



**A LEVEL  
SUBJECT INFORMATION  
2020-2022**



## Advanced Level: Art and Design [Edexcel]

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### **Overview**

The GCE A level Art and Design is a two year linear course which incorporates three major elements: supporting studies, practical work, and a personal study. The supporting studies and practical work comprise of a portfolio of development work and outcomes based on themes and ideas developed from personal starting points.

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose.

The examination component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme.

### **Course Description**

**Specification Code: 9FAO**

### **Specification Link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/art-and-design-2015.html>

<b>Unit</b>	<b>Unit Content</b>	<b>Assessment</b>
<b>Component 1</b>	Personal Investigation - Practical work consisting of a body of work including Art Journals and supporting studies Personal study including a written element of no less than 1000 words	The personal study is 12% of the total qualification and is marked out of 18  60% weighting
<b>Component 2</b>	Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment, Art Journals and supporting studies  During the 15–hour period of sustained focus under examination conditions, students will produce final outcome(s) extending from their preparatory studies in response to the Externally Set Assignment	Externally Set Assignment culminating in a 15 hour timed examination  Incorporates two major elements: preparatory studies and the 15–hour period of sustained focus. under examination conditions  40% weighting

## Advanced Level: Biology [Edexcel]

### Overview:

At Kellett School A-level Biology is taught over two years and is externally examined at the end of Year 13. The aims and objectives of the Pearson Edexcel Advanced GCE in Biology B are to enable students to develop:

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- And demonstrate 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
- Understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The content is relevant for students who have achieved an (I)GCSE in Biology and who want to study this subject at a higher level. The content is up to date and covers the major topics in Biology, including biological molecules, transport, health, cells, development, biodiversity, conservation, energy, the environment, microbiology, immunity, respiration, the internal environment, coordination and modern genetics

Students will develop their knowledge and understanding of Biology by applying the concepts in this specification to a range of different problems, set in a variety of contexts. Students will need to apply mathematical skills to the problems. Students will also develop their practical skills.

Topics 1-4 and 6 and 8 (outlined below) are taught in Year 12; with the remaining Topics taught in Year 13.

**Specification Code:** 9BI0

### **Course Specification:**

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/biology-2018.html>

Paper	Assessment Content	Overview
<b>Paper 1: Advanced Biochemistry, Microbiology and Genetics (9BI0/01)</b>	<b>This paper will examine the following topics:</b> Topic 1: Biological Molecules Topic 2: Cells, Viruses and Reproduction of Living Things Topic 3: Classification and Biodiversity Topic 4: Exchange and Transport Topic 5: Energy for Biological Processes Topic 6: Microbiology and Pathogens Topic 7: Modern Genetics.	Assessment is 1 hour 45 minutes.  The paper consists of 90 marks. The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.  The paper will include questions that target mathematics at IGCSE level
<b>Paper 2: Advanced Physiology, Evolution and Ecology (9BI0/02)</b>	<b>This paper will examine the following topics:</b> Topic 1: Biological Molecules Topic 2: Cells, Viruses and Reproduction of Living Things Topic 3: Classification and Biodiversity Topic 4: Exchange and Transport Topic 8: Origins of Genetic Variation Topic 9: Control Systems Topic 10: Ecosystems.	Assessment is 1 hour 45 minutes.  The paper consists of 90 marks. The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.  The paper will include questions that target mathematics at IGCSE level
<b>Paper 3: General and Practical Principles in</b>	This paper will include questions from Topics 1–10.	Assessment is 2 hours 30 minutes.

<p><b>Biology (9BI0/03)</b></p>		<p>The paper consists of 120 marks.</p> <p>The paper may include short open, open-response, calculations and extended writing questions.</p> <p>The paper will include synoptic questions that may draw on two or more different topics.</p> <p>The paper will include questions that target mathematics at IGCSE.</p> <p>The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</p>
<p><b>Science Practical Endorsement</b>  (assessed during practical work in school)</p>	<p>The assessment of practical skills is a compulsory requirement of the course of study for A level Biology. It will appear on all students' certificates as a separately reported result, alongside the overall grade for the qualification. Students must carry out a minimum of 12 practical activities</p>	<p>Students' practical work will be assessed by teachers, using common practical assessment criteria (CPAC) that are consistent across exam boards.</p> <p>Students who demonstrate the required standard across all the requirements of the CPAC will receive a 'pass' grade.</p>

## Advanced Level: Business [Edexcel]

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### Overview

The aims and objectives of these qualifications are to enable students to develop an enthusiasm for studying business, gaining a holistic understanding of business in a range of contexts and developing a critical understanding of organisations and their ability to meet society's needs and wants. Students will understand that business behaviour can be studied from a range of perspectives and gain an awareness of the ethical dilemmas and responsibilities faced by organisations and individuals.

This is a two year linear course:

#### Year 1

Students will be covering content from Theme 1 and Theme 2 in Year 1. There are no external examinations at the end of Year 1

#### Year 2

Students will be covering content from Theme 3 and Theme 4 in Year 2, as well as reviewing content from Themes 1&2. They will be carrying out research and gathering materials on a pre-released topic (released in November by Pearson). There are 3 external examinations at the end of Year 2.

### Course Description

**Specification Code: 9BS0**

**Specification Link:**

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446914694\\_GCE2015\\_A\\_BUS\\_WEB.PDF](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Business%20Studies/2015/specification-and-sample-assessment-materials/9781446914694_GCE2015_A_BUS_WEB.PDF)

Theme	Content	Assessment
<b>Theme 1: Marketing and People</b>	<ul style="list-style-type: none"><li>● Meeting customer needs</li><li>● The market</li><li>● Marketing mix and strategy</li><li>● Managing people</li><li>● Entrepreneurs and leaders</li></ul>	<b>Paper 1:</b> Marketing, people and global businesses 9BS0/01 Externally assessed Two hour written examination Weighting: 35% of AL
<b>Theme 2: Managing Business Activities</b>	<ul style="list-style-type: none"><li>● Raising finance</li><li>● Financial planning</li><li>● Managing finance</li><li>● Resource management</li><li>● External influences</li></ul>	Paper format: Each question is drawn from topics across Themes 1 and 4, and from one or more of the following contexts: local, national or global. <ul style="list-style-type: none"><li>● Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.</li></ul>
<b>Theme 3: Business decisions and strategy</b>	<ul style="list-style-type: none"><li>● Business objectives and strategy</li><li>● Business growth</li><li>● Decision-making techniques</li><li>● Influences on business decisions</li><li>● Assessing competitiveness</li><li>● Managing change</li></ul>	<b>Paper 2:</b> Business activities, decisions and strategy 9BS0/02 Externally assessed Two hour written examination Weighting: 35% of AL  Paper format: Each question is drawn from topics across Themes 2 and 3, and from one or more of the following contexts: local, national or global.

**Theme 4:  
Global  
business**

- Globalisation
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

- Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.

**Paper 3:** Investigating business in a competitive environment 9BS0/03

Externally assessed

Two hour written examination

Weighting: 30% of AL

Paper format:

Each question is drawn from one or more of the following contexts: local, national or global.

- Section A will focus on the broad context provided in the pre-released document issued on the Pearson website in the November of the previous year.

Section B will focus on at least one strand within the context provided.

- Each section will contain unseen stimulus materials comprising quantitative and qualitative evidence. Students are required to apply their knowledge and understanding from Themes 1, 2, 3 and 4 and their understanding of the broad context to this evidence.
- Questions in Sections A and B each comprise one data response question broken down into a number of parts, including one extended open-response question.
- Students cannot take any of their research or investigation data carried out as part of the pre-release into the examination.

## Advanced Level: Chemistry [Edexcel]

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At Kellett School A-level Chemistry is taught over two years and is externally examined at the end of Year 13. The aims and objectives of the Pearson Edexcel Advanced GCE in Chemistry 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
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The content is relevant for students who have achieved an (I)GCSE in Chemistry and who want to study this subject at a higher level. The content is up to date and covers the major topics in Chemistry, including underlying principles like Atomic Structure and the Periodic Table, Bonding and Structure, Redox and Amount of Substance. In Inorganic Chemistry there is emphasis on Group 2, 7 and the Transition metals. In Physical Chemistry Energetics, Kinetics and Equilibria are further developed and ideas like Entropy are explored. In Organic Chemistry the chemistry of many more functional groups are explored with links to biochemistry and medicine.

Students will develop their knowledge and understanding of Chemistry by applying the concepts in this specification to a range of different problems, set in a variety of contexts. Students will need to apply mathematical skills to the problems. Students will also develop their practical skills.

Topics 1-11 & 16 will be taught in Year 12, with the few remaining topics being taught in Year 13.

**Syllabus/ Specification:** Edexcel Level 3 Advanced GCE in Chemistry (9CH0)

### Details:

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/Specification%20and%20sample%20assessments/A\\_level\\_Chemistry\\_2015\\_Specification.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chemistry/2015/Specification%20and%20sample%20assessments/A_level_Chemistry_2015_Specification.pdf)

Paper	Assessment Content	Overview
<b>Paper 1: Advanced Inorganic and Physical Chemistry</b> *Paper code: 9CH0/01	This paper will examine the following topics. <ul style="list-style-type: none"><li>• Topic 1: Atomic Structure and the Periodic Table</li><li>• Topic 2: Bonding and Structure</li><li>• Topic 3: Redox I</li><li>• Topic 4: Inorganic Chemistry and the Periodic Table</li><li>• Topic 5: Formulae, Equations and Amounts of Substance</li><li>• Topic 8: Energetics I</li><li>• Topic 10: Equilibrium I</li><li>• Topic 11: Equilibrium II</li><li>• Topic 12: Acid-base Equilibria</li><li>• Topic 13: Energetics II</li></ul>	Assessment is 1 hour 45 minutes.  The paper consists of 90 marks. The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.  The paper will include questions that target mathematics at IGCSE level

	<ul style="list-style-type: none"> <li>• Topic 14: Redox II</li> <li>• Topic 15: Transition Metals</li> </ul>	
<b>Paper 2: Advanced Organic and Physical Chemistry</b> <b>*Paper code: 9CH0/02</b>	<b>This paper will examine the following topics:</b> <ul style="list-style-type: none"> <li>• Topic 2: Bonding and Structure</li> <li>• Topic 3: Redox I</li> <li>• Topic 5: Formulae, Equations and Amounts of Substance</li> <li>• Topic 6: Organic Chemistry I</li> <li>• Topic 7: Modern Analytical Techniques I</li> <li>• Topic 9: Kinetics I</li> <li>• Topic 16: Kinetics II</li> <li>• Topic 17: Organic Chemistry II</li> <li>• Topic 18: Organic Chemistry III</li> <li>• Topic 19: Modern Analytical Techniques II</li> </ul>	<p>Assessment is 1 hour 45 minutes.</p> <p>The paper consists of 90 marks. The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.</p> <p>The paper will include questions that target mathematics at IGCSE level</p>
<b>Paper 3: General and Practical Principles in Chemistry</b> <b>*Paper code: 9CH0/03</b>	<ul style="list-style-type: none"> <li>• Questions in this paper may draw on any of the topics in this specification.</li> <li>• The paper will include synoptic questions that may draw on two or more different topics listed.</li> </ul> <p>The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.</p>	<p>Assessment is 2 hours 30 minutes.</p> <p>The paper consists of 120 marks.</p> <p>The paper may include short open, open-response, calculations and extended writing questions.</p> <p>The paper will include synoptic questions that may draw on two or more different topics.</p> <p>The paper will include questions that target mathematics at IGCSE.</p> <p>The paper will include questions that target the conceptual and theoretical understanding of experimental methods.</p>
<b>Science Practical Endorsement</b>  <b>(assessed during practical work in school)</b>	<p>The assessment of practical skills is a compulsory requirement of the course of study for A level Chemistry. It will appear on all students' certificates as a separately reported result, alongside the overall grade for the qualification. Students must carry out a minimum of 12 practical activities</p>	<p>Students' practical work will be assessed by teachers, using common practical assessment criteria (CPAC) that are consistent across exam boards.</p> <p>Students who demonstrate the required standard across all the requirements of the CPAC will receive a 'pass' grade.</p>



## Advanced Level: Chinese [Edexcel]

### Overview

The Pearson Edexcel Level 3 Advanced GCE in Chinese (spoken Mandarin) consists of two externally-examined papers assessing listening, reading and writing and a speaking assessment. The assessment will be available in traditional and simplified characters. All questions and texts are printed twice, once with texts using traditional/full characters and once with texts in simplified characters.

Chinese A level is fully linear, with students sitting their exams at the end of the two-year course.

Students will study technological and social change, looking at the multicultural nature of Chinese society. They will study highlights of Chinese artistic culture, including a focus on Chinese regional identity and the cultural heritage of past civilisations.

Students will explore the influence of the past on present-day Chinese communities. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

### Course Description

**Specification Codes: 9CN0**

### Specification Link:

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/specification-and-sample-assessments/Specification\\_GCE\\_A\\_level\\_L3\\_in\\_Chinese.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/specification-and-sample-assessments/Specification_GCE_A_level_L3_in_Chinese.pdf)

Unit	Unit Content	Assessment
<b>Paper 1: Listening, reading and translation</b>	<ul style="list-style-type: none"><li>This paper draws on vocabulary and structures across all four themes, which are based on the society and culture of Chinese-speaking countries.</li><li>Translation (Chinese to English)</li></ul>	Written exam: 2 hours  80 marks in total  40% of the qualification
<b>Paper 2: Written response to works and translation</b>	<ul style="list-style-type: none"><li>Translation (English to Chinese)</li><li>Written response to works (literature texts)</li><li>Written response to works (Film)</li></ul>	Written exam: 2 hours 40 minutes  120 marks in total  30% of the qualification
<b>Paper 3: Speaking</b>	<ul style="list-style-type: none"><li>Task 1 (discussion on a theme)</li><li>Task 2 (part 1: independent research presentation, part 2: discussion on research)</li></ul>	Oral exam: 21–23 minutes (including 5 minutes preparation time)  72 marks in total  30% of A-level

**Overview**

The AQA Computer Science AS/A-Level syllabus is a linear course designed to be taken over two years of study, with 4 examined papers and a Non-Examined Assessment (NEA). The course is intended to encourage learners to develop an understanding of the fundamental principles of how computers and technology functions as well as how to create programs for computer systems.

Learners will study topics including information representation, communication and Internet technologies, hardware, software development and relational database modelling. Studying AQA AS/A-Level Computer Science will help learners develop a range of skills such as thinking creatively, analytically, logically and critically. These skills are aptly named computational thinking and are transferable to a wide range of subject areas and degree pathways. Students will learn how to use problem-solving alongside python programming to develop computer-based algorithms and applications. Students will also gain an appreciation of the legal, ethical and environmental issues that arise with current and emerging computing technologies. This course will help to prepare students for a future in which, inevitably, computers will play a substantial role.

**Course Description**

**Specification Code: 7516 7517**

**Specification Link:** <https://filestore.aqa.org.uk/resources/computing/specifications/AQA-7516-7517-SP-2015.PDF>

**NEA Guidance:** <https://filestore.aqa.org.uk/resources/computing/AQA-7517-NEA-GUIDE.PDF>

Level	Units	Assessment
<b>Year 1 Advanced Subsidiary (AS) Level Content</b>	<ul style="list-style-type: none"> <li>• Fundamentals of programming</li> <li>• Fundamentals of data structures</li> <li>• Systematic approach to problem solving</li> <li>• Theory of computation</li> <li>• Fundamentals of data representation</li> <li>• Fundamentals of computer systems</li> <li>• Fundamentals of computer organisation and architecture</li> <li>• Consequences of uses of computing</li> <li>• Fundamentals of communication and networking</li> </ul>	<p><b>Paper 1 (Programming):</b> On Screen Examination Externally assessed 1 hour 45 minutes 50% of AS</p> <p><b>Paper 2 (Theory):</b> Written Examination Externally assessed 1 hour 30 minutes 50% of AS</p>
<b>Year 2 Advanced (A) Level Content</b>	<ul style="list-style-type: none"> <li>• Fundamentals of programming</li> <li>• Fundamentals of data structures</li> <li>• Fundamentals of algorithms</li> <li>• Theory of computation</li> <li>• Fundamentals of data representation</li> <li>• Fundamentals of computer systems</li> <li>• Fundamentals of computer organisation and architecture</li> <li>• Consequences of uses of computing</li> <li>• Fundamentals of communication and networking</li> <li>• Fundamentals of databases</li> <li>• Big Data</li> <li>• Fundamentals of functional programming</li> <li>• Systematic approach to problem solving</li> </ul>	<p><b>Paper 1 (Programming):</b> On Screen Examination Externally assessed 2 hour 30 minutes 40% of A-Level</p> <p><b>Paper 2 (Theory):</b> Written Examination Externally assessed 2 hour 30 minutes A-Level - 40%</p>
	<ul style="list-style-type: none"> <li>• Non-exam assessment - the computing practical project</li> </ul>	<p><b>NEA:</b> Internally Assessed approximately 50 hours A-Level - 20%</p>

## Advanced Level: Design & Technology [AQA]

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### Overview

This is a Linear course offered over two years. This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers, especially those in the creative industries. Students will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning into practice by producing prototypes of their choice. Students will also gain a real understanding of what it means to be a designer, as well as developing the knowledge and skills sought by higher education and employers.

This qualification consists of:

- **Technical principles**
- **Designing and making principles**
- **Non-exam assessment (NEA)** Students will be required to undertake a 'Design & Make' task and produce a final prototype based on a context and design brief investigated and developed by the student.

### **Links to maths and science**

All A Level specifications in Design and Technology must require students to demonstrate their application of knowledge, understanding and skills of maths and science in both theoretical and practical ways. Design and Technology uses maths and science to support decisions made in the processes of designing and making.

### Course Description

**Specification Code: 7552**

**Specification Link:**

<http://www.aqa.org.uk/subjects/design-and-technology/as-and-a-level/design-and-technology-product-design-7552>

Unit	Unit Content	Assessment
<b>Paper 1</b>	Technical Principles (2.5 hrs duration) <b>120 Marks</b> (Mixture of short answer and extended response questions).	30% of A Level
<b>Paper 2</b>	Designing & Making Principles (1.5 hrs duration) <b>80 marks</b> (Mixture of short answer and extended response questions).	20% of A Level
<b>NEA</b>	Non-exam assessment  (Substantial Design & Make Project) <b>100 Marks</b>	50% of A Level

## GCE Advanced Level: Drama and Theatre [EDEXCEL]

### Overview

This Drama qualification is a two year linear course that covers a wide array of different aspects of the Drama and Theatre world. The qualification has three components, one on devising, one on performing or designing skills and one on practical exploration of texts to interpret them for performance. Students are required to develop their skills as an actor, designer and director through these components.

The course also focuses on the practical exploration of performance texts, including exploring them in light of the work of traditional and contemporary theatre practitioners and companies. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification. Centres, alongside their teachers and students can select a list of performance texts that will engage and inspire students and allow to best suit the students, their ability to access the work, their interests and their performance skills. Due to the nature of flexibility of the course students who wish to focus the design element as well as the performance aspect conveying the idea that Drama and Theatre is more than the actor on stage.

The Drama and Theatre course is a step up from the Drama GCSE and therefore prior knowledge of the subject is desirable but not essential. Students often find links with other subjects such as History, English Literature, Art, Law and Politics due to the texts, practitioners and themes covered. Over the course students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment.

### Course Description

**Specification Code: 9DR0**

### Specification Link:

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessments/a-level\\_drama\\_spec.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/Drama%20and%20Theatre%20Studies/2016/Specification%20and%20sample%20assessments/a-level_drama_spec.pdf)

Unit	Unit Content	Assessment
<b>Component 1: Devising</b>  <b>9DR0/01</b>	<p>Devise an original performance piece</p> <p>Use one key extract from a performance text and a theatre practitioner as stimuli</p> <p>Performance of this devised piece or design realisation for this performance</p> <p>Analyse and evaluate the devising process and performance</p> <p>A portfolio covering the creating and developing process and analysis and evaluation of this process</p> <p>The portfolio submission recommendations are:</p> <ul style="list-style-type: none"><li>• typed evidence between 2500–3000 words or can be recorded/verbal evidence between 12–14 minutes</li></ul> <p>Or</p> <ul style="list-style-type: none"><li>• can be a combination of handwritten/typed evidence (between 1250–1500 words) and recorded/verbal evidence (between 6–7 minutes)</li></ul> <p>Performer or designer routes available</p>	<p>Internal Marked and Externally Moderated</p> <p>Coursework Portfolio and Performance</p> <p>40% weighting</p>
<b>Component 2: Performance of a Text</b>  <b>9DR0/02</b>	<p>Students will either perform in and/or design for <b>two key extracts</b> from a performance text</p> <p>Mixture of monologue / duologue <b>and</b> group performance (choice is up to teacher)</p> <ul style="list-style-type: none"><li>• Group performance/design realisation:worth 36 marks.</li><li>• Monologue or duologue/design realisation:worth 24 marks.</li></ul> <p>Performer or designer routes available</p>	<p>Performance</p> <p>External assessed by a visiting examiner</p> <p>20% weighting</p>

<p><b>Component 3: Theatre Makers in Practice</b></p> <p><b>9DR0/03</b></p>	<p>Live theatre evaluation - seen and notes made  Practical exploration and study of <b>one complete performance text</b> - focusing on how it can be realised for performance  Practical exploration and study of <b>another complete performance text in light of a chosen practitioner</b> - focusing on how this text could be reimagined for a contemporary audience  Study <u>two</u> of fifteen performance texts.  Choice from <u>eight</u> practitioners</p> <p><b>Section A: Live Theatre Evaluation</b></p> <ul style="list-style-type: none"> <li>● <b>20 marks</b></li> <li>● Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen in light of a given statement.</li> <li>● Students are allowed to bring in theatre evaluation notes of up to a maximum of 500 words.</li> </ul> <p><b>Section B: Page to Stage: Realising a Performance Text</b></p> <ul style="list-style-type: none"> <li>● <b>36 marks</b></li> <li>● Students answer two extended response questions based on an <b>unseen extract</b> from the performance text they have studied.</li> <li>● Students will demonstrate how they, as theatremakers, intend to realise the extract in performance.</li> <li>● Students answer from the perspective of a performer and a designer.</li> <li>● Performance texts are not allowed in the examination as the extracts will be provided.</li> </ul> <p><b>Section C: Interpreting a Performance Text</b></p> <ul style="list-style-type: none"> <li>● <b>24 marks</b></li> <li>● Students will answer one extended response questions from a choice of two based on an <b>unseen names section</b> from their chosen performance text</li> <li>● Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience.</li> <li>● Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.</li> <li>● Students <b>must</b> take in clean copies of their performance texts for this section, but no other printed materials.</li> </ul>	<p>2.30 - hour</p> <p>Written Exam</p> <p>40% weighting</p>
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### Overview

The Edexcel A Level aims to enable students to:

- develop an interest in, and enthusiasm for, economics
- appreciate the contribution of economics to the understanding of the wider economic and social environment
- develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- understand that economic behaviour can be studied from a range of perspectives
- develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life

### Course Description

**Specification Code: 9EC0**

**Specification Link:**

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-assessment-materials/A\\_Level\\_Econ\\_A\\_Spec.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/economics-a/2015/specification-and-sample-assessment-materials/A_Level_Econ_A_Spec.pdf)

Theme	Unit Content	Assessment
<b>Theme 1: Introduction to markets and market failure</b>	<ul style="list-style-type: none"><li>• Introductory concepts</li><li>• Consumer behaviour and demand</li><li>• Supply</li><li>• Price determination</li><li>• Market failure</li><li>• Government intervention in markets</li></ul>	<b>Paper 1: Markets and business behaviour</b> Questions drawn from Themes 1 and 3 35% of total qualification Duration: 2 hours Marks: 100
<b>Theme 2: The UK economy - performance and policies</b>	<ul style="list-style-type: none"><li>• Measures of economic performance</li><li>• Aggregate demand (AD)</li><li>• Aggregate supply (AS)</li><li>• National income</li><li>• Economic growth</li><li>• Macroeconomic objectives and policies</li></ul>	<b>Paper 2: The national and global economy</b> Questions drawn from Themes 2 and 4 35% of total qualification Duration: 2 hours Marks: 100
<b>Theme 3: Business behaviour and the labour market</b>	<ul style="list-style-type: none"><li>• Types and sizes of businesses</li><li>• Revenue, costs and profits</li><li>• Market structures and contestability</li><li>• Labour markets</li><li>• Government intervention</li></ul>	<b>Paper 3: Microeconomics and macroeconomics</b> Questions drawn from all four Themes
<b>Theme 4: A global perspective</b>	<ul style="list-style-type: none"><li>• Causes and effects of globalisation</li><li>• Trade and the global economy</li><li>• Balance of payments, exchange rates and international competitiveness</li><li>• Poverty and inequality</li><li>• The role of the state in the macroeconomy</li><li>• Growth and development in developing, emerging and developed economies</li></ul>	30% of total qualification Duration: 2 hours Marks: 100

## Overview

The course has been designed to promote a love of literature, teach students to express themselves eloquently in writing and to develop critical, evaluative readers.

The aims and objectives are to enable students to:

- read widely and independently set texts and others that they have selected for themselves
- engage critically and creatively with a substantial body of texts and ways of responding to them
- develop and effectively apply their knowledge of literary analysis and evaluation
- explore the contexts of the texts they are reading and others' interpretations of them
- undertake independent and sustained studies to deepen their appreciation and understanding of English literature, including its changing traditions.

This is a linear course with all external examinations to be taken at the end of Year 13. The Non Examination Assessment (Coursework), worth 20%, will be completed earlier in Year 13.

## Course Description

**Specification Code: 9ET0**

**Specification Link:**

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/English%20Literature/2015/Specification%20and%20sample%20assessments/GCE2015-A-level-Eng-Lit-spec-Issue-6.pdf>

Unit	Unit Content	Assessment
<b>Component 1: Drama</b>  <b>*Paper code: 9ET0/01</b>	Students study: <ul style="list-style-type: none"><li>• one Shakespeare play and one other drama from either tragedy or comedy – both texts may be selected from one or both of these categories.</li><li>• critical essays related to their selected Shakespeare play. Students' preparation is supported by Shakespeare: A Critical Anthology – Tragedy or Shakespeare: A Critical Anthology – Comedy.</li></ul>	30% of the total AL raw marks  Written examination, lasting 2 hours and 15 minutes. <ul style="list-style-type: none"><li>• Open book – clean copies of the drama texts can be taken into the examination. The Critical Anthology must not be taken into the examination.</li><li>• Total of 60 marks available – 35 marks for Section A and 25 marks for Section B.</li><li>• Two sections: students answer one question from a choice of two for both Section A and Section B.</li><li>• Section A – Shakespeare: one essay question, incorporating ideas from wider critical reading (AO1, AO2, AO3, AO5 assessed). • Section B – Other Drama: one essay question (AO1, AO2, AO3 assessed)</li></ul>
<b>Component 2: Prose</b>  <b>*Paper code: 9ET0/02</b>	Two prose texts from a chosen theme. At least one of the prose texts must be pre-1900.	20% of the total AL raw marks Written examination, lasting 1 hour and 15 minutes. <ul style="list-style-type: none"><li>• Open book – clean copies of the prose texts.</li><li>• Total of 40 marks available.</li><li>• Students answer one comparative essay question from a choice of two on their studied theme (AO1, AO2, AO3, AO4 assessed).</li></ul>

<p><b>Component 3: Poetry</b></p> <p><b>*Paper code: 9ET0/03</b></p>	<p><b>Content summary</b></p> <ul style="list-style-type: none"> <li>● poetic form, meaning and language</li> <li>● a selection of post-2000 specified poetry and</li> <li>● a specified range of poetry from: either</li> <li>● a literary period (either pre- or post-1900)</li> <li>or</li> <li>● a named poet from within a literary period.</li> </ul>	<p>30% of the total AL raw marks</p> <ul style="list-style-type: none"> <li>● Written examination, lasting 2 hours and 15 minutes.</li> <li>● Open book – clean copies of the poetry texts</li> <li>● Total of 60 marks available – 30 marks for Section A and 30 marks for Section B.</li> <li>● Two sections: one question from a choice of two, comparing an unseen poem with a named poem from their studied contemporary text and one question from a choice of two on their studied movement/poet.</li> <li>● Section A – Post-2000 Specified Poetry: one comparative essay question on an unseen modern poem written post-2000 and one named poem from the studied contemporary text (AO1, AO2, AO4 assessed).</li> <li>● Section B – Specified Pre- or Post-1900: one essay question (AO1, AO2, AO3 assessed).</li> </ul>
<p><b>Non-examination assessment</b></p> <p><b>(Coursework)</b></p> <p><b>*Code: 9ET0/04</b></p>	<p>Students choose two texts from a range studied. Teachers will guide and approve texts, most likely from a range studied in class.</p> <p>Chosen texts:</p> <ul style="list-style-type: none"> <li>● must be different from those studied in Components 1, 2 and 3</li> <li>● must be complete texts and may be linked by theme, movement, author or period</li> <li>● may be selected from poetry, drama, prose or literary non-fiction.</li> </ul>	<p>20% of the total AL raw marks</p> <p>Students produce one assignment:</p> <ul style="list-style-type: none"> <li>● one extended comparative essay referring to two texts (AO1, AO2, AO3, AO4, AO5 assessed)</li> <li>● advisory total word count is 2500–3000 words</li> <li>● total of 60 marks available.</li> </ul>



## The Extended Project (EPQ) [Pearson Edexcel]

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### Overview

The Level 3 Extended Project qualification supports learners with the transition to higher education or into the world of work. The EPQ gives students the opportunity to develop critical, reflective, problem-solving and independent learning skills through the planning, research and evaluation of a self-selected project. Throughout their in-depth study, learners will develop and apply skills creatively, resulting in one of four project outcomes:

- A dissertation
- An investigation
- A performance
- An artefact

Students are given one hour of guided lesson time per week and are expected to work independently for around 3-4 hours per week in addition to this. In terms of UCAS points status, Level 3 Project qualifications are worth half an A level. It is expected that students will have largely completed their projects by October of Year 13 and will be assessed during January entry. The project is internally standardised by at least two mentors, it is then sent to the UK for external verification by an Edexcel marker.

### **Key Skills:**

- Ability to undertake independent learning
- Ability to undertake a wide variety of research
- Organisational skills e.g. the keeping of a regular log book etc
- Passion in an area complementary to or outside of the school curriculum which the student feels sufficiently interested in to pursue independently

### **Specification Code: ZPJ30**

### **Specification Link:**

<https://qualifications.pearson.com/en/qualifications/edexcel-project-qualification/level-3.html>

Students choose **one** unit/discipline from the list below:

Unit	Unit Content	Assessment
P301 - <b>Dissertation</b>	This is a university-style dissertation on any topic which can be researched and argued about - for example, a controversial biological, historical, ethical, philosophical, psychological, economic or environmental issue. The dissertation uses secondary research sources to provide a reasoned defence of a point of view, with consideration of counter-arguments.	<b>Each project is marked under the following criteria:</b> <b>AO1: Manage (17%)</b> Identify, design, plan and carry out a project, applying a range of skills, strategies and methods to achieve objectives.
P302 - <b>Investigation</b>	This scientific investigative project involves the collection of data from primary research, which may happen within the context of a geographical or biological field study - for example, a study of erosion or pollution or a statistical survey of attitudes concerning a social issue. The Investigation uses primary sources of data, such as questionnaires, observation or scientific experimentation, with a process of hypothesis creation and testing.	<b>AO2: Use Resources (22%)</b> Research, critically select, organise and use information and select and use a range of sources. Analyse data, apply relevantly and demonstrate understanding of any links, connections and complexities of the topic.
P303 -	This involves the development of performance skills	<b>AO3: Develop and Realise (44%)</b>

<b>Performance</b>	<p>and techniques in a creative process leading up to a performance before a designated audience - for example, a performance of music, drama or sport. It can take the form of a response to a brief or performance commission.</p>	<p>Select and use a range of skills including, where appropriate, new technologies and problem solving, to take decisions critically and to achieve planned outcomes.</p>
<b>P304 - Artefact</b>	<p>This involves a process of research, design and the application of creative skills in developing and realising a piece of work in response to a client brief. Types of artefact project include creating a painting or sculpture, designing a piece of furniture or a garment, creating a website, solving an engineering or construction problem or producing a piece of graphic design.</p>	<p><b>AO4: Review (17%)</b>  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 evidenced project outcomes and conclusions in an appropriate format.</p>

**Overview**

The GCE A level in French is a two year course which enables students to develop their linguistic skills alongside their understanding of the culture and society of countries where French is spoken.

Students study technological and social change, looking at diversity and the benefits it brings. They will study highlights of French-speaking artistic culture, including francophone music and cinema, and learn about political engagement and who wields political power in the French-speaking world.

Students also explore the influence of the past on present-day French-speaking communities. Throughout their studies, they will learn the language in the context of French-speaking countries and the issues and influences which have shaped them. Students will study texts and film and have the opportunity to carry out independent research on an area of their choice.

**Course Description****Specification Codes: 7652****Specification Link: <https://www.aqa.org.uk/subjects/languages/as-and-a-level/french-7652>**

<b>Unit</b>	<b>Unit Content</b>	<b>Assessment</b>
<b>Paper 1: Listening, reading and writing</b>	<ul style="list-style-type: none"><li>• Aspects of French-speaking society: current trends</li><li>• Aspects of French-speaking society: current issues Artistic culture in the French-speaking world</li><li>• Aspects of political life in the French-speaking world</li><li>• Grammar</li></ul>	Written exam: 2 hours 30 minutes  100 marks  50% of A-level
<b>Paper 2: Writing</b>	<ul style="list-style-type: none"><li>• One text and one film or two texts from the list set in the specification</li><li>• Grammar</li></ul>	Written exam: 2 hours  80 marks in total  20% of A-level
<b>Paper 3: Speaking</b>	<ul style="list-style-type: none"><li>• Individual research project</li><li>• One of four themes:<ul style="list-style-type: none"><li>- Aspects of French-speaking society: current trends</li><li>- Aspects of French-speaking society: current issues</li><li>- Artistic culture in the French-speaking world</li><li>- Aspects of political life in the French-speaking world</li></ul></li></ul>	Oral exam: 21–23 minutes (including 5 minutes preparation time)  60 marks in total  30% of A-level

### Overview

This course has been designed to encourage students to gain enjoyment, satisfaction and a sense of achievement as they develop their knowledge and understanding of Geography. This A Level course will enable students to be inspired by their geographical understanding, to engage critically with real-world issues and places, and to apply their geographical knowledge, theory and skills to the world around them. Students will grow as independent thinkers and as informed and engaged citizens, who understand the role and importance of geography as one of the key disciplines relevant to understanding the world's changing peoples, places and environments.

This international modular course will be delivered in a linear fashion with all external examinations taken at the end of Year 13. Units 1 and 2 are studied in Year 12 and units 3 and 4 are studied in Year 13. Fieldwork forms a central role in the teaching and learning of unit 1 especially, with two days of external fieldwork completed in Year 12.

### Course Description

**Specification Code: WGE01; WGE02; WGE03; WGE04**

### **Specification Link:**

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Geography/2016/specification-and-sample-assessments/IAL-Geography-Specification.pdf>

Unit	Unit Content	Assessment
<b>Unit 1: Global Challenges</b>	<p>The meaning, causes, impacts and management of global challenges. How we can influence global challenges through our own attitudes and actions</p> <p>Two compulsory topics form this unit:</p> <ul style="list-style-type: none"><li>● <b>Topic 1:</b> World at Risk</li><li>● <b>Topic 2:</b> Going Global</li></ul>	<p>30% of the total A Level raw mark</p> <p>One hour and 45 minute examination paper in two sections:</p> <p><b>Section A:</b> data response and short-answer questions</p> <p><b>Section B:</b> choice of World at Risk or Going Global longer/guided essay questions</p>
<b>Unit 2: Geographical Investigations</b>	<p>A closer look at how physical and human issues influence lives and can be managed, at a local scale.</p> <p>Two compulsory topics form this unit:</p> <ul style="list-style-type: none"><li>● <b>Topic 1:</b> Crowded Coasts</li><li>● <b>Topic 2:</b> Urban Problems, Planning and Regeneration</li></ul>	<p>20% of the total A Level raw mark</p> <p>One hour and 30 minute examination paper in three sections:</p> <p><b>Section A:</b> data response and short-answer questions on Crowded Coasts and Urban Problems, Planning and Regeneration.</p> <p><b>Section B:</b> compulsory short-answer questions on research and fieldwork investigation.</p> <p><b>Section C:</b> choice of one fieldwork question, on either Crowded Coasts or Urban Problems, Planning and Regeneration.</p>

<p><b>Unit 3: Contested Planet</b></p>	<p><b>Content summary</b> Physical systems underpin the distribution and use of resources, and resource management is a key issue for geography in today's world. Consumption patterns highlight stark inequalities between regions, countries and groups of people. Many resources are finite, and rising consumption means that difficult decisions over the use of resources will have to be taken more frequently.</p> <p><b>Section A</b> – compulsory topics: • Topic A1: Atmosphere and Weather Systems • Topic A2: Biodiversity Under Threat <b>Section B</b> – optional topics: • Option studied: Topic B1: Energy Security or Topic <b>Section C</b> – optional topics: • Option studied: Topic C1: Superpower Geographies</p>	<p>30% of the total A Level raw marks</p> <p>Two hour examination paper in three sections: <b>Section A:</b> longer/guided essay questions and a synoptic question. <b>Section B:</b> choice of one data response/essay question from two topics (B1 or B2). <b>Section C:</b> choice of one data response/essay question from two topics (C1 or C2).</p>
<p><b>Unit 4: Researching Geography</b></p>	<p>Options range from those with a strong physical geography focus, to those concerned more with environmental, social and cultural geographies. Students must select and study one of the following research options:</p> <p><b>Option chosen:</b> Human Health and Disease</p>	<p>20% of the total A Level raw marks</p> <p>One hour and 30 minute examination paper</p> <p>Candidates will be given a list of questions based on the four options. Candidates will select and answer one question that relates to the option they have studied.</p>

### Overview

*The A-level Subject Content for History follows these guidelines:*

- The specifications must provide sufficient depth and breadth to allow students to develop the knowledge, skills and understanding specified below, and must include a rationale for the specification of topics including periods and/or themes which indicate how the following criteria for content are addressed
- They must provide a broad and coherent course of study for all students whether they progress to further study in the subject or not
- There are no prior knowledge requirements for A-level specifications in History.

*The A level specifications require students to study:*

- The history of more than one country or state, including at least one outside the British Isles
- aspects of the past in breadth (through period and/or theme) and in depth
- significant individuals, societies, events, developments and issues within a broad historical context
- developments affecting different groups within the societies studied
- a range of appropriate historical perspectives, for example aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological

### Course Description

**Specification Code: 7042**

**Specification Link:**

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/specification-at-a-glance>

Unit	Unit Content	Assessment
<b>1J The British Empire 1857 - 1967</b>	This option looks at the reasons why the British Empire grew and contracted. It examines what influenced imperial policy and what part did economic factors play in the development of the British Empire. It explores how the Empire influenced British attitudes and culture. It also assesses how indigenous peoples respond to British rule., and how important the role of key individuals and groups were during this period.	<ul style="list-style-type: none"><li>• written exam: 2 hours 30 minutes</li><li>• three questions (one compulsory)</li><li>• 80 marks</li><li>• 40% of A-level</li></ul>
<b>2N Revolution and Dictatorship: Russia 1917-1953</b>	This option provides for the study in depth of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control and dictatorship. It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.	<ul style="list-style-type: none"><li>• written exam: 2 hours 30 minutes</li><li>• three questions (one compulsory)</li><li>• 80 marks</li></ul>

		<ul style="list-style-type: none"><li>• 40% of A-level</li></ul>
<b>Historical Investigation/ Coursework</b>	A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.	<ul style="list-style-type: none"><li>• 3500–4500 words</li><li>• 40 marks</li><li>• 20% of A-level</li><li>• marked by teachers</li><li>• moderated by AQA</li></ul>

## International Advanced Level: Mathematics [Edexcel]

**Please note that this is and Further Mathematics are the only Modular A Level Courses**

### Overview

The course encourages students to:

- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
- use mathematics as an effective means of communication
- read and comprehend mathematical arguments and articles concerning applications of mathematics
- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

The International Advanced Level in Mathematics comprises six units.

The International Advanced Subsidiary is the first half of the IAL course and comprises three units; Pure Mathematics 1, Pure Mathematics 2 plus one of the Applications units M1 or S1.

The full International Advanced Level award comprises six units; Pure Mathematics 1, 2, 3, 4 plus two Applications units: M1 and S1.

### Course Description

**Specification Code: XMA01, YMA01**

**Specification Link:**

<https://qualifications.pearson.com/content/demo/en/qualifications/edexcel-international-advanced-levels/mathematics-2018.html>

Year	Content	Assessment
<b>IAS Mathematics (Year 12)</b>	<u>Compulsory Units</u>  Pure Mathematics 1 (P1): Algebra and Functions; Coordinate Geometry in the (x, y) plane; Trigonometry; Differentiation; Integration.  Pure Mathematics 2 (P2): Proof; Algebra and Functions; Coordinate Geometry	One written examination per unit  Each examination paper lasts one hour 30 minutes.  Each examination paper has 75 marks.



	<p>in the (x, y) plane; Sequences and Series; Exponentials and Logarithms; Trigonometry; Differentiation; Integration.</p> <p><u>Optional Units - Students must do one of:</u></p> <p>Statistics 1 (S1): Mathematical models in probability and statistics; Representation and Summary of Data; Probability; Correlation and Regression; Discrete Random Variables; Discrete Distributions; the Normal Distribution.</p> <p>Mechanics 1 (M1): Mathematical models in mechanics; Vectors in mechanics; Kinematics of a particle moving in a straight line; Dynamics of a particle moving in a straight line or plane; Statics of a particle; Moments.</p>	<p>Calculators can be used for all unit examinations</p> <p>Availability: June</p> <p>P1 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>P2 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>M1 - <math>16\frac{2}{3}\%</math> of IAL or S1 - <math>16\frac{2}{3}\%</math> of IAL</p>
<p><b>IAL Mathematics (Year 13)</b></p>	<p><u>Compulsory Units:</u></p> <p>Pure Mathematics 3 (P3): Algebra and Functions; Trigonometry; Exponentials and Logarithms; Differentiation; Integration; Numerical Methods.</p> <p>Pure Mathematics 4 (P4): Proof; Algebra and Functions; Coordinate Geometry in the (x, y) plane; Binomial Expansions; Differentiation; Integration; Vectors.</p> <p><u>Optional Units - Students must do one of:</u></p> <p>Statistics 1 (S1) (if M1 was studied in Year 12): Mathematical models in probability and statistics; Representation and Summary of Data; Probability; Correlation and Regression; Discrete Random Variables; Discrete Distributions; the Normal Distribution.</p> <p>Mechanics 1 (M1) (if S1 was studied in Year 12): Mathematical models in mechanics; Vectors in mechanics; Kinematics of a particle moving in a straight line; Dynamics of a particle moving in a straight line or plane; Statics of a particle; Moments.</p>	<p>One written examination per unit.</p> <p>Each examination paper lasts one hour 30 minutes.</p> <p>Each examination paper has 75 marks.</p> <p>Calculators can be used for all unit examinations</p> <p>Availability: June</p> <p>P3 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>P4 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>M1 - <math>16\frac{2}{3}\%</math> of IAL or S1 - <math>16\frac{2}{3}\%</math> of IAL</p>

**Please note that this is and Mathematics are the only Modular A Level Courses**

### Overview

The course encourages students to:

- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
- use mathematics as an effective means of communication
- read and comprehend mathematical arguments and articles concerning applications of mathematics
- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

The International Advanced Level in Further Mathematics comprises six units.

The International Advanced Subsidiary in Further Mathematics is the first half of the IAL course and comprises three units; Further Pure Mathematics unit FP1 plus two other Applications units (excluding P1, P2, P3 and P4).

The full International Advanced Level award comprises six units; Further Pure Mathematics units FP1, FP2, FP3 and a further three Applications units (excluding P1, P2, P3 and P4) to make a total of six units. Students who are awarded certificates in both International Advanced Level Mathematics and International Advanced Level Further Mathematics must use unit results from 12 different teaching modules.

The structure of this qualification allows teachers to construct a course of study which can be taught and assessed as distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course.

### Course Description

**Specification Code: XFM01, YFM01**

#### **Specification Link:**

<https://qualifications.pearson.com/content/demo/en/qualifications/edexcel-international-advanced-levels/mathematics-2018.html>

Year	Unit Content	Assessment
<b>IAS Further Mathematics (Year 12)</b>	<u>Compulsory Unit:</u> Further Pure Mathematics 1 (FP1): Complex Numbers; Roots of Quadratic Equations;	One written examination per unit  Each examination paper lasts one hour 30 minutes

	<p>Numerical solution of equations; Coordinate Systems; Matrix Algebra; Transformations using Matrices; Series; Proof.</p> <p><u>Optional Units - Students must do two of:</u></p> <p>Statistics 1 (S1): Mathematical models in probability and statistics; Representation and Summary of Data; Probability; Correlation and Regression; Discrete Random Variables; Discrete Distributions; the Normal Distribution.</p> <p>Mechanics 1 (M1): Mathematical models in mechanics; Vectors in mechanics; Kinematics of a particle moving in a straight line; Dynamics of a particle moving in a straight line or plane; Statics of a particle; Moments.</p> <p>Decision 1 (D1): Algorithms; Algorithms on Graphs; Algorithms on Graphs II; Critical Path Analysis; Linear Programming.</p>	<p>Each examination paper has 75 marks</p> <p>Calculators can be used for all unit examinations</p> <p>Availability: January (D1 only) and June</p> <p>FP1 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>M1 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>S1 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>D1 - <math>16\frac{2}{3}\%</math> of IAL</p>
<p><b>IAL Further Mathematics (Year 13)</b></p>	<p><u>Compulsory Units:</u></p> <p>Further Pure Mathematics 2 (FP2): Inequalities; Series; Further Complex Numbers; First Order Differential Equations; Second Order Differential Equations; Maclaurin and Taylor series; Polar Coordinates.</p> <p>Further Pure Mathematics 3 (FP3): Hyperbolic Functions; Further Coordinate Systems; Differentiation; Integration; Vectors; Further Matrix Algebra.</p> <p><u>Optional Units - Students must do one of:</u></p> <p>Statistics 2 (S2): The Binomial and Poisson Distributions; Continuous Random Variables; Continuous Distributions; Samples; Hypothesis Tests.</p> <p>Mechanics 2 (M2): Kinematics of a particle moving in a straight line or plane; Centres of Mass; Work and Energy; Collisions; Statics of Rigid Bodies.</p>	<p>One written examination per unit</p> <p>Each examination paper lasts one hour 30 minutes</p> <p>Each examination paper has 75 marks</p> <p>Calculators can be used for all unit examinations</p> <p>Availability: January (M2 or S2 only) and June</p> <p>FP2 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>FP3 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>M2 - <math>16\frac{2}{3}\%</math> of IAL</p> <p>S2 - <math>16\frac{2}{3}\%</math> of IAL</p>

### Overview:

The aim of the Cambridge International AS and A Level Media Studies course is to encourage learners to understand both the theoretical and practical elements of the construction of Media texts. A strong practical element of the course allows students to demonstrate their understanding of Media theory and express their creativity through the creation of several Media texts, primarily focussed on print and moving image formats. Cambridge International AS and A Level Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives. Successful candidates 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

### Course Description:

**Specification Code: 9607**

### Course Specification:

<https://www.cambridgeinternational.org/Images/502957-2021-2023-syllabus.pdf>

Section	Content	Assessment
<b>Component 1</b>	<b>Foundation Portfolio</b> Coursework in which candidates work individually to produce a print based media product, digital evidences of the process of their work and a creative critical reflection	100 Marks Weighting - 25% Internally Assessed and Externally Moderated
<b>Component 2</b>	<b>Key Media Concepts</b> Written exam consisting of two questions:  <b>Section A - Textual Analysis and Representations</b> Candidates answer one question based on an unseen moving image extract  <b>Section B - Institution and Audiences</b> Candidates answer one question from a choice of two, relating to contemporary practices in the Film Industry.	100 Marks Weighting - 25% Externally Assessed
<b>Component 3</b>	<b>Advanced Portfolio</b> Coursework in which candidates produce a promotional package for their own music video, documentary or short film, digital evidence of the process of their work and a creative critical reflection.	100 Marks Weighting - 25% Internally assessed and Externally Moderated
<b>Component 4</b>	<b>Critical Perspectives</b> Written exam consisting of three questions:  <b>Section A: Media Debates</b> Candidates answer two questions from a choice of three, encapsulating Media Regulation, Postmodern Media and Power and The Media  <b>Section B: Media Ecology</b> Candidates answer one essay based question relating to Media Ecology	100 Marks Weighting - 25% Externally Assessed

## GCE Advanced Level: Music [EDEXCEL]

### Overview

This qualification will support students in forming personal and meaningful relationships with music through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts, develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities. This qualification will also allow students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university degree courses in music and music-related subjects, as well as music-related and other careers.

The Music A level course is a step up from the Music GCSE and therefore prior knowledge of the subject is desirable but not essential. Ability to play an instrument or sing to ABRSM Grade 5 level is essential. Students are also required to attend either Senior Orchestra or Kellett Voices as appropriate.

### Course Description

**Specification Code: 9MU0**

### Specification Link:

<https://qualifications.pearson.com/en/qualifications/edexcel-a-levels/music-2016.html>

Unit	Unit Content	Assessment
<b>Component 1: Performing</b>  <b>9MU0/01</b>	<ul style="list-style-type: none"><li>• A public performance of one or more pieces, performed as a recital.</li><li>• Performance can be playing or singing solo, in an ensemble, improvising, or realising music using music technology.</li><li>• The total performance time across all pieces must be a minimum of eight minutes.</li><li>• Performances must be recorded after 1 March in the year of certification and all materials for assessment submitted to arrive by 15 May in the year of certification.</li></ul>	Non examined, externally assessed  30% weighting
<b>Component 2: 9MU0/02</b>	<ul style="list-style-type: none"><li>• Total of two compositions, one to a brief set by Pearson and one either free composition or also to a brief.</li><li>• One composition must be from either a list of briefs related to the areas of study, or a free composition, carrying 40 marks for this component. This composition must be at least four minutes in duration.</li><li>• One composition must be from a list of briefs assessing compositional technique, carrying 20 marks for this component. This composition must be at least one minute in duration, unless the brief specifies a longer minimum duration.</li><li>• Total time across both submissions must be a minimum of six minutes.</li></ul>	Non examined, externally assessed  30% weighting
<b>Component 3: 9MU0/03</b>	<ul style="list-style-type: none"><li>• One written paper of 2 hours, with a total of 100 marks.</li><li>• One audio CD with the extracts to accompany questions on the paper will be provided per student.</li><li>• This paper comprises two sections: A and B based on application of knowledge through the context of six areas of study, each with three set works.<ul style="list-style-type: none"><li>o Vocal Music,</li></ul></li></ul>	2 hour  Written Exam  40% weighting

- o Instrumental Music,
- o Music for Film,
- o Popular Music and Jazz,
- o Fusions,
- o New Directions.
- o Application of knowledge to unfamiliar works.

**Section A: Areas of study and dictation (50 marks)**

- Three questions related to the set works (audio and skeleton score provided).
- One short melody/rhythm completion exercise.

**Section B: Extended response**

- Two essay questions – essay one (20 marks) and essay two (30 marks)
- Essay one asks students to draw links from their study of the set works to the music heard as an unfamiliar extract.
- Essay two gives a choice of three questions that ask students to evaluate the musical elements, context and language of one set work. Each option will be from a different area of study.

## Advanced Level: Physical Education [AQA]

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### **Overview**

The GCE A level in Physical Education is a two year linear course which incorporates three major elements: written examination, practical performance and analysis of performance.

The written examination makes up 70% of the final mark and looks at the factors affecting participation in physical activity and sport (Year 12) and the factors affecting optimal performance (Year 13).

The practical performance requires students to be assessed in one activity from the AQA specification in the role of either performer or coach. This combined with an analysis of performance within that sport makes up the remaining 30% of the qualification.

The examination element gives students the opportunity to study a range of theoretical components with Physical Education including Physiology, Biomechanics, Psychology, Sociology and Skill Acquisition and as such provides an excellent grounding for further study in a wide variety of PE and sport related fields.

The A Level PE course builds on the work of the PE IGCSE and therefore a prior knowledge of the subject is desirable but not essential.

### **Course Description**

**Specification Code: 7582**

### **Specification Link:**

<https://www.aqa.org.uk/subjects/physical-education/as-and-a-level/physical-education-7582>

<b>Unit</b>	<b>Unit Content</b>	<b>Assessment</b>
<b>Paper 1 (7582/1)</b>	Factors affecting participation in physical activity and sport Section A: Applied anatomy and physiology Section B: Skill acquisition Section C: Sport and society	Two hour written examination 105 marks 35% of A Level  Each section is worth 35 marks and has multiple choice, short answer and extended answer questions
<b>Paper 2 (7582/2)</b>	Factors affecting participation in physical activity and sport Section A: Exercise physiology and biomechanics Section B: Sport psychology Section C: Sport and society and technology in sport	Two hour written exam 105 marks 35% of A Level  Each section is worth 35 marks and has multiple choice, short answer and extended answer questions
<b>Non-exam (7582/C)</b>	Students assessed as a performer or coach in the full sided version of one activity. Plus: written/ verbal analysis of performance	Internal assessment / external moderation 90 marks 30% of A Level

## Advanced Level: Physics [Edexcel]

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### Overview

A-level Physics is a linear course taught over two years, externally examined at the end of the two years of content in Year 13. The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE 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
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

The content is relevant for learners who have achieved a GCSE in Physics and who want to study this subject at a higher level. The content has been updated from the previous Pearson Edexcel International Advanced Subsidiary in Physics and the previous Pearson Edexcel International Advanced Level in Physics qualifications. It covers the major topics in physics, including mechanics, materials, waves, electricity, electric, magnetic and gravitational fields, thermodynamics, radiation, particles, oscillations and cosmology.

Students will develop their understanding and knowledge through both practical and theoretical lessons, which they can then apply to new and different situations. They will develop their problem solving skills in unfamiliar situations, drawing on understanding from all aspects of physics to answer questions.

### Course Description

**Specification Code: 9PH0**

**Specification Link:**

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Physics/2015/Specification%20and%20sample%20assessments/PearsonEdexcel-Alevel-Physics-Spec.pdf>

Unit	Unit Content	Assessment
<b>Paper 1: Advanced Physics 1</b>	30% of the total qualification <ul style="list-style-type: none"><li>• Working as a Physicist</li><li>• Mechanics</li><li>• Electric Circuits</li><li>• Further Mechanics</li><li>• Electric and Magnetic Fields</li><li>• Nuclear and Particle Physics</li></ul>	Assessment is 1 hour 45 minutes.  The paper consists of 90 marks.  The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.  The paper will include questions that target mathematics at Level 2 or above. Overall, a minimum of 40% of the marks across the three papers will be awarded for mathematics at Level 2 or above.  Students will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.
<b>Paper 2:</b>	30% of the total qualification	Assessment is 1 hour 45 minutes.



<b>Advanced Physics 2</b>	<ul style="list-style-type: none"> <li>• Working as a Physicist</li> <li>• Materials</li> <li>• Waves and Particle Nature of Light</li> <li>• Thermodynamics</li> <li>• Space</li> <li>• Nuclear Radiation</li> <li>• Gravitational Fields</li> <li>• Oscillations</li> </ul>	<p>The paper consists of 90 marks.</p> <p>The paper may include multiple-choice, short open, open-response, calculations and extended writing questions.</p> <p>The paper will include questions that target mathematics at Level 2 or above. Overall, a minimum of 40% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</p> <p>Students will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p>
<b>Paper 3: General and Practical Principles in Physics</b>	<p>40% of the total qualification</p> <p>Questions in this paper may draw on any of the topics in this specification.</p> <p>The paper will include synoptic questions that may draw on two or more different topics.</p> <p>The paper will include questions that assess conceptual and theoretical understanding of experimental methods (indirect practical skills) that will draw on students' experiences of the core practicals.</p>	<p>Assessment is 2 hours 30 minutes.</p> <p>The paper consists of 120 marks.</p> <p>The paper may include, short open, open-response, calculations and extended writing questions.</p> <p>The paper will include questions that target mathematics at Level 2 or above. Overall, a minimum of 40% of the marks across the three papers will be awarded for mathematics at Level 2 or above.</p> <p>Some questions will assess conceptual and theoretical understanding of experimental methods.</p> <p>Students will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p>
<b>Science Practical Endorsement</b>  <b>(assessed during practical work in school)</b>	<p>The assessment of practical skills is a compulsory requirement of the course of study for A level Chemistry. It will appear on all students' certificates as a separately reported result, alongside the overall grade for the qualification. Students must carry out a minimum of 12 practical activities</p>	<p>Students' practical work will be assessed by teachers, using common practical assessment criteria (CPAC) that are consistent across exam boards.</p> <p>Students who demonstrate the required standard across all the requirements of the CPAC will receive a 'pass' grade.</p>

## **Overview**

This course is designed to allow students the opportunity to develop mastery over the fundamental concepts, theories and research methods that underpin Psychology. The first year will develop student's understanding of core approaches to modern Psychology whilst also developing skills in research methods, data collection and analysis. Rather than theory being learned in isolation, the course requires that students apply concepts to real world issues and develop the skills to carry out investigative research into course topics areas.

The second year focuses on clinical Psychology & Criminology where students will learn about explanations & treatments for mental health issues & criminal behaviour. Over the two years students will develop evaluative and critical thinking skills whilst also being given the opportunity to conduct original research and develop investigation skills which will be essential for university. Students will also learn how to develop robust thinking, evaluation and problem solving abilities which will stay with them for life.

This GCE course contains no coursework element. Learning will be delivered in a linear fashion with all external examinations taken at the end of Year 13.

## **Course Description**

**Specification Code: 9PS0**

**Specification Link:**

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Psychology/2015/specification-and-sample-assessments/AL-Specification-Psychology.pdf>

<b>Unit</b>	<b>Unit Content</b>	<b>Assessment</b>
<b>Unit 1: Foundations in Psychology</b>	<p><b>Overview of Content</b></p> <p><b>Topic 1: Social psychology:</b> Social psychology is about aspects of human behaviour that involve the individual's relationship to other persons, groups and society, including cultural influences on behaviour</p> <p><b>Topic 2: Cognitive psychology:</b> Cognitive psychology is about the role of cognition/cognitive processes in human behaviour. Processes include perception, memory, selective attention, language and problem solving.</p> <p><b>Topic 3: Biological psychology</b> Biological psychology is about the mechanisms within our body and understand how they affect our behaviour, focusing on aggression.</p> <p><b>Topic 4: Learning theories</b> Learning theories are about learning from the environment and of the effects of conditioning, reinforcement, punishment, the role of reward and social learning on the organism.</p>	<p>35% of the total A Level raw mark</p> <p>A two hour examination paper of 90 marks in five sections: Section A: Social psychology Section B: Cognitive psychology Section C: Biological psychology Section D: Learning theories Section E: Issues and debates</p>

<p><b>Unit 2: Applications of Psychology</b></p>	<p><b>Overview of Content</b></p> <p><b>Topic 5: Clinical Psychology</b> clinical psychology is about explaining and treating mental health issues, and of the different ways of treating them, including counselling and drug treatments:</p> <p>Topics covered include: Schizophrenia / Obsessive Compulsive Disorder /Anorexia Nervosa / Depression / Psychosis / Researching Mental Health.</p> <p><b>Topic 6: Criminological Psychology</b> Criminological psychology is about the definition and causes of crime and anti-social behaviour, and of the identification and treatment of offenders undertaken by forensic investigators</p> <p>Topics include: Anti Social Behaviour / Offender Analysis / Treatments for Offenders / Eyewitness Testimony.</p>	<p>35% of the total A Level</p> <p>A two hour examination paper of 90 marks in five sections: Section A: Clinical psychology. Section B: Criminological psychology</p>
<p><b>Unit 3: Psychological skills:</b></p>	<p><b>Overview of Content</b></p> <p>This unit is taught alongside unit 1 &amp; 2, covering research methods, psychological studies and issues and debates.</p> <p>This is a synoptic unit in which students will be asked to draw on other areas of the qualification in order to understand conceptual and methodological issues. Students will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues.</p> <p>This topic collects them together in order to ensure that all content has been covered. Students must consider issues and debates from across all topics in order to develop a general knowledge of key issues and debates.</p>	<p>30% of the total A-level</p> <p>A two hour examination worth 80 marks in three sections</p> <p><b>Section A:</b> mixed questions types on the topic of research methods.</p> <p><b>Section B:</b> mixed questions types based on psychological studies and one extended response questions based on classic studies given in Topics 1-5.</p> <p><b>Section C</b> Two extended response 16 mark questions, covering the topic area of issues and debates in psychology.</p>

## Advanced Level: Spanish [AQA]

### Overview

The GCE A level in Spanish is a two year course which enables students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken.

Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world.

Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

### Course Description

**Specification Codes: 7692**

**Specification Link:** <https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692>

Unit	Unit Content	Assessment
<b>Paper 1: Listening, reading and writing</b>	<ul style="list-style-type: none"><li>• Aspects of Hispanic society</li><li>• Artistic culture in the Hispanic world</li><li>• Multiculturalism in Hispanic society</li><li>• Aspects of political life in Hispanic society</li><li>• Grammar</li></ul>	Written exam: 2 hours 30 minutes  100 marks  50% of A-level
<b>Paper 2: Writing</b>	<ul style="list-style-type: none"><li>• One text and one film or two texts from the list set in the specification</li><li>• Grammar</li></ul>	Written exam: 2 hours  80 marks in total  20% of A-level
<b>Paper 3: Speaking</b>	<ul style="list-style-type: none"><li>• Individual research project</li><li>• One of four themes:<ul style="list-style-type: none"><li>- Aspects of Hispanic society</li><li>- Artistic culture in the Hispanic world</li><li>- Multiculturalism in Hispanic society</li><li>- Aspects of political life in Hispanic society</li></ul></li></ul>	Oral exam: 21–23 minutes (including 5 minutes preparation time)  60 marks in total  30% of A-level