

# 6<sup>th</sup> form Prospectus



POST 16 OPTIONS BOOKLET

2016-2017

# INTRODUCTION

This Post 16 Options Booklet aims to give you a general overview of Sixth Form at AAESS and the A Level subjects offered. Should you have any queries regarding the information provided please contact:

Miss Lorraine Harte, Head of Sixth Form [lharte@aaess.sch.ae](mailto:lharte@aaess.sch.ae)



## The A level Qualification

There are two parts to an A Level qualification: an AS, Advanced Subsidiary, taken at the end of the first year in the Sixth Form (Year 12), and an A2, the full award, taken at the end of the second year. The A level qualification has been the gold standard for entry into UK universities since its introduction and is recognized at universities worldwide as a sound basis for pursuing a university education. The introduction in the last decade of the option to study a number of subjects to AS level in Year 12 has allowed students to study a broader range of subjects and then to concentrate on pursuing key subjects to A level in Year 13. At the end of two years in the Sixth Form, we expect students to have achieved a good quality set of Advanced Subsidiary (AS) and Advanced Level grades, to have developed their personal skills, and to move on to university or employment as fully responsible adults with a strong sense of self-worth. The systems, structures and opportunities created for the Sixth Form are designed to achieve all these goals, not just good A Level grades



# ENTRY REQUIREMENTS

Entry to Year 12 is based on an interview with the Head of the Sixth Form, a minimum of **Five GCSE passes including Math and English, (Grade C or above)** and a teacher recommendation for the subject to be studied. Subjects selected to be studied at A Level require at least a **Grade B at GCSE** so that students have a solid foundation leading into Year 12.

Arabic passport holders will need to take Ministry of Education Arabic and Islamic lessons in Year 12.

Please note that subjects on offer need a minimum number of students to operate. This will be confirmed after option choices have been made. Any student who is, unsure whether he/she is returning to the Sixth Form **should see the Head of Sixth Form as soon as plans become definite** so that they may be included in the option process and given their choice of subjects.



Al Ain English Speaking School

House Captains, 2015/2016.

At AAESS we construct the timetable for A Level subjects in accordance, as far as possible, with student demand. The process is operated as follows:

- Students choose their preferred subjects.
- Heads of Departments vet suitability of choice.
- Subject blocks are constructed, which will hopefully offer all students who have indicated that they wish to definitely continue into Sixth Form their choice of study.
- After this initial choice students may, of course, change their minds, but will need to realize that, just as in the Year 9 option process, change will be dependent on space being available in the class and that the subjects do not “clash” on the timetable.



Al Ain English Speaking School

Secondary Leadership Team, 2015/2016.

# A Level Subjects Offered

Until UK and Worldwide universities move away from demanding good Advanced Level grades for admission, we will continue to focus on achieving these. All Year 12 students are required to study **4 subjects at AS level**. At the start of Year 13, the study of one of these may be discontinued whilst the others are taken through to full A Levels. Each subject has eight taught 40 minute lessons per week for the academic year 2016-17.

At Al Ain English Speaking School we place great emphasis on each student achieving their full potential and in order to do this we aim to work closely with parents and students in choosing the correct balance of subjects to follow in the 6th form.

We offer a wide range of subjects, and the descriptions in this book are to give both parents and students an insight into what the subject will involve.

However, before choosing your subjects we would encourage you to meet the subject teachers and discuss whether a particular subject is the right choice for you. Discussion with the Head of Sixth Form about subject combinations is recommended, to ensure that the chosen subjects form a balanced course of study and will provide students with the background needed to find a suitable university place or future employment.

It is expected that compared to GCSE, study of AS Level subjects will impose greater demands on the student. In addition to the sheer size of the syllabus and the quantity of work to be covered, some of the topics will prove challenging. This inevitably means that the student will need to revisit them, perhaps several times, before they are fully grasped and understood. Sixth Formers can expect to do considerable extra research and reading and to structure their use of personal study time – this is an important stepping-stone to university. In general, Sixth Formers must be prepared to take on greater responsibility for their own learning. As a rough guide, work during study-time and at home should at least be equal to the time spent in formal lessons.

## *The subjects currently offered in Sixth Form at AAESS are;*

- Art
- UAE Ministry of Education Arabic and Islamic
- Biology
- Business Studies
- Chemistry
- Economics
- English Literature
- English Language
- Geography
- History
- Applied Information Communication Technology
- Mathematics
- Modern Foreign Languages (MFL) French and Spanish
- Music
- Physical Education
- Physics
- Psychology



# A Level Assessment and Awards

## The standard of the CIE AS (Advanced Subsidiary) Level

The standard of work at AS Level is designed to bridge the gap between GCSE and a full A Level.

The AS will be worth 50% of the A Level assessment. The AS qualifications will have a value in their own right.



## Edexcel Reforms?

The UK Department for Education and the exams regulator Ofqual have confirmed that **EDEXCEL** A levels will be changing from 2015 to 2017. We summarise the main changes here.

The key changes to A level

- A levels will be fully linear, with students sitting their exams at the end of the two-year course. From January 2014, there is no longer a January assessment window. This change applies to current A levels as well as the new ones in development.
- AS levels will be stand-alone qualifications and will no longer contribute to an A level grade. Their purpose will be to encourage curriculum breadth and they will remain broadly at their current standard. The AS level may be designed to be co-taught with the first year of the A level.

### A level reforms timeline

AS and A levels are being reformed in phases, please see the tables below for more detail.

Edexcel have developed new specifications for the following subjects in phase 1: **Art and Design**, Biology, Chemistry, Physics, Business, Economics, English Language, English Language and Literature, English Literature, History, **Psychology**. Specifications in these subjects have been redeveloped for first teaching in September 2015.

Subjects in phase 2 will be available for first teaching in September 2016. We are planning to develop specifications for Drama and Theatre, **French**, Geography, German, **Music**, **Physical Education**, Religious Studies and **Spanish**.

A full list of subjects for first teaching from September 2017 will be available soon, but will include Design and Technology, Mathematics and Further Mathematics.



# Student Expectations



## Sixth Form Facilities

Sixth Form students have their own social area in which to relax during breaks, the common room. It is equipped with comfortable seats and a small kitchen area with a fridge and microwave.

At AAESS we understand the need for sixth form students to have a quiet study area. A study room for the exclusive use by sixth formers is available. This room also has a number of PC's for the students use, and has a library of worldwide university prospectuses which the students can access.

In addition sixth form students are encouraged to use the supervised study room.

Sixth Formers are also allowed to use the cafeteria at any time throughout the school day.

## Academic and Pastoral Support/ Student Expectations

### *The aims of Sixth Form at AAESS are to:*

- create a calm, considerate and safe environment in which students can maximize their learning potential;
- provide an environment which allows students to bridge the gap between their experiences of school and higher education;
- provide an environment within which the uniquely individual value of each student is recognised and appreciated;
- promote a fair system which recognises and rewards achievement; and
- ensure that students understand clearly what is expected of them and what they may expect from administrative and teaching staff.

***Sixth Form students are asked to read and sign a 'Home School Agreement'. It summarises the expectations which we have of our sixth form students and their behaviour whilst also defining staff obligations for dealing with Sixth Form students. In addition new students must read and sign the school's official Academic and Behaviour Policy.***



# Specific Issues

## Absence

If a student has been absent s/he is expected to produce an absence note on the day of return. If the absence is for more than one day s/he (or parent) should ring the secondary school office to inform the Head of Sixth Form of the reason for absence and the likelihood of length of time away.

Absence from individual lessons is taken very seriously. Any student whose poor attendance in class is causing concern will be seen by the Head of Sixth Form and parents may be contacted either initially or after the student has been given the chance to improve attendance.

*Students are expected to be present at 7.40am for registration and will only be marked as present if they are in the room.*

*Any student who arrives at registration after 7.40 am is marked as late and must sign in at the Secondary School Office.*

*If a form tutor is concerned about a student's poor attendance a letter will be sent to the student's parents and the student warned that the problem must be remedied.*

## Mobile telephones

Sixth Formers may only use mobile phones in the social area of the Sixth Form i.e. the Common room outside of normal lesson times.

They **MUST** be switched off during lessons and should not be used around the school site or in the study area.

## Computers

Computers are available for use during study periods in the Sixth Form Study Room and in the ICT labs, (students must seek permission from the Head of ICT to use labs during other lessons). Users must log off after use and close down the computer. **THE COMPUTERS MUST BE CLOSED DOWN BY 3.00pm EACH DAY** unless any student is working late and closes the computer before she leaves the area. **ALL students must sign the Schools Computer User Policy.**

## Unsatisfactory performance

*(e.g. poor attendance, failure to meet deadlines, failure to prepare for/attend examinations)*

Any student whose academic performance is unsatisfactory is dealt with on an individual basis. Initially the Head of Sixth Form will interview the students. Targets will be set and if these are not met parents/carers will be asked to attend a meeting with the Head of the Sixth Form and /or Head of Secondary, and a contract will be drawn up. If the terms of the contract are not met within a specified time the student may lose their Sixth Form place.

## Pastoral Care

Each member of the Sixth Form develops and maintains a close relationship with a Form Tutor who has contact with each student on a day to day basis. As well as this constant support, the Head of Sixth Form is available to help and support students with personal or academic matters. This 'Open Door' policy is maintained in all aspects of Sixth Form life.

## Leisure and Recreation

Within school, the Sixth Form Common Room is the hub of social activity, where students can relax in the breaks and study during their non-contact time.

Many Sixth Formers are members of the school's sports teams have the opportunity to be involved in competitions with other schools in Dubai and further afield. Apart from team practices and Physical Education lessons, students are given the option of selecting activities from a number of other sports as an ECA.

Year 12 students may well find that there are many trips and events on offer: Duke of Edinburgh expedition to Nepal, Cultural Trip, and subject specific field trips. Clearly, from the point of view of time away from the curriculum, as well as the potentially huge financial cost to parents, careful selection needs to be made, with priority given to ones that most benefit the curriculum and impact least on study time.

# Student Expectations

**Sixth Formers** are considered to be at the centre of school life and are given many leadership opportunities during their time at AAESS, for example:

## **Student Representative Council / Head Boy and Head Girl/Deputy Head Boy and Deputy Head Girl/ House Captains**

Sixth Form Students are urged to take an active role in the Student Representative Council.

This sets a good example for the younger students and promotes leadership qualities for the sixth form student. Each year a Head Boy, Head Girl, Deputy Head Boy and Deputy Head Girl are elected by the Head of Sixth Form, Sixth Form tutors and school management. These students are natural leaders who support the students, management and staff at AAESS. They are involved in many fundraising activities. such as the Annual Charity Football Day, non-uniform days and bake sales.

## **Duke of Edinburgh**

This is an excellent award for Sixth Form students to receive as it promotes leadership qualities and communication skills.

*Sixth Form students are expected to be good role models for younger students, providing inspiration and guidance. They should support the ethos of the school and support the school staff.*

## **Junior and Senior Prefects**

Sixth Form students are appointed as prefects and are responsible for a particular form group. As a prefect they are responsible for accompanying their form class to assembly, assisting during PSHE lessons and monitoring the school grounds during break. They also support the Senior Student Leadership body with fundraising activities and various

## **School Magazine and Year Book**

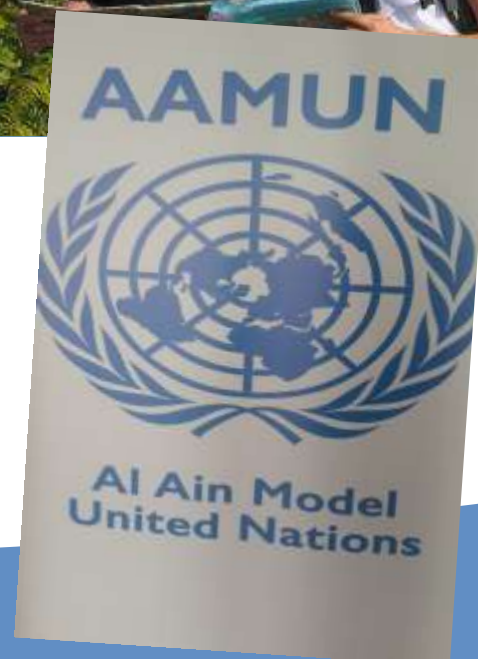
Sixth Form students are actively involved in the compilation of the School Magazine and Year Book. They form the backbone of the editorial team guiding other students along the way, supported by Mr Vilsoni and Ms Jairath.

## **In Addition**

Many sporting, artistic and further leadership opportunities such as Model United Nations, are available throughout the academic year .



Al Ain English Speaking School Student Representative Council, 2015/2016.





# Career Guidance and University Applications

Applications to **British Universities and Colleges** are made through UCAS, which is a Clearing House system where an on-line service allows an application for up to five universities. The process starts at the in Year 12, with completed applications being dispatched in December- January of the following year. Applications to Oxbridge, medicine, dentistry, and veterinary sciences are sent in slightly earlier. All AAESS candidates are registered for UCAS by the school and should not register individually.

For students considering the **USA, Canada, Australia, European, South African** and **Worldwide** applications are made directly to the individual university during the final year. Some American institutions have a common application form, but most need an individual one. SATs scores are required by all North American universities and in addition a TOEFL qualification may be needed by most Canadian institutions and American universities if the applicant does not hold current US citizenship or is not a native English speaker.

Students intending to further their studies in the **UAE** are also offered advice and support on their application process.

Advice on which course and which university comes from the Head of Sixth Form and subject staff in general. The Head of Sixth Form runs a designated University Club for sixth formers one day a week after school to offer guidance and support throughout the application cycle.

Over the years, the school has acquired considerable expertise in the placing of students and has also become known to Universities in Britain as producing first-class undergraduates. Virtually all our applicants are offered places in their first choice University. Some of those universities include;



Dartmouth College, US  
Yale, US  
Kings College London, UK  
Alberta College of Art and Design, Canada  
Heriot-Watt, Dubai Campus  
Higher Colleges of Technology, UAE  
University of Bath, UK  
Lancaster University, UK  
Art Institute of Pittsburgh, US  
American University of Dubai, UAE  
American University of Sharjah, UAE  
University of Leeds, UK  
London School of Economics, UK  
University of Delaware, US  
University of California , Los Angeles, US  
Sam Huston State University, US  
University of Sunderland, UK  
University College London, UK  
University of Waterloo, Canada  
University of Jordan, Jordan  
Cornell University, UK  
McGill University, Canada  
Universidad Tecnologica Nacional (UTN), Argentina  
Concordia University, Canada  
Murdoch University, Australia  
Griffith University, Australia  
Stellenbosch University, SA  
University of Maryland, US  
Louisiana State University, US  
Uppsala University, Sweden  
Ithaca College, US  
University of Exeter, UK  
University of Glasgow, Scotland  
Harvard University, US  
University of Texas, US  
Monash University, Australia  
University of Khartoum, Sudan  
University of Toronto, Canada  
University of Szeged, Hungary  
University of Guelph, Canada  
Lausanne Hotel School, Switzerland  
University of South Pacific

The Edexcel GCE in Art & Design aims to give students the skills and understanding that are required to further their progression to undergraduate study whilst developing knowledge, skills and judgment. Students continued to research the work of others, experiment with a broad range of media and using purposeful observational photography produce a personal response to a topic.

### NEW SPECIFICATION STARTING SEPTEMBER 2015 FIRST ASSESSMENT 2017

#### COMPONENT 1: 9AD0/01

##### Personal Investigation

**Supporting Study, Practical Work** – A portfolio of developmental work and outcomes based on starting point given by centre.

**Personal Study** – Critical written communication showing contextual research and understanding in a minimum of 1000 words. The written piece comprises of 12% of the total qualification grade. Internally set and externally moderated.

**15 hour sustained focus mock exam January 2017**

60% of total qualification.

#### COMPONENT 2: 9AD0/02

*Students continue working within the same title as Component 1.*

**Sketchbook Supporting Studies & Practical Work** – a portfolio of developmental work and outcomes based on starting point theme given by exam board.

**15 hour Sustained Focus Exam May 2017**

40% of total qualification.

From Sept 2015 students studying only Year 12 Art will obtain the current Edexcel AS certification whereas students opting for the course for the 2 year period (AS and A2) will obtain the full Edexcel A level certification at the end of 2017.



#### GCSE GRADE REQUIRED FOR ENTRY TO GCE

Students should achieve a minimum C grade at GCSE.

Drawing and painting skills are the focus of the GCE course and therefore should be a strength in the students' ability.

Students need to be committed to the subject to gain entry into GCE as 5 lessons are timetabled but an additional 3 lessons will be required from 'free' time for Component 1 and 5 lessons for Component 2.



#### UNIVERSITY APPLICATION

The new Edexcel qualification is specifically designed to create a portfolio of work and develop in-depth knowledge of skills and analytical understanding which is required for most university entry into Fine Art, Architecture and many of the Design degrees offered namely: Graphic Design, Interior Design, Fashion Design, Industrial/Product Design and Environmental Design. Majority of these undergraduate programmes are 3 to 4 years of study and thereafter Masters and PHD postgraduate specialisations are available.

Careers opportunities are plentiful as there are so many industries requiring creative skills.

## Arabic 1 and Arabic 2

In order to obtain the MOE equivalence to the Year 12 certificate, the students must write the Arabic MOE exam with at least 60% pass mark. 25% of students' class work may contribute to the 60% pass mark.

The students are expected to complete and pass the year 11 Arabic exam (and Islamic exam for Muslims) with at least 60% in order to apply for the end of year 12 exam.

Arabic, Muslim students who do not write both Arabic and Islamic MOE exams are not entitled for the equivalence of their certificate.

Arabic is of course a widely spoken language and the ability to read and write it provides for excellent opportunities for further study and work around the world. It is not only a language of increasing importance due to the current global political and economic climate; but also a language with such a wealth of history and culture that secondary school level Arabic studies should only scratch the surface and open the mind to further learning!

The opportunities for travel and the myriad of cultural experiences that become available to language students are also endless and the ability to communicate effectively can only enrich any experience.



## Islamic 1 and Islamic 2

In order to obtain the MOE equivalence to the Year 12 certificate, the students must write the Arabic MOE exam (and the Islamic Studies exam for Muslims) with at least 60% pass mark. 25% of students' classwork may contribute to the 60% pass mark in each subject.

The students are expected to complete and pass the year 11 Arabic exam (and Islamic exam for Muslims) with at least 60% in order to apply for the end of year 12 exam.

The year 12 students, who fail to comply with the above criteria, are not entitled for a reset, however, if they fail, they will not qualify to get the equivalence of their certificate.

### Values and work ethics

1. Citizenship and Responsibilities: Represented in strengthening national identity and social responsibilities
2. Principles and Values of Islam: Reinforce the human values in dialogue, tolerance, moderation, peace and volunteerism.
3. Commitment and Transparency: Commitment to professionalism and transparency in performance
4. Contribution and Accountability: Commitment to partner with the society in the educational system while being accountable for the performance of students
5. Right to Education for All: Represented in the equality of opportunities for all the constituents of the society
6. Quality and Innovation: Represented in the preparation of a human workforce that effectively contributes in accomplishing the sustainable development while being globally

### Islamic 2 – The topics studied are:

Unit A – Chapter 7 "Surat-ul-Qiyamah: Verses (26-40)

Unit D "Understanding Fiqh"

Chapter 1: What is Fiqh and what is Shari'ah?

Chapter 2: Maqasid-ush-Shari'ah: The aims of divine rules

Chapter 3: Where does Fiqh come from?

Chapter 4: The rules of Fiqh

Chapter 5: The four Imams and the Schools of Fiqh

Unit E "Dangerous Lifestyles"

Chapter 1: Illegal Drugs

Chapter 2: Tobacco, another Addictive Substance

Chapter 3: Dangerous Life Styles: Gambling and Lottery

Chapter 4: Dangerous Life Styles: Mental Drugs: Wasting

Time and Energy

### Islamic 1

الدروس المقررة للصف الثاني عشر للفصل الثاني والثالث

الدرس	اسم المحور	محتويات الدروس
الرابع	العقلية الايمانية	- السنن الشريفة في السنة النبوية. - الاتباع والتقليد . - الاجتهاد. - الزواج طريق الاستغفار سورة النور - المنهج القرآني في محاجة المشركين .
الخامس	السيرة النبوية والشخصيات	الرسول صلى الله عليه وسلم قائدا سياسيا . - الرسول صلى الله عليه وسلم قائدا عسكريا . - محمد الفاتح . - الطاعة والأمثال طريق الايمان سورة النور - عائشة عبد الرحمن (بنت الشاطئ) .
السادس	الإنسان والكون	- آداب الإستئذان داخل البيوت سورة النور . - آداب التعامل مع غير المسلمين في الحرب .

الامتحانات في الفصل ثلاثة

1-تقويم أول

2- تقويم ثاني

3-نهاية فصل

### Who can join the course?

You should have studied Biology at GCSE level and have obtained or be predicted a minimum of a grade C. AS or A level Biology builds upon the knowledge and skills developed in GCSE Biology.

It is also recommended although not absolutely essential that you have studied Chemistry at GCSE level and have obtained or be predicted a minimum of a grade C. This is because some parts of the AS level Biology course deal directly with elements of biochemistry. Students who are doing AS level Chemistry will find that there is a slight element of overlap in terms of content on both the AS Chemistry and AS Biology courses.

In addition to a sound background knowledge of biology; it is helpful for the prospective biology student to have a more general knowledge of how to tackle a problem and apply logical reasoning to arrive at a solution.

Good biologists will read voraciously, on all topics (including, of course, science). Keep an eye on the news for the latest developments in science and medicine. Biology is an area of science which still continues to rapidly evolve as our understanding of the human body and the natural world deepens.

One final requirement to being a good biologist is good study skills. Pay attention in class and take notes. Review the notes while reading the textbook, and add more notes if the book explains something better or differently than the teacher did. Look at the examples. And do your homework, even if it's not being graded.

### What are the aims of the AS and A2 Biology Courses?

The AS and A2 Biology course aim to provide, through well-designed studies of experimental and practical biological science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge to

- become confident citizens in a technological world and able to take or develop an Informed interest in matters of scientific import;
  - recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life;
- be suitably prepared for studies beyond A Level in biological sciences, in further or higher education, and for professional courses.

The courses will also develop abilities and skills that:

- are relevant to the study and practice of biological science;
- are useful in everyday life;
- encourage effective, efficient and safe practice;
- encourage effective communication using universal scientific conventions.

### AS and A2 Course Structure at AAESS

The topics studied are:

- Cell structure
- Biological molecules and enzymes
- Cell membranes and transport
- Cell and nuclear division
- Genetic control
- Transport
- Gas exchange
- Infectious diseases and immunity
- Ecology
- Energy and respiration (A2 only)
- Photosynthesis (A2 only)
- Regulation and control (A2 only)
- Inherited change, selection and evolution (A2 only)
- Applications of biology (A2 only)

# Business Studies

## AS and A Level

Cambridge

Specification 9707

AS - Paper 1 (Short Answer and Essay) and Paper 2 (Data Response)

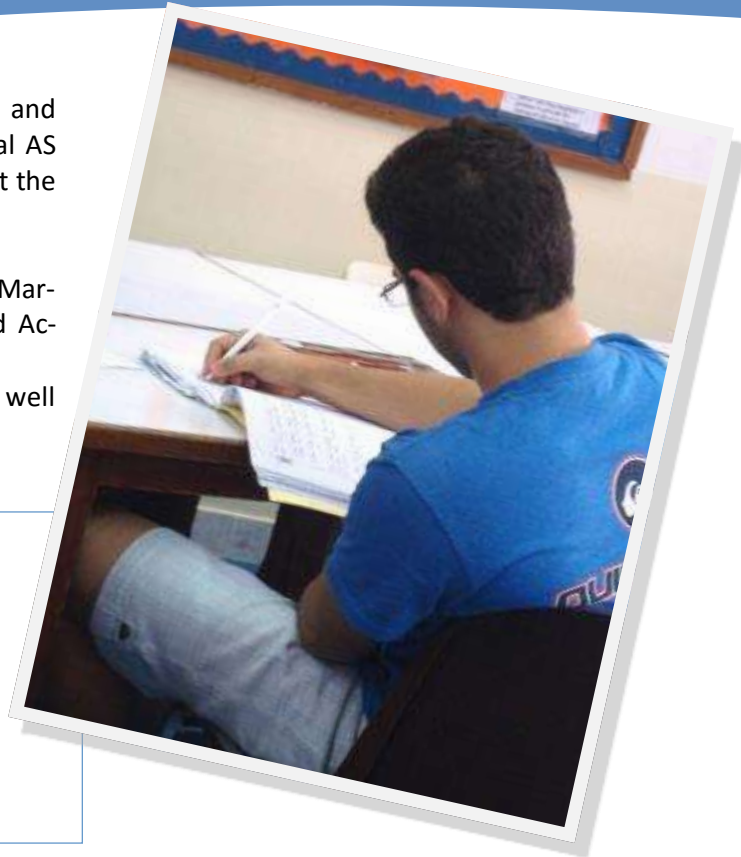
A Level – Papers 1, 2 above plus Paper 3 (Case Study)

Business Studies is an academic subject taught in Year 12 and 13. Students are prepared for the Cambridge International AS and A-Level Business Studies examinations which they sit at the end of Year 12 and Year 13 respectively.

The AS syllabus covers the following key areas of study:

Business and its Environment, People in Organisations, Marketing, Operations and Project Management, Finance and Accounting

The A level syllabus develops the core key areas further as well as covering a unit on Strategic Management



### What will I be doing in business studies?

Studying a range of topics where you will:

- Participate in group work
- Make presentations
- Solve real life business problems
- Make up your own business ideas
- Have class discussions
- Solve problems and evaluate your own ideas

### Why should I take business studies?

- You can apply the knowledge you learn to real life business situations!!
- It is viewed favourably by employees.
- Good for jobs in Management. Finance, Law, Marketing or any job in a business environment!!
- Combines well with geography, mathematics and languages
- Good preparation for the world outside of school

The Business Studies syllabus for AS and A Level is a good lead into Diplomas in Business, Business Administration, Business Administration (Travel & Tourism), Human Resource Management, Accounting and Finance, Marketing and Sales Management as well as University Business courses.

### What About the examinations?

The AS examination consists of two written papers. Paper 1 is 1 hour and 15 minutes, while paper 2 is 1 hour and 30 minutes. There are no multiple choice questions in either examination.

**Paper 1** has two sections, Short Answer and Essay, making up 40% of the total AS grade.

**Paper 2** is a Data Response examination containing two questions. The material the questions relate to is not pre-released. Paper 2 makes up 60% of the total AS grade.

**Paper 3** is one 3 hour examination containing a case study, 5 questions and one essay (from a choice of 2). 50% of the total A level grade is from Paper 3, with Paper 1 and Paper 2 performance making up the other 50%.

### What do I need to take business studies?

- There is no prerequisite to have taken IGCSE business studies
- An interest in the world around you!
- Show initiative
- Be enthusiastic
- Be hard working

*Do you enjoy practical laboratory work?*

*Are you someone who can cope easily with Maths and like to use number work in problem solving?*

*Are you intrigued by the science courses that you have studied so far, and prepared to work hard to find out more?*

A Level Chemistry builds on the skills acquired at IGCSE (or equivalent) level. The syllabus includes the main theoretical concepts which are fundamental to the subject and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge. The course will foster creative thinking and problem-solving skills which are transferable to any future career path, and A Level Chemistry is ideal for students who want to study chemistry or a wide variety of related subjects at university or to follow a career in science.

### What is the course content?

Chemistry is the science of materials. It is about gases, liquids and solids; how they interact and how they may be made. Think about plastics, pesticides and drugs; fire-works, fuels and explosives. Chemistry is, literally, everywhere.

In AS Chemistry you will cover topics such as atomic structure, chemical bonding and the Periodic Table. You will also learn about rates of reaction, organic chemistry, energetics and environmental issues.

In the second year the topics are covered in greater depth with further emphasis on analytical techniques and the application of chemical understanding in the world around us.

The topics studied are widely inter-linked and the developing patterns are a distinguishing feature of this subject. Practical work is used throughout the course both to illustrate concepts and to enable the development of technical and investigative skills.



### Why study chemistry?

Why is copper sulphate blue? Why does ice float on water? If you want to be able to explain concepts like this, and to learn more about the fascinating and varied world of the elements, then Chemistry is the course for you.

Chemistry is an essential qualification for a large number of careers as well as being an excellent subject to study alongside several other A Levels. A large number of our students move on into areas such as Applied Chemistry, Chemical Engineering, Medicine, Dentistry, Pharmacy, Biochemistry, Biotechnology and Environmental Science. If you want any science-based career, then Chemistry keeps your options open. All of our students tell us that they really do enjoy the Chemistry course at AAESS and for many of them it becomes a highly successful and rewarding A Level that helps them in their further studies.

All components are externally assessed.

Component	Weighting	
	AS Level	A Level
<b>Paper 1 Multiple Choice</b> <span style="float: right;"><b>1 hour</b></span> 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]	31%	15.5%
<b>Paper 2 AS Level Structured Questions</b> <span style="float: right;"><b>1 hour 15 minutes</b></span> This paper consists of a variable number of 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 marks]	46%	23%
<b>Paper 3 Advanced Practical Skills</b> <span style="float: right;"><b>2 hours</b></span> 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]	23%	11.5%
<b>Paper 4 A Level Structured Questions</b> <span style="float: right;"><b>2 hours</b></span> 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]	–	38.5%
<b>Paper 5 Planning, Analysis and Evaluation</b> <span style="float: right;"><b>1 hour 15 minutes</b></span> 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]	–	11.5%

The overall proportion of marks allocated to physical, inorganic and organic chemistry in Papers 1 and 2, taken together, and in Paper 4 will be in the approximate ratio 3:2:3.

# Drama

A and A/S Level

EDEXCEL

Specification 8DR01 (AS)

Specification 9DR01 (A2)

## Drama and Theatre Studies

### Students need to have:

- curiosity about issues and ideas
- a creative instinct for communication through drama
- interested in gaining a greater understanding of how theatre and plays work
- an interest in acting, writing or being involved in performance work (visual and technical aspects of theatre)



### Key Skills developed within the course:

#### communication skills

- *discuss and present ideas and opinions concerning a drama production you have seen or taken part in*
- *working within time and budget constraints to create effective performances*
- *collaborative work with performers and designers in production work*
- *improving personal learning and performance*
- *having a role in some aspect of performance work (acting/directing/technical) and keeping a personal log of events and reflective comments*

#### Information Technology

- *Using the Internet as a research tool, using videos, digital cameras and computers to produce programmes and notes on production work*

#### Application of numeracy skills

- *Utilise appropriate measurements or statistics in budgeting and theatre design.*

## AS consists of three units

### Unit 1 Exploration of drama and theatre (15%)

Study a minimum of two plays by one or more playwrights (exploration can be through practical workshops). Study the plays to understand structure and how to develop the play as a live performance. Study of famous theatre directors or companies.

### Unit 2 Text in Performance 1 (20%)

Perform a role in the production of a play (not plays from unit 1, but could be one of the playwrights). Preparation through workshops to help develop performance or design skills. Several scenes from different plays can be explored to find an appropriate choice for the group.

### Unit 3 Text in context 1 (15%)

a. This is linked to Unit 2 - the role of performer or designer in the production of a play. b. The second part of this unit is based on performances seen during the course.

## A2 \* Subject to Numbers

**The full Advanced GCE qualification is made up of the AS units plus three more units studied at a higher level.**

### Unit 4 Devising (20%)

Working with a group (minimum 3, maximum 12) students devise an original piece of drama for presentation to a particular audience (e.g. primary school).

### Unit 5 Text in Performance 2 (15%)

An in depth study of one further play from the viewpoint of a director, designer or performer.

**Assessment.** This work is assessed by a visiting examiner.

### Unit 6 Text in Context 2 (15%)

This final unit requires the study of another two plays. Section A- study one play from a choice of two from the point of view of a director.

**Assessment is by a two and a half hour written exam.**

**Economics is a Social Science that studies the CHOICES that individuals, business, governments and entire societies make as they cope with SCARCITY and the INCENTIVES that influence and reconcile those choices.**

**(Michael Parkin)**

“Economics is an important and interesting subject that can change lives. It combines well with a number of other subjects, including Business Studies, Geography, History and Mathematics. A wide range of skills can be developed through the study of Economics. Its strengths are recognised by many professions, and students with Economics qualifications are recruited into – for instance – accountancy, finance, journalism, law and management...”

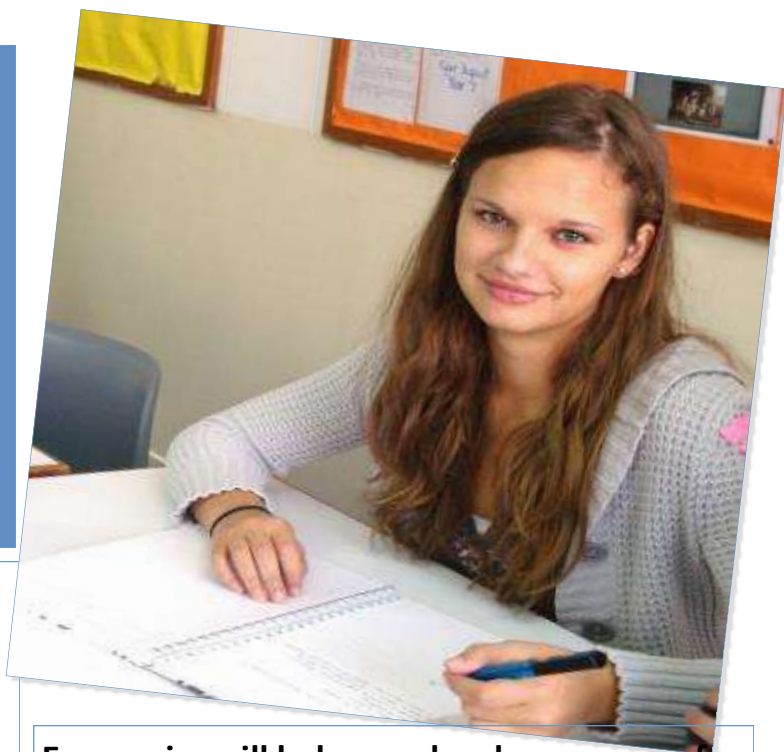
...As well as benefiting individual students through the skills, interest and greater earning potential they can gain, the study of Economics benefits the wider society. An understanding of Economics makes students more effective and more productive members of society” (Susan Grant)

- Economics is a way of thinking, knowledge of economics is a valuable decision making tool on almost any job.
- Economics builds in strong analytical and critical thinking skills that could be used for real life problem solving.
- Economics teaches how to handle and interpret economic data useful in almost every aspect of life.
- Studying economics broaden your horizons and increase your ability to understand and analyze what is going on in the world of politics, business and human relations. (James D. Gwartney, Richard Stroup, Russell Sobel and David Macpherson).

### Syllabus, AS and A levels Economics

The syllabus covers the following key areas of study:

- Basic economic ideas.
- The price system.
- The firm theory.
- Government Intervention in the price system.
- International trade.
- Theory and measurement in the Macro economy.
- Macroeconomic problems.
- Macroeconomic policies.



### Economics will help you develop a range of skills, including:

- Analytical and problem solving skills.
- Numerical and computing skills.
- Communication skills.
- Team working skills.
- Political Awareness.

### Why I should study Economics?

- To understand the world better
- To gain self-confidence.
- To achieve social change.
- To help prepare for other careers.

### What do I need to take Economics?

- There is no prerequisite to have taken IGCSE Economics.
- An interest in the world.

**‘...it is hard to find any aspect of life about which economics does not have something important to say’.**  
**(Robert Hall and Marc Lieberman)**



### Why choose Cambridge International AS and A Level English Language

Cambridge International AS and A Levels in English Language and Literature in English are accepted by universities and employers as proof of knowledge and understanding.

#### Why choose Cambridge International AS and A Level English Language?

Successful English language students gain lifelong skills including:

- the ability to write clearly, accurately, creatively and persuasively
- the ability to use appropriate styles and registers for different contexts
- the ability to analyse a variety of complex texts in a variety of forms and styles
- an understanding of language use to inform and persuade.

#### Syllabus aims

The syllabus aims to develop:

- A critical and informed response to texts in a range of forms, styles and contexts
- The interdependent skills of reading, analysis and research
- Effective, creative, accurate and appropriate communication
- A firm foundation for further study of language and linguistics.

**Advanced Subsidiary (AS)** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours 15 minutes	25%

Paper 2	Duration	Weighting
Writing	2 hours	25%

**Advanced Level (A2)** candidates take:

Paper 1	Duration	Weighting
Passages	2 hours 15 minutes	25%

Paper 2	Duration	Weighting
Writing	2 hours	25%

Paper 3	Duration	Weighting
Text Analysis	2:15 hours	25%

Paper 4	Duration	Weighting
Language Topics	2 :15 hours	25%



### Paper 1 – Passages (2 hours 15 minutes)

- The paper contains three questions.
- Candidates answer two questions: Question 1, and either Question 2 or Question 3.
- Questions carry equal marks.

Each question is based on one passage (or thematically related shorter passages) printed in the question paper. Texts will be drawn from a range of English language sources such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto) biographies, diaries, essays, scripted speech (e.g. a speech by a politician) and narrative/descriptive writing.

Each question is in two parts:

- (a) commentary on use of language in the passage (s) [15 marks]
- (b) directed writing task based on the passage(s) [10 marks]

### Paper 3 – (2 hours 15 minutes) (A Level only): Text Analysis

- The paper contains two questions.
- Candidates must answer both questions.
- Questions carry equal marks.

Each question is based on text(s) printed on the question paper. One of the texts (either for Question 1 or Question 2) will be a transcription of speech/spoken material/scripted speech (e.g. a campaigning broadcast or political speech). The other texts will be drawn from forms such as advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto) biographies, diaries, essays, and narrative/descriptive writing.

In Question 1(a) candidates are required to write for a specific purpose and/or audience using appropriate vocabulary, tone, and style.

In Question 1(b) and Question 2 candidates are required to:

- identify and analyse distinguishing features of written and spoken language in the text(s), such as vocabulary, word order and the structure of sentences/utterances, figurative language (e.g. use of metaphor and simile), formality/informality of tone, and the communication of attitudes, bias or prejudice
- relate these features to the function and context of the text(s)
- organise information coherently in their answers.

### Paper 2 – Writing (2 hours)

- The paper contains two sections: Section A and Section B. There are three questions in each section.
- Candidates answer two questions: one question from Section A and one question from Section B.
- Questions carry equal marks.

#### Section A: Imaginative Writing (narrative/descriptive)

Candidates choose one out of three questions.

Questions require a narrative or descriptive piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words).

Candidates are required to show that they can write imaginatively, using language to create deliberate effects, e.g. in conveying a mood or describing a character.

#### Section B: Writing for an Audience (discursive/argumentative)

Candidates choose one out of three questions.

Questions require a piece of continuous writing of 600–900 words (or two shorter linked pieces of 300–450 words). In each question, a specified form for the writing will be given (e.g. a magazine feature, article, review, letter to a newspaper, scripted speech voiceover) for a specified audience.

Candidates are required to show that they can present a view clearly, construct an argument carefully, and write coherently and persuasively.

### Paper 4 – (2 hours 15 minutes) (A Level only): Language Topics

- The paper contains three questions, each on a separate topic area.
- Candidates answer any two questions.
- Questions carry equal marks.

The topic areas for examination in 2014 are:

- *Topic A: Spoken language and social groups*
- *Topic B: English as a global language*
- *Topic C: Language acquisition by children and teenagers*

One essay question will be set on each topic area. These topic areas will also be examined in 2015. Each question will incorporate a short stimulus (such as a relevant text extract or speech transcription) relating to the topic area. Candidates will be expected to refer to this and to their own wider reading and research in answering.

Successful Literature in English students develop an understanding and enjoyment of literary texts that is a pleasure for life, and in addition gain skills for life, 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 aims

The syllabus aims to develop:

- Appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication.
- Wider reading and an understanding of how it may contribute to personal development.

**Advanced Subsidiary (AS)** candidates take:

Paper 3	Duration	Weighting
Poetry and Prose	2 hours	50%

Paper 4	Duration	Weighting
Drama	2 hours	50%

**Advanced Level** candidates take:

Paper 3	Duration	Weighting
Poetry and Prose	2 hours	25%

Paper 4	Duration	Weighting
Drama	2 hours	25%

Paper 5	Duration	Weighting
Shakespeare and other pre-20th Century Texts	2 hours	25%

and either

Paper 6	Duration	Weighting
20th Century Writing	2 hours	25%

Or

Paper 7	Duration	Weighting
Comment and Appreciation	2 hours	25%

Or

Paper 8	Duration	Weighting
Coursework		25%



# Geography

## AS and A Level

Cambridge International  
Examinations Board  
9701

### Who is this course for?

Do you .....

- have an interest in and concern for travel, the environment and current affairs
  - enjoy studying a subject that is relevant to your own life and experiences
  - want the opportunity to carry out practical work outdoors as well as classwork
  - enjoy problem solving and decision making
- want to broaden your AS or A Level studies to cover both 'sciences' and 'humanities'**



### What is the course about?

#### Key knowledge

During the AS course we look at the challenges faced by people in an ever changing world with increased globalisation, a rapidly growing population, unsustainable pressure on resources, greater movement of migrants and refugees, a changing climate.....the breadth of topics is exciting! We seek to understand the forces that shape our environment and society and discuss management solutions for the future.

At A Level, options for study include tropical, coastal and hazardous environments. In addition to these, we also investigate issues connected to environmental management, globalisation and regional development.

#### Key Skills

Both, A/S and A Level Geography also develop the full range of key skills. These include communication, problem solving, decision making, analysis and ICT. By professionals, Geography is valued for developing these transferable skills, as much as for its' subject content.

### Which other courses should I do?

Geography forms a bridge between the sciences and the humanities. Human Geography complements Economic and Business related A levels, while Physical Geography has many links with Biology and Chemistry options. Both segments of the course support ICT.

Geography can lead to lots of stimulating careers such as those connected to environmental science, remote sensing, surveying, marketing and the massive growth industry of GIS.

### Who can join the course?

You should have studied Geography at GCSE level and have obtained / be predicted a minimum of a grade C. A/S or A level Geography builds upon the knowledge and skills developed then.

It may be possible to join the course without GCSE experience. Good grades / predicted grades in GCSE English, Maths and Science subjects are essential and cases will be considered on an individual basis.

### What does the examination involve?

- Pupils will be entered for the highly prestigious University of Cambridge Examination (9696)
  - There is no coursework requirement
  - Pupils will sit one Paper for AS level. This examines both physical and human geography topics
  - At A Level, pupils will be entered for 2 papers. These assess human and physical option topics
- All papers give equal weighting to physical / human aspects of the course. All papers include short, data response style questions as well as extended essays.



### Key Resources

Pupils use a core text, "Geography : An Integrated Approach" by David Waugh. Each topic is then supplemented with a specialist book about that area of interest.

Individual research and wider reading is encouraged and supported by a vast array of subject specific journals, library books, DVD's and CD ROMs.

Each pupil will be expected to participate in a number of field excursions. These day trips, plus one residential stay provide an invaluable opportunity to develop essential techniques and promote each individuals enjoyment and understanding of the subject. The cost of these is not met by the school but is kept to a minimum.

**Study History, study History! In History lies all the secrets of statecraft, *Winston Churchill***

***History does not repeat itself except in the minds of those who do not know history, Kahlil Gibran.***

### **Do you often ask the question “Why?” Or “How come?”**

These are the most important questions of all. History is all about *why* and *how*. It seeks to understand people’s actions, and how the human world got to where it is today. Historians try to explain why things happened, and by doing this they understand themselves and their surroundings better.



### **What will you study?**

For History at Cambridge International AS level, there are two components or Papers. Paper 1 (1hr) is on the ‘The Search for International Peace and Security, 1919–1945’ and is source based while Paper 2 (1 hr. 30 min) is an outline study on ‘Modern Europe, 1789–1917’. At Cambridge A2 level, again there are two components covered which include Paper 3 (1 hr.) on ‘The Origins and Development of the Cold War, 1941–1950’ and is source based while, Component or Paper 4 which is a depth study (1 hr. 30 min.) on ‘Europe of the Dictators, 1918–1941’. The current Year 12 will proceed to Year 13 completing Edexcel as 2016 is the last year for that particular syllabus due to new changes in Edexcel.

***Are you interested in a future career in Law, Journalism or writing? Are you interested in Archaeology, Archives or Architecture? Would you like to enter into a Diplomat career or become part of the leadership team in government? Are you interested in a career in education or management?***

The skills of history are crucial to these and many other areas. By studying history you will learn to argue, use evidence and make good judgments and decisions. You will improve your communication and linguistic skills. You will develop your thinking to the highest and most critical levels. More importantly, you will learn how to evaluate and recall copious amounts of facts and details which will sharpen memorization skills in a timed exam which is an invaluable skill for more rigorous professions. The skills of assimilating and analysing information and formulating and communicating arguments are ones which employers in Business, Law, Journalism and the Civil Service are always keen on. Your particular expertise might also take you into areas like research, museums, the arts and teaching.

### **Assessment Objectives**

Candidates are assessed on their ability to demonstrate knowledge and understanding by being able to recall, select and use historical knowledge appropriately and communicate knowledge and understanding of History in a clear and effective manner. Students must also demonstrate an understanding of the past through explanation, analysis and arriving at a substantiated judgement of key concepts such as causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied. Students are also expected to analyse, evaluate and apply knowledge, firstly as part of an historical enquiry and secondly they are expected to analyse and evaluate, in relation to historical context, how aspects of the past have been interpreted and represented in different ways.

### **Key Skills:**

- Well motivated and capable of working independently
- Articulate with sound literacy skills
- Interested and willing to debate ideas and interpretations

### Why choose Cambridge International AS and A Level Mathematics?

Cambridge International AS and A Level Mathematics is a balanced and thorough mathematics qualification and is highly regarded by universities worldwide. Successful students gain improved levels of mathematical reasoning, skills and knowledge as well as techniques and concepts that will be useful or mandatory in a range of scientific and technical disciplines.

#### In AS Mathematics students will;

- Extend IGCSE algebra with greater emphasis on understanding and rigor.
- Begin to study calculus and understand its applications.
- Extend their trigonometric skills to include equations identities and transformations.
- Study finite and infinite sequences and understand the concept of limits and sums.
- Learn common statistical methods for measures of location and spread.
- Work with conditional probability.
- Understand permutations and combinations and how they apply to counting problems.

#### In A level Mathematics students will;

- Further extend AS algebra to include modulus, partial fractions and parametric equations.
- Extend their calculus skills to a wider range of functions including trigonometry.
- Further their knowledge of exponentials and begin to study logarithms.
- Begin to study imaginary and complex numbers.
- Extend vector algebra into 3 dimensions.
- Begin to study differential equations.
- Apply Newton's laws of motion.
- Calculate with forces, work, energy and power.
- Apply calculus to displacement, velocity and acceleration.

Due to the complexity of most of the AS and A level Mathematics content, a high level of understanding of the IGCSE syllabus is a prerequisite. It is recommended that students wishing to study AS and A level Mathematics obtain an A or A\* at IGCSE. Students obtaining a grade B will be admitted at teacher's discretion. In year 12, Paper 1 and Paper 6 are taken. In year 13, students take Paper 4 and Paper 3, in which the content from Paper 2 is also examinable.

To get a preview of the course go to

<http://www.examsolutions.net/maths-revision/syllabuses/CIE/period-1/specification.php>

#### Paper 1: Pure Mathematics 1 (P1)

1½ hours  
About 10 shorter and longer questions  
75 marks weighted at 60% of total

#### Paper 6: Probability and Statistics 1 (S1)

1½ hours  
About 7 shorter and longer questions  
50 marks weighted at 40% of total

#### Paper 2: Pure Mathematics 2 (P2)

1½ hours  
About 7 shorter and longer questions  
50 marks weighted at 40% of total

#### Paper 3 Pure Mathematics 3 (P3)

1½ hours  
About 10 shorter and longer questions  
75 marks weighted at 30% of total

#### Paper 4: Mechanics 1 (M1)

1½ hours  
About 7 shorter and longer questions  
50 marks weighted at 20% of total



**This exciting course offers students opportunities to study contemporary music as well as traditional musical components.**

- Students should be proficient on at least one instrument/voice at Grade 4/5 standard upon entry to the course. Keyboard skills are useful but not essential. Music reading is useful. (Tablature and percussion notation is accepted.) Singing is considered as an instrument.
- It is advisable to have Grade B or above in GCSE music. (Grade 5 or above instrumental and theory ability would also suffice.) A good knowledge and understanding of music is essential.
- Students should enjoy listening to a variety of musical styles and be prepared to participate in the extra-curricular activities offered by the Music Department.
- Students must be prepared to spend time in the music department outside of their lessons, preparing and recording performance work and learning how to use Music Technology equipment where it is relevant or appropriate.
- All students on the course should be prepared to perform in concerts.



## Summary of Specification and Scheme of Assessment

### AS Music – 3 units

#### 1 Practical Musicianship /Performing – 25%

You may perform as a soloist or in ensembles and are free to choose music in any style on any instrument/voice at Grade 5 standard. You will prepare a 6-10 minutes recital and may record your recital at any time during the course. Notated or improvised performances are accepted.

#### 2 Practical Musicianship/Composing – 25%

Two contrasting compositions, together lasting not more than 5 minutes, for two or more instrumental voices. A written description of the final pieces explaining how other pieces of music have influenced it should be attached. The composition must be in the form of a score and recording must be completed under controlled conditions.

#### 3 Listening - 50%

This unit concerns listening to music and understanding and how it works through the study of set works. You will learn how to identify important musical features and social and historical context. This is a two hour paper.

### A2 Music – 2 units to be chosen from the following options:

#### 4 Extended Performance – 50%

This unit provides you with an opportunity to extend your performing skills either as a soloist or as part of an ensemble, choosing music in any style. Any instrument or voice is acceptable as part of a 12-20 minute balanced programme. Again, notated or improvised performances are accepted and may be recorded at any time during the course.

#### 5 Extended Composition – 50%

In this unit you must complete a composition, within school under controlled conditions.

- a) You further develop your composing skills and create a piece, no longer than 8 minutes.
- b) You develop your knowledge and awareness of harmony, melody and extended compositional techniques.

#### 6 Investigation and Report – 50%

In this unit you must complete an essay of approximately 3000 words, showing an in-depth exploration of the background to the music performed in the extended performance, or an analytical study of music which has influenced the candidate's approach to his/her extended compositions. You will learn how to compare and contrast pairs of excerpts and identify harmonic and tonal features.

# Modern Foreign Languages

## French

## Spanish

### AS and A Level

EDEXCEL: French  
Specification 8FR01 (AS)  
Specification 9FR01 (A2)

EDEXCEL: Spanish  
Specification 8SP01 (AS)  
Specification 9SP01 (A2)

If you enjoy studying languages and received a grade A at GCSE, you may want to consider continuing your study of French or Spanish to AS and A level. You take AS level at the end of Year 12 and A2 at the end of Year 13. AS level is a valid qualification in itself: you do not have to go on to A2. Therefore this could be a worthwhile option for those who are leaving at the end of Year 12 or those who want to study four or five subjects in the 6<sup>th</sup> Form.

A good knowledge of a foreign language is useful for a wide range of careers, including travel and tourism, business and international organizations. The GCE (AS and A2) course allows you to deepen your knowledge of French or Spanish languages and culture and develop your language and communication skills. If you are thinking of studying French or Spanish combined degree (e.g. Business and French), A Level is of course a necessity. However, even if you are thinking of studying something quite different, a good knowledge of a foreign language is always a bonus, and is highly regarded by universities and employers alike.

### AS

In the AS year, students will explore the following topic areas:

- Youth culture and concerns (music, fashion, technology, relationships)
- Lifestyle, health and fitness (sport and exercise, food and diet, health issues)
- The world around us (travel, tourism, environmental issues)
- Education and employment (schooling and higher education, student issues, the world of work)

### A2

In the A2 course, students continue to study the AS topics, together with the following:

Customs, traditions, beliefs and religions National and international events: past, present and future Literature and the arts.

### Assessment

The course will be assessed by examination only and will be externally assessed by Edexcel. There is no assessed course work component. In each year, two assessment units will be taken by students, as shown in this following table:

Units can be taken more than once. The best result will count towards the final grade.

### Description of Units

#### Unit 1 Spoken expression and response

On the day of the examination, students receive a printed stimulus related to the topic area that they have chosen from the four listed above. They have to answer 4 specified questions on this text and then questions on the broader topic, which lasts 8-10 minutes in total.

#### Unit 2 Understanding and written response

This unit is based on the four general topic areas, as detailed above. In the listening and reading tasks, a mixture of response types is used, including multiple choice, short answers in French or Spanish and answers in English. A variety of contemporary sources will be exploited, e.g. TV, newspapers, the Internet. The long written piece will be approx. 250 words based upon a text and criterion given in the exam.

#### Unit 3 Understanding and spoken response

Students present, and take a clear stance on any issue of their choice. After a short presentation, the examiner will seek to ask questions and argue the points made by the candidate to allow their responses to show off their knowledge and skills. The conversation will then move on to cover two further topics that have already been studied. The oral will last 12-15 minutes and will be recorded.

Unit	Tasks	% of AS/A2	% of total GCE	Time
Unit 1 Spoken expression and response	Responding to set questions Discussion	30% of AS	15%	8-10 minutes
Unit 2 Understanding and written response	Listening and understanding Reading and understanding Writing task	70% of AS	35%	2 ½ hours
Unit 3 Understanding and spoken response	5 mins speaking on chosen issues, adopting a stance and justifying opinions Discussion	35% of A2	17.5%	11-13 mins
Unit 4 Research, understanding and written response	Translation into French Essay in French Research-based essay	65% of A2	32.5%	2 ½ hours

**In Unit 4**, students develop their ability to write discursive and creative essays in French, as well as translating from English into French. Students will research a text, film, play or topic area related to the culture and way of life of a French-speaking country. The examination consists of three sections:  
Section A: short written translation exercise  
Section B: discursive or creative essay (240 – 270 words)  
Section C: research-based essay related to culture or society of a French-speaking country.



### Why should I study Physics?

**Physics is the most fundamental of the sciences.** It is concerned with the most basic building blocks of all things - from ants to antennas, from quarks to quasars.

**Physics is beautiful.** Physicists love simplicity. They are constantly striving to find the most fundamental ideas that can be used to describe even the most complex of phenomena. For example Newton found that only a very small number of concepts could be used to describe just about the entire mechanical world - from steam engines to the motion of the planets. Not only is this beautiful, it's downright amazing!

**Physics teaches you to think.** This might seem like a strange statement. The study of all subjects teaches you to think. But because physics deals with the most basic concepts, the application of such techniques as "Separation of Variables" and "The Scientific Method" are never clearer than they are in the study of physics. Once mastered you will find that these methods can be applied to all subjects, including the business world and just coping with everyday life.

**Physics is a creative subject.** The concepts of physics don't come easily. Someone has to come up with a theory to begin with. This is just as much a creative process as composing music.

**Physics gives you a new appreciation of the world around you.** You can look a rainbow and say "Wow, pretty colours!", or you can marvel at the amazing interactions between photons and electrons that come together in that particular way when light from the sun strikes spherical water droplets in the sky, and that you perceive as a multicoloured arc suspended in the air. Now that's awe!

### What Skills Do I Need to Study

**Mathematics:** It is *absolutely* essential that a physicist be proficient with mathematics. You don't have to know everything - that's impossible - but you do have to be comfortable with mathematical concepts and how to apply them. Physics is very math intensive and if you find that you dislike mathematics, perhaps you will want to pursue other educational options.

**Problem-Solving & Scientific Reasoning:** In addition to mathematics (which is a form of problem-solving); it is helpful for the prospective physics student to have a more general knowledge of how to tackle a problem and apply logical reasoning to arrive at a solution.

Read voraciously, on all topics (including, of course, science). Do logic puzzles. Join the debate team. Play chess or video games with a strong problem-solving element. Anything that you can do to train your mind to organize data, look for patterns, and apply information to complex situations will be valuable in laying the foundation for physical thinking that you will require.

**Good Study Habits:** Pay attention in class and take notes. Review the notes while reading the book, and add more notes if the book explains something better or differently than the teacher did. Look at the examples. And do your homework, even if it's not being graded.

### AS and A2 Course Structure

Candidates for Cambridge International *AS Level Physics* study the following topics: Physical quantities and units, Measurement techniques, Kinematics, Dynamics, Forces, density and pressure, Work, energy and power, Deformation of solids, Waves, Superposition, Electric fields, Current of electricity, D.C. circuits, Particle and nuclear physics

Candidates for Cambridge International *A Level Physics* study the AS Level topics, including some topics in further detail, and additionally study the following topics: Motion in a circle, Gravitational fields, Ideal gases, Temperature, Thermal properties of materials, Oscillations, Communication, Capacitance, Electronics, Magnetic fields, Electromagnetic induction, Alternating currents, Quantum physics.

All candidates study practical skills.

### Examinations and scheme of assessment

#### Paper 1

Multiple Choice: This paper consists of 40 multiple choice questions, all with four options. All questions will be based on the AS Level syllabus content. Candidates will answer all questions.

#### Paper 2

AS Level Structured Questions: This paper consists of a variable number of questions of variable mark value. All questions will be based on the AS Level syllabus content. Candidates will answer all questions.

#### Paper 3

Advanced Practical Skills: This paper requires candidates to carry out practical work in timed conditions. The paper will consist of two experiments drawn from different areas of physics. The experiments may be based on physics not included in the syllabus content, but candidates will be assessed on their practical skills rather than their knowledge of theory. Candidates will answer both questions.

#### Paper 4

A Level Structured Questions: This paper consists of a variable number of 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.

#### Paper 5

Planning, Analysis and Evaluation: This paper consists of two questions of equal 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 both questions.

### COMBINES BOTH THEORY & PHYSICAL ASPECTS OF SPORT

#### Unit 1: Participation in Sport and Recreation

The unit content is divided into **two** sections, with each section outlining the specific knowledge and understanding required by the student.

The first section will develop the student's knowledge and understanding of what constitutes a healthy and active lifestyle. Students will investigate how the body responds and adapts to exercise, the components of physical and skill fitness and different methods of fitness training. The rationale behind carrying out fitness assessments and the protocols associated with recognised fitness tests will also be considered.

The second section encourages the student to develop their knowledge and understanding of how competitive sport has developed over time. They will learn how a lifelong involvement in sport is encouraged.

#### Assessment

The assessment of this unit is through a 1 hour and 30 minute examination paper which is set and marked by Edexcel.

The paper will be a question-and-answer booklet, consisting of short-answer and examination paper which is set and marked by Edexcel.

The paper will be a question-and-answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.

#### Unit 2: The Critical Sports Performer

The fundamental aim of this unit is to engage participants in **four** tasks. These tasks will offer a framework of opportunities to develop practical experiences and conduct

independent research into the structure, provision and analysis of physical activity.

Students will have the chance to develop their performance in **two** chosen roles from a choice of **three** (performer, leader and official) and record their performance over a period of time.

They will then undertake a study into the provision for all **three** roles at a local level, followed by a study of the provision for one role at the national level.

Lastly, they will produce an analysis of their performances in the first task.

#### Assessment

This unit is internally assessed, through a portfolio of evidence, for the **four** tasks within the unit. Students must complete all **four** tasks.

#### How can parents help?

Parents can assist pupils by encouraging them to keep up-to-date with the contemporary issues in sports (watch sports news, read sports articles). Stress the importance of scoring highly in practical assessments in order to take the pressure during final moderation. Encourage pupils to represent the school in sports to de-



### Unit 3: Preparation for Optimum Sports Performance

#### Content summary

Students will develop a knowledge and understanding of the short- and long-term physiological and psychological preparations made by elite athletes. They will consider the short- and long-term technical preparations required, eg selection of appropriate kit and equipment, the use of training camps, different types of ergonomic aids.

#### Assessment

The assessment of this unit is through a 2-hour examination paper which is set and marked by Edexcel.

The paper will be a question-and-answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.

### Career Prospects

The course provides an excellent foundation for students intending to pursue careers in teaching and coaching, the leisure industry, and recreational management, the health and fitness industry and professional sport.

### Useful Skills/Resources

Pupils must learn how to observe performances critically but constructively analyse, to improve the performance using correct terminology

The Following resources are required:

AS PE Edexcel Student Book ISBN: 978043550054 Heinemann

A2 PAS PE Edexcel Evaluation Pack ISBN: 9780435500535 Heinemann

A2 PE Edexcel Evaluation Pack ISBN: 9780435500641 Heinemann

E Edexcel Student Book ISBN: 9780435500603 Heinemann

### Unit 4: The Developing Sports Performer

#### Content summary

The tasks undertaken in *Unit 2: The Critical Sports Performer* lay the foundation for students to specialise in **one** practical performance role and progress this performance, and undertake **three** further tasks.

Students will construct a development plan to further progress their performance as performers, leaders or officials.

They will also research **one** of these roles in an international context, taking in grassroots participation, elite performance and other factors. Students will then continue to refine their performances in **one** chosen role.

Lastly, they will plan their life in physical activity, from the Advanced Subsidiary course to the potential opportunities and performance structure open to them, thereby outlining a 'time line', through school, college, university, club, veterans and future roles.

#### Assessment

Students must undertake **four** tasks for assessment in this unit. They will be required to submit their completed tasks for internal centre marking using the Edexcel criteria, and for external moderation with evidence being submitted on the student's own CD portfolio.



### Introduction

The new course Information Technology is introduced at AS level replacing the previous Applied ICT course from the year September 2016. Cambridge International AS and A Level Information Technology encourages learners to explore their subject in depth, to help learners develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject.

### About the Syllabus

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A Level, learners also study simple programming for the web relevant to their own use of IT.

### Assessment

Component	Weighting	Component	Weighting
Paper 1 Theory	50%	Paper 3 – Advance Theory	25%
Paper 2 Practical	50%	Paper 4 Advance Practical	25% + 50% of AS

#### AS LEVEL

##### PRACTICAL SKILLS

- Spreadsheets
- Database and file concepts
- Sound and video editing

##### KNOWLEDGE & UNDERSTANDING

- Data, information, knowledge and processing
- Hardware and software
- Monitoring and control
- E-safety and health and safety
- The digital divide
- Using networks
- Expert systems



#### A2 LEVEL

##### PRACTICAL SKILLS

- Graphics creation
- Animation
- Mail merge
- Programming for the web

##### KNOWLEDGE & UNDERSTANDING

- Emerging technologies
- Role and impact of IT in society
- Networks
- Project management
- System life cycle

### This specification aims to:

- develop students' interest in, and enthusiasm for, the subject, including developing an interest in progression to higher education and vocations in psychology
- allow students to appreciate the scientific nature of psychology and to engage in contemporary debates through an understanding of research
- allow students to develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of psychology
- allow students to develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

Unit	Content	% of AS course
1	Social and Cognitive Psychology	60 %
2	Understanding the Individual	40 %

### AS—Unit 1: Social and Cognitive Psychology

#### Content summary:

This unit is designed to introduce the social and cognitive approaches to psychology through the development of key content areas. The unit is divided into two parts, Social Psychology: obedience and prejudice and Cognitive Psychology: memory and forgetting. Within each part, the sections of the unit arise from the content which includes a selection of basic concepts of the social and the cognitive approaches.

The unit is designed to enable choice within each approach in the selection of a second key study and a key issue relevant to the approach. Within each approach there is the requirement for students to conduct a short practical investigation.

#### Assessment:

Examination paper of 1 hour 20 minutes duration, consisting of a section of objective test items, a section of short-answer questions and a section of extended writing.

### AS—Unit 2: Understanding the Individual

#### Content summary:

This unit is designed to introduce three approaches in psychology; the Psychodynamic Approach, the Biological Approach and the Learning Approach. This unit aims to develop students' understanding of psychological issues of development, individual difference and biology through the study of these approaches.

The unit is designed to enable choice within each approach in the selection of a second key study and a key issue relevant to the approach. Within each approach there is the requirement for students to conduct a short practical investigation.

#### Assessment:

Examination paper of 1 hour 40 minutes duration, consisting of a section of objective test items, a section of short-answer questions and a section of extended writing.

The subject continues into year 13 (at A2 level) with the following units:

**Unit 3: Applications of Psychology – Child psychology and Criminological psychology;**

**Unit 4: How Psychology Works – Clinical psychology and Issues in Psychology.**

Examinations for all these units will take place in June.



AI Ain English Speaking School

6MVI, 2015/2016



AI Ain English Speaking School

6OAS, 2015/2016



AI Ain English Speaking School

6APL, 2015/2016



AI Ain English Speaking School

6ZAB, 2015/2016