paper 1 Listening, Reading and Writing</b> Section 1: Listening and responding to spoken passages from a range of contexts and sources. Section 2: Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. Section 3: Translation into English; a passage of minimum 100 words. Section 4: Translation into French; a passage of minimum 100 words.	2hr30	50%
<b>Paper 2 Writing</b> Two essays (300 words per essay): one question in French on a set text from a choice of two questions and one question in French on a set film from a choice of two questions.	2hr	20%
<b>Paper 3 Speaking</b> Section 1: Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test. Section 2: Presentation (2 minutes) and discussion (9–10 minutes) of individual research project.	21-23 mins	30%

## Career and degree opportunities

A degree in French is usually four years, including one year studying or working in a French-speaking country. Workplace opportunities for languages graduates are wide-ranging, with the analytic and communications skills needed within a French degree, added to the core linguistic skills, widely prized by employers. Recent reductions in language graduate numbers, combined with corporate globalisation, have added to demand for linguists. French graduates go on to work in education (teaching both French in English-speaking countries, and English abroad), and to use their linguistic skills in fields including the diplomatic service, the security service, journalism, law, accountancy, business, industry and finance.

# GEOGRAPHY

## Cambridge International AS and A Level Geography (9696)

Candidates gain lifelong skills, including:

- 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 usefulness of Geographical analysis.

### Syllabus outline

The syllabus is wide-ranging and comprises a variety of options. For example, students can study topics such as hydrology and fluvial geomorphology, atmosphere and weather, rocks and weathering, population change, migration and settlement dynamics. The syllabus considers a range of environments, from tropical to arid, and students can also study subjects such as environmental management, global interdependence and economic transition.

### Assessment

Component	Length	Weighting	
		AS Level	A Level
<b>Paper 1 Core Geography</b> Candidates answer questions in two sections. In Section A, they must answer three compulsory questions on the Core Physical topics. In Section B, candidates answer one of three structured questions based on the Physical Core topics	1hr30	50%	25%
<b>Paper 2 Core Geography</b> Candidates answer questions in two sections. In Section A, they must answer three compulsory questions on the Core Human topics. In Section B, candidates answer one of three structured questions based on the Human Core topics.	1hr30	50%	25%
<b>Paper 3 Advanced Physical Options</b> Candidates answer two questions, each on a different optional topic. Each topic will consist of a structured question worth 10 marks, and two essay questions worth 20 marks each. Each candidate must answer the structured question and choose one of the two essay questions.	1hr30	-	25%
<b>Paper 4 Advanced Human Options</b> Candidates answer two questions, each on a different optional topic. Each topic will consist of a structured question worth 10 marks, and two essay questions worth 20 marks each. Each candidate must answer the structured question and choose one of the two essay questions.	1hr30	-	25%

### **Career and degree opportunities**

The study of AS and A Level Geography allows progress with confidence to a degree in Geography related subjects. Careers include commercial/residential surveyor, environmental consultant, town planner, cartographer, international aid/development worker, tourism officer and transport planner.

# GRAPHIC COMMUNICATION

## AQA A Level Art & Design (Graphic Communication) (7203)

The Graphic Communication syllabus gives students the skills to produce personal creative work and develop an understanding of graphic design. Students will develop their knowledge of materials and techniques, and the skills to communicate ideas and information visually. The syllabus enables students to develop an effective personal visual language and develop their understanding of historical and contemporary influences on design.

### Syllabus outline

Students are required to work in one or more areas of graphic communication including:

- interactive media;
- advertising;
- packaging design;
- design for print;
- illustration;
- communication graphics;
- branding.

### Assessment

Component -	Weighting
All components are internally marked and externally moderated.	A Level
Personal investigation: Non-exam assessment set by the centre. Practical investigation into an idea, issue, concept or theme informed by an aspect or past practice artists or designers. Supported by written material, between 1000-3000 words of prose.	60%
Externally set assignment: Choice of assignments set by AQA. Preparatory period to investigate a theme/question; presented as a design portfolio. Unaided, supervised time to produce a finished outcome or a series of related finished outcomes informed by the preparatory work.	40%

### Career and degree opportunities

Opportunities for further study include degrees in animation, digital arts, graphic design and communication, media design, illustration, printmaking, packaging design and typographic design as well as possible career paths in advertising, interior and spatial design, marketing, publishing and web and app design.

# HISTORY

## Cambridge International AS and A Level History (9489)

The History syllabus provides students with a deeper understanding of the history of Europe, with a focus on revolutions, the formation of countries and the rise to power of dictators. The department can also offer an international option, if this is preferred by students.

Alongside this, students will see their skills in evidential thinking, debate, source analysis and the crafting of a well-thought out argument increase as they progress through the course. In an increasingly information saturated world, history provides the tools to cut through this, allowing the formation of carefully crafted judgements and challenging information that may not be as factually correct as it first appears.

### Syllabus outline

AS Level topics:

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

A2 Level topics:

- The Holocaust - How did the “greatest crime in History” happen?
- Europe of the Dictators, 1918-41 - Comparing Stalin’s Russia, the Nazi state of Adolf Hitler and/or Mussolini’s Italy.

### Assessment

Component - All components are externally assessed exams.	Length	Weighting	
		AS Level	A Level
Component 1: Document question (source-based)	1hr15	40%	20%
Component 2: Outline study	1hr45	60%	30%
<b>AS Level topics rotate between papers 1 and 2 year-on-year. The prescribed topic for Paper 1 in any given year is not used for Paper 2.</b>			
Component 3: Interpretations question (Extract-based) The Holocaust	1hr15	-	20%
Component 4: Depth study Europe of the Dictators, 1918-41	1hr45	-	30%

### Career and degree opportunities

A Level History is highly-prized by top universities and assists progression to university courses in History and other subjects, including Law, the Arts, Humanities and Social Sciences. The independent nature of the study required, and the necessity to construct cogent arguments, makes for excellent preparation for higher education.

# MATHEMATICS

## Edexcel International AS and A Level in Mathematics (XMA01) (YMA01)

Students of the Edexcel International Advanced Level in Mathematics will extend their knowledge and improve their reasoning of mathematical skills and techniques. They will be required to use the new knowledge in more difficult and unstructured problems which will develop their ability to reason, apply and communicate with mathematical efficiency.

### Syllabus outline

Edexcel offers 14 units; pure units and optional applications units across mechanics, statistics and decision mathematics. To ensure that students receive a breadth of knowledge, the applications unit offer is usually Mechanics 1 and Statistics 1.

**AS Level: Pure Mathematics (P1 and P2) plus one applications unit.**

**A Level: Pure Mathematics (P1, P2, P3 and P4) plus two applications units .**

P1 and P2 units consist of Algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.

P3 and P4 units consist of Algebra and functions; sequences and series; exponentials and logarithms; trigonometry; differentiation; trigonometry; integration; numerical methods; vectors.

### Assessment

Component	Length	Weighting	
		AS Level	A Level
P1	1hr30	33.3%	16.7%
P2	1hr30	33.3%	16.7%
P3	1hr30	-	16.7%
P4	1hr30	-	16.7%
Applications units			
1 for AS Level	1hr30	33.3%	16.7% each unit
2 for A Level			

### Career and degree opportunities

With A Level Mathematics, there are a wealth of options for further study and careers. Studying mathematics helps you develop skills in logical thinking and statistical or strategic knowledge, which are valued by employers across many job sectors. Relevant jobs include: actuary, research scientist, statistician, engineering, accountancy, investment banking and insurance.

# FURTHER MATHEMATICS

## Edexcel International AS and A Level in Further Mathematics (XFM01) (YFM01)

To study Further Mathematics at A Level students must also undertake Mathematics A Level.

### Syllabus outline

The full International Advanced Level award comprises six units; Further Pure Mathematics units FP1, FP2, FP3 and a further three Applications units (excluding P1-4) to make a total of six units. The applications units are in addition to the ones studied at A Level. In order to ensure that students receive a breadth of knowledge that builds upon their prior knowledge, the applications unit offer is usually Mechanics 2, Statistics 2 and Decision 1.

FP1 unit consists of Algebra and functions; coordinate geometry in the  $(x, y)$  plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.

FP2 unit consists of inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.

FP3 unit consists of Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.

### Assessment

Component	Length	Weighting	
		AS Level	A Level
F1	1hr30	33.3%	16.7%
F2	1hr30	-	16.7%
F3	1hr30	-	16.7%
Applications units	1hr30	33.3% each	16.7% each unit

### Career and degree opportunities

Further Mathematics sets students up for study in degrees such as Mathematics and Engineering and provides access to the same career opportunities as mentioned in the A Level outline.

# MEDIA STUDIES

## Cambridge International AS and A Level Media Studies (9607)

Students become:

- confident, using theoretical approaches to decode media texts and contexts, and applying systematic procedures to understand audience behaviour;
- responsible, challenging ideas about the nature of the media and their effects, considering the social, cultural and ethical dimensions;
- reflective, developing an awareness of personal assumptions and being prepared to adopt alternative positions in order to make sense of these;
- innovative, using creative strategies to communicate ideas, to tell stories and to demonstrate aesthetic awareness;
- engaged, by adopting a critical stance in relation to the media and its products, while retaining an appreciation of the complex pleasures for audiences and users.

### Syllabus outline

Component 1 Foundation Portfolio (AS Level)	Component 2 Key Media Concepts (AS Level)	Component 3 Advanced Portfolio (A Level)	Component 4 Critical Perspectives
Candidates produce a media product (magazine) that includes digital evidence of the process of their work and a creative critical reflection.	<b>Section A:</b> Textual analysis and representation: camera shots, angles, movement and composition – editing – sound – mise-en-scène. <b>Section B:</b> Institutions and audiences within one option: film – music – print – radio – video games.	Candidates produce a campaign of media products for a music video, digital evidence of the process of their work and reflect upon their finished products, in the form of an evaluative essay of around 1000 words.	<b>Section A:</b> Media debates: Candidates answer two questions from a choice of three questions on: postmodernism, power and the media and media regulation. <b>Section B:</b> Media ecology: Candidates answer one question.

## Assessment

Component	Length/Marks	Weighting	
		AS Level	A Level
1 Foundation Portfolio - coursework	50 marks	50%	25%
2 Key Media Concepts - Written exam consisting of two questions.	2hr	50%	25%
3 Advanced Portfolio - coursework	50 marks	-	25%
4 Critical Perspectives - Written exam consisting of two questions.	2hr	-	25%

### Career and degree opportunities

Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives. Additionally, it will provide students with skills that are highly desirable in the modern workplace such as creativity, time management and a deeper understanding of the creation and impact of digital marketing.

AS and A Level Media Studies provides a suitable foundation for the study of media studies or related courses in higher education. Equally it is suitable for candidates intending to pursue business careers or further study in business studies, or social sciences as well as providing students with knowledge of professional industry software such as Adobe Photoshop and Premiere Pro.

Students gain lifelong skills, including:

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

# MUSIC

## Pearson Edexcel A Level Music (9MU0)

Edexcel A Level Music candidates develop an appreciation and an informed critical response to the music of the Western tradition. Candidates learn how to listen attentively and responsively in order to better understand the musical processes at work. They also learn how to communicate this understanding, supporting their judgements by evidence-based argument. As part of the course, candidates are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/ or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context.

## Overview of areas of study and set work

Area of Study	Set Works
Vocal Music	<ul style="list-style-type: none"><li>• J. S. Bach, Cantata, Ein feste Burg</li><li>• Vaughan Williams, On Wenlock Edge</li></ul>
Instrumental Music	<ul style="list-style-type: none"><li>• Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1</li><li>• Berlioz, Symphonie Fantastique</li></ul>
Music for Film	<ul style="list-style-type: none"><li>• Danny Elfman, Batman Returns</li><li>• Bernard Herrmann, Psycho</li></ul>
Popular Music and Jazz	<ul style="list-style-type: none"><li>• Courtney Pine, Back in the Day</li><li>• Kate Bush, Hounds of Love</li><li>• Beatles, Revolver</li></ul>
Fusions	<ul style="list-style-type: none"><li>• Debussy, Estampes</li><li>• Anoushka Shankar, Breathing Underwater</li></ul>
New Directions	<ul style="list-style-type: none"><li>• Kaija Saariaho, Petals for Violoncello and Live Electronics</li><li>• Stravinsky, The Rite of Spring</li></ul>

## Assessment

### Component 1 Performing 9MUO/01

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**Non-examined assessment: externally assessed 30% of the qualification/ 60 marks**

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#### Assessment overview

- A public performance of one or more pieces, performed as a recital.
  - Performance can be playing or singing solo, in an ensemble, improvising or realising music using music technology.
  - The total performance time across all pieces must be a minimum of 8 minutes.
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### Component 2 Composing 9MUO/02

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**Non-examined assessment: externally assessed 30% of the qualification/ 60 marks**

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#### Assessment overview

- Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.
  - One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least 4 minutes in duration.
  - One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least 1 minute in duration, unless the brief specifies a longer minimum duration.
  - Total time across both submissions must be a minimum of 6 minutes.
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### Component 3 Appraising 9MUO/03

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**Written examination: 2 hours 10 mins, 40% of the qualification/ 100 marks**

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- Knowledge and understanding of musical elements, contexts and language.
- Application of knowledge through the context of six areas of study, each with two set works. Vocal Music, Instrumental Music, Music for Film, Popular Music and Jazz, Fusions, New Directions.

## Career and degree opportunities

Studying Music at a higher level is looked on favourably by all universities as learning an instrument to such a high standard shows that students apply themselves and are committed, able to undertake hours of self directed study - this is a plus for any university course. Taking A Level Music sets students apart from others as it shows self-discipline and an eagerness to learn, making students desirable for any university course. If students go on to study music further at university they can enjoy careers as performing musicians or as composers, sound design technicians or special effects artists in film, stage or television to name just a few of the many jobs open to them.

# PHYSICAL EDUCATION

## AQA A Level Physical Education (7582)

AQA AS and A Level Physical Education qualifications allow students to play to their strengths and gain dynamic theoretical and practical skills for further education or work. You will be familiar with most of the content, yet a number of topics have been refreshed to reflect contemporary changes.

### Syllabus outline

Paper 1: Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Paper 2: Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Non-exam assessment: Practical performance in physical activity and sport

Students assessed as a performer or coach in the full sided version of one activity, as well as written/verbal analysis of performance.

### Assessment

Component	Length	Weighting
		A Level
Paper 1: Factors affecting participation in physical activity and sport (A Level 105 Marks, AS 84 Marks)	2hr	35%
Paper 1: Factors affecting participation in physical activity and sport (A Level 105 Marks, AS 84 Marks)	2hr	35%
Non-exam assessment: Practical performance in physical activity and sport (A Level & AS 90 Marks)	Internal assessment, external moderation	30%

### Career and degree opportunities

Students who have studied PE at this level can follow a wide variety of future careers: doctor/GP, physiotherapist, PE teacher, sports coach, sports scientist, health and fitness coach/physical trainer, professional athlete/coach, dietician, Sports management/entertainment, Sports Development, Sports Marketing, Sports Analyst, Sports Journalist.

# PHYSICS

## Pearson Edexcel International Advanced Subsidiary (IAS) and Advanced Level (IAL) in Physics (XPH11) (YPH11)

The aims of the International Advanced Level in Physics are to enable students to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other;
- a deep appreciation of the skills, knowledge and understanding of scientific methods;
- competence and confidence in a variety of practical, mathematical and problem-solving skills;
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

### Syllabus outline

There are 11 topics covered in the IAL Physics course that will cover knowledge, understanding and skills:

1. Mechanics
2. Materials
3. Waves
4. Electricity
5. Further Mechanics
6. Fields
7. Particle Physics
8. Thermodynamics
9. Radiation
10. Oscillations
11. Cosmology

### Assessment

Component - All components are externally assessed exams.	Length	Weighting	
		AS/A2 Level	A Level
Unit 1 Mechanics and Materials (IAS) WPH11	1hr30	40%	20%
Unit 2 Waves and Electricity (IAS) WPH12	1hr30	40%	20%
Unit 3 Practical Skills in Physics I (IAS) WPH13	1hr20	20%	10%
Unit 4 Further Mechanics, Fields and Particles(IAL) WPH14	1hr45	40%	20%
Unit 5 Thermodynamics, Radiation, Oscillations and Cosmology (IAL) WPH15	1hr45	40%	20%
Unit 6 Practical Skills in Physics II (IAL) WPH16	1hr20	20%	10%

### Career and degree opportunities

Studying Physics IAL will put students in an excellent position to progress to university courses in Physics, Engineering, Medicine, Finance, Business, Mathematics, Law, Geology and many more. Physics gives students an opportunity to view the world around them from a different perspective - one that can spark a lifetime of study.

# PSYCHOLOGY

## Cambridge International A Level (9990)

Psychology is the scientific study of human behaviour: why do we think, feel, and behave the way we do? How should psychologists conduct research that is scientific, ethical and has practical applications?

This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes:

- A review of a number of important (core) research studies
- An opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow learners to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

## Syllabus outline

Themes	Year 12 Core content	Year 13 Specialist choices
<ul style="list-style-type: none"><li>• Methodology</li><li>• Approaches and Perspectives</li><li>• Issues and Debates</li></ul>	<ul style="list-style-type: none"><li>• Social Influence</li><li>• Cognitive Psychology</li><li>• Research Methods</li><li>• Biological Psychology</li><li>• Learning Theories</li></ul>	<ul style="list-style-type: none"><li>• Abnormal Psychology</li><li>• Consumer Behaviour</li><li>• Health Psychology</li><li>• Organisations (Occupational Psychology)</li></ul>

## Assessment

Component	Length	Weighting	
		AS Level	A Level
<b>Paper 1: Approaches, Issues &amp; Debates</b> Short answer questions and an essay question, based on 'core' studies.	1hr30	50%	25%
<b>Paper 2: Research Methods</b> Short answer questions, based on the core studies, novel scenarios, and design based assessments.	1hr30	50%	25%
<b>Paper 3 Specialist Options (Theory)</b> Candidates answer two questions from two specialist options. Each specialist option is out of 30 marks.	1hr30	-	25%
<b>Paper 4: Specialist Options (Application)</b> Candidates answer questions from two specialist options.	1hr30	-	25%

## Career and degree opportunities

Psychology complements any career that involves the interaction between people, which means that it compliments almost all career paths. Psychology is also pertinent to more specific psychological orientated careers such as those in clinical, forensic, business, and educational psychology.

# SPANISH

## AQA A Level Spanish (7692)

Please note that this is a two year course and you are unable to sit the course as an AS Level. The AQA A Level syllabus in Spanish aims to develop the ability to understand the language from a variety of different registers. It enables students to communicate confidently and clearly in Spanish, and it will form a sound base of skills, language and attitudes required to further study, work or leisure. The course will provide students with an insight into the culture and contemporary societies in Spain and the Spanish-speaking world.

## Syllabus outline

The syllabus will cover the following broad areas of study:

- Social issues and trends.
- Political and Artistic culture.
- Grammar.
- Study of one literary text and one film.

## Assessment

Component	Length	Weighting
<b>Paper 1 Listening, Reading and Writing</b> Section 1: Listening and responding to spoken passages from a range of contexts and sources. Section 2: Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources. Section 3: Translation into English; a passage of minimum 100 words. Section 4: Translation into Spanish; a passage of minimum 100 words.	2hr30	50%
<b>Paper 2 Writing</b> Two essays (300 words per essay): One question in Spanish on a set text from a choice of two questions and one question in Spanish on a set film from a choice of two questions.	2hr	20%
<b>Paper 3 Speaking</b> Section 1: Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test. Section 2: Presentation (2 minutes) and discussion (9–10 minutes) of individual research project.	21-23 mins	30%

## Career and degree opportunities

A degree in Spanish is usually four years, including one year studying or working in a Spanish-speaking country. Spanish is the second most widely spoken language in the world after English, so the subject offers huge geographical, cultural and historical scope alongside the ability to become linguistically proficient. Graduates in Spanish go on to specialise as translators and interpreters, as well as working as language and English as a Second Language teachers, working in travel and tourism and in the wider fields of international business, law, journalism, finance and the civil service.





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