

Y12 and 13 at LANNA: Course Options

for study commencing August 2023

International  UNIVERSITY of CAMBRIDGE
International Examinations
A Levels

edexcel 



LANNA
Sixth form

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Introduction to our Years 12 & 13: The British Sixth Form

Welcome to LANNA Sixth Form. At LANNA the final 2 years are packed full of important study programmes and activities that not only allow students to apply to a wide range of top universities around the world but also develop skills and qualities which enable them to become happy and successful young adults.

Progression from IGCSE to A Level

There is a considerable difference between the academic level of the IGCSE courses followed in Years 10 and 11, and the A Level courses followed in Years 12 and 13. Year 13 of the British education system is often compared to the first year of undergraduate university study in America. **It is a huge leap in academic expectations.**

In order to cope with A level study, students should ideally have:

- achieved at least 5 IGCSEs with grades A* - C during Year 11
- achieved A*, A or B grades at IGCSE level in subjects (or related subjects) which they wish to pursue at A level

Students in Year 11 who wish to study 4 A Level subjects should have predicted A* and A Grades for most of their IGCSE subjects.

Once A level courses have been decided upon and timetabled, it is often very difficult to swap programmes. **It is important to get your choices right the first time around.**

Advanced Level Examinations

A levels are widely regarded as some of the most rigorous and academically challenging High School level courses in the world. All of the A level courses that we offer require a high degree of self motivation and academic ability.

Students normally choose 3 A level programmes from a choice of 18 that we offer. All students usually sit the English General Studies Paper at AS Level, and our most academically gifted students will also study an additional fourth AS/A level. Three A Level passes at Grade A can gain access to the finest universities in the world.

All of our AS/A level courses are based on syllabuses from CAIE (Cambridge Assessment International Education) or Pearson Edexcel. Full detailed syllabuses and past examination papers are available to you from:

CAIE - <https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-advanced/cambridge-international-as-and-a-levels/>

Edexcel - <http://qualifications.pearson.com/en/qualifications/edexcel-a-levels.html>

All students considering following an AS/A level course of study should download the appropriate syllabus and consider the course in some detail. Two years is a long time to follow a course if you discover you don't like the content!

Students graduate from LANNA with a full American style Transcript and GPA as well as their British exam results; this offers many options for university applications worldwide.

SAT and IELTS Preparation

We guide and prepare students for SAT and IELTS examinations, according to needs and future plans.

Students can choose to follow a programme of study which prepares them for both of these important exams in place of one A Level Programme option. The SAT is required for some university and scholarship applications.

Students who need an IELTS/ TOEFL award for college or university entrance enter for the IELTS exam externally. This is a universally-recognised English language test. Students in Year 13 who are studying the A Level Programme are unlikely to score less than Band 6.5, which is the average score needed for university study in all English speaking countries or international colleges. Most LANNA students achieve scores much higher than this.

Note: Some tutoring support can be arranged for Sixth Form students without enrolling in the SAT/IELTS Prep course, but many students choose to enrol in external preparatory courses for these exams to maximise their potential.

Leadership and Life Skills Development

Developing teamwork and leadership skills are fundamental aspects of LANNA School. At the beginning of Year 12, students can choose between two leadership and teamwork courses. They can choose to follow a **Sports Leadership** course, or the internationally recognized **Duke of Edinburgh International Award** (incorporating Community Service).

Both courses are designed to improve leadership and teamwork skills, as well as providing a structured framework to develop important life skills such as: independence, self discipline, motivation, problem solving, resilience, behaviour management, communication, goal setting, overcoming adversity, accurate listening, sensitivity and awareness and role modelling.

Both the Sports Leadership course and the Duke of Edinburgh International Award are designed to be challenging and extend students' skills and abilities far beyond the normal school academic curriculum.

College and Careers Programme

During Y12 and Y13 students **meet with the Head of Sixth Form (College Counsellor) twice a week** as part of a programme which prepares them for university, onward careers and life beyond school.

Students have individual, small-group, and year-group meetings to research college and university options, prepare application materials, and make plans for life after LANNA. There is a busy programme of guest speakers, university presentations and workshop seminars. Students are regularly taken to local Education Fairs and presentations.

University and College Visits

On average 50 universities a year visit LANNA. Recently we have hosted talks from:

Durham University, UK; Hong Kong University, Hong Kong; University of Toronto, Canada; Pennsylvania State University, USA; Thammasat University, Thailand; Nagoya University, Japan; Ghent University, Korea; St Andrews University, Scotland; Yale College, USA; Ecole Hoteliere Lausanne, Switzerland; New York University, USA; University of San Francisco, USA, among many other universities and colleges from around the world.

Guest Career Speakers

Guest speakers are invited in on a regular basis to represent a range of professions and areas of work.

We have heard from speakers involved in medicine, engineering, architecture, anthropology, bioengineering, aviation, and more.

Workshops and Seminars

Students participate in a series of rolling workshops which include:

- Budgeting and Money

- Interview Techniques

- Writing a C.V. / Resume

- How To Pass Exams Without Anxiety

- Revision Techniques

- The Challenges of University and Independent Living

Mission and Vision



“We aim to provide **academic excellence** within a **caring community**”



“We follow a broad British curriculum and seek to enable our students to achieve their full potential and become creative, responsible and successful citizens.”

Schoolwide Learning Outcomes

LANNA's “Schoolwide Learning Outcomes” are cross-curricular learning objectives which are pertinent to all classes taught at LANNA. In planning lessons and activities we consider not only the curricular objectives of the course, but also these more global objectives, to be:

EXPLORERS & LEARNERS

- Think critically and creatively in solving problems, evaluating information and making decisions.
- Work individually and cooperatively in exploring and sharing ideas, setting priorities and reaching goals.
- Use a variety of appropriate resources, including information technology, to obtain information for academic and personal use.
- Participate in educational and extra-curricular activities within LANNA's culturally diverse school community.

COMMUNICATORS

- Communicate effectively and clearly, verbally and in writing, and be able to represent information and ideas visually.
- Become proficient users of spoken and written English for social and academic purposes and for self-expression.

GLOBAL CITIZENS

- Demonstrate awareness and sensitivity with respect to their own and others' cultures and abilities.
- Become responsible global citizens, recognizing how the actions of individuals and society have consequences.

CONFIDENT & HEALTHY INDIVIDUALS

- Demonstrate self-esteem, self-reliance and integrity grounded in knowledge and understanding of self and others.
- Value and appreciate the importance of nutrition, physical fitness, personal health and well-being.

Curriculum Options for Years 12 and 13

Core Subjects (all students study these):

| Subjects | Number of 40 minute lessons per week | |
|---|--------------------------------------|------------------------------------|
| | Y12 | Y13 |
| English General Paper AS level or Cambridge International Project Qualification (CIPQ) | 2 (unless studying for 4 A levels) | 2 (unless studying for 4 A levels) |
| Thai Language | 2 | 2 |
| Sports Leadership or International Award | 2 | 2 |
| College and Careers | 1 (+1 small group session*) | 1 (+1 small group session*) |

* with the Head of Sixth Form – monitoring progress and looking ahead to university and/or career choices

A Level Option Blocks for Year 12:

Students can choose a maximum of one subject option from each block (all subjects in a block are taught at the same time; 9 x 40 minute lessons per week for each course)

| Block 1 | Block 2 | Block 3 | Block 4 |
|-----------|---------------|--------------------|-------------------|
| Physics | Geography | Art | SAT & IELTS Prep. |
| Business | History | Physical Education | English |
| Sociology | Biology | Chemistry | Mathematics |
| | Further Maths | Computer Science | Economics |
| | | | |

IMPORTANT TO NOTE:

Should an option choice be **oversubscribed** then students will be allocated their choices on a first come first serve basis—exceptions possible at the discretion of the Head of Sixth Form. Furthermore, should an option choice be selected by an **insufficient number of students** then the course will not run and students will be asked to select an alternative subject within the same block.

Foreign language A levels—Chinese, French, and German—are available on an individual basis with varying numbers of lessons being provided based on students' needs and staff availability. These should generally be done in addition to a full timetable (see Study Paths below).

AS/A level Study Paths:

Students select their optional courses, in line with the “blocks” on the previous page, to create a course of study that meets their interests and career aspirations. There are three possible paths for A level study at LANNA.

Path 1: 4 A levels

Suited only to students with at least 3.40 cumulative GPA, and who get mostly A and A* IGCSE grades in Year 11. This option leaves almost NO in-school study periods and **huge demands on out of school time**. Most students drop one of these at the end of Y12, after the AS level part is completed, following only 3 through to full A level + also studying AS level English General Paper during Y13.

1. A level 2. A level 3. A level 4. A level

Path 2: 3 A levels + AS level English General Paper or CIPQ*

Suited to students who already have very good English and maths skills and get mostly A*, A & B IGCSE grades in Year 11.

1. A level 2. A level 3. A level 4. AS General Paper / IPQ*

*The 2023-2024 academic year will see the introduction of the Cambridge International Project Qualification (IPQ), a highly-academic rigorous supplemental project suitable for only the highest-achieving students. Students are admitted into this programme by application only, at the discretion of the Head of Sixth Form. (See page 12 for details)

Path 3: 2 A levels + AS level English General Paper + SAT and IELTS Preparation

Combining the study of 2 A levels with an SAT and IELTS Preparation course is a good option for many students. It gives a better chance of doing well in the A level courses (by having fewer to focus on) with an opportunity to develop English and maths skills in preparation for future study and/or IELTS and SAT success.

1. A level 2. A level 3. SAT/IELTS Prep. 4. AS General Paper

Years 12 and 13 Curriculum and Lesson Allocation

| Programmes | Other ¹ | IGCSE ² | AS Level ³ | A Level ³ | Number of 40 minute lessons per week | |
|--|--------------------|--------------------|-----------------------|----------------------|--------------------------------------|-----|
| | | | | | Y12 | Y13 |
| 1. SAT and IELTS Preparation | ■ | | | | 9 | 9 |
| 2. English General Paper AS level | | | ■ | | 2 | 2 |
| 3. Cambridge International Project Qualification (IPQ) | | | ■ | | 2-3 | 2-3 |
| 4. English Language/English Literature A level | | | ■ | ■ | 9 | 9 |
| 5. Mathematics (Pure/Mechanics/Stats) AS/A level | | | ■ | ■ | 9 | 9 |
| 6. Mathematics (Pure/Stats) AS/A level | | | ■ | ■ | 9 | 9 |
| 7. Further Pure Mathematics AS/A level | | | ■ | ■ | 9 | 9 |
| 8. Biology AS/A level | | | ■ | ■ | 9 | 9 |
| 9. Chemistry AS/A level | | | ■ | ■ | 9 | 9 |
| 10. Physics AS/A level | | | ■ | ■ | 9 | 9 |
| 11. Geography AS/A level | | | ■ | ■ | 9 | 9 |
| 12. History AS/A level | | | ■ | ■ | 9 | 9 |
| 13. Sociology AS/A level | | | ■ | ■ | 9 | 9 |
| 14. Business AS/A level | | | ■ | ■ | 9 | 9 |
| 15. French/German AS/A level | | | ■ | ■ | 9 | 9 |
| 16. Chinese AS/A level | | | ■ | ■ | 9 | 9 |
| 17. Art & Design AS/A level | | | ■ | ■ | 9 | 9 |
| 18. Computer Science AS/A level | | | ■ | ■ | 9 | 9 |
| 19. Physical Education AS/A level | | | ■ | ■ | 9 | 9 |
| 20. Economics | | | ■ | ■ | 9 | 9 |
| 21. Thai Language and Culture | ■ | ■ | | | 2 | 2 |
| 22. Sports Leadership Award | ■ | | | | 2 | 2 |
| 23. The Duke of Edinburgh's International Award | ■ | | | | 2 | 2 |
| 24. College and Careers Preparation | ■ | | | | 2 | 2 |

- Notes:
- 1.) **Other - Courses** that are assessed within school and have no external examination, and alternative courses such as SAT and IELTS
 - 2.) **IGCSE** (International General Certificate of Secondary Education) - Internationally recognised qualifications, with external examinations, based upon the British National Curriculum.
 - 3.) **AS/A** (Advanced Subsidiary/Advanced) **levels** – Higher level internationally recognized qualifications, based upon the British system.

SAT and IELTS Preparation

Description:

The course has a focus on developing essential English and Mathematics skills. It covers numeracy, reading, writing, listening and speaking, with an emphasis on developing English and Mathematics skills for future academic purposes, and especially for IELTS and SAT examinations (required for entry to many universities). Some students following this course of study may also choose to prepare for retakes of IGCSE Mathematics and/or English. This course is intended to be a small cohort and bespoke in nature to allow the teachers to cater to individual students' needs.

Course Schedule:

SAT and IELTS Preparation classes are scheduled for nine 40-minute periods per week

The course aims:

This course aims to develop critical reading, mathematical reasoning, and writing skills that students need to be successful in SAT and IELTS examinations, and later at university. Specific course aims are to:

- to develop the students' ability to use academic English effectively for the purpose of education, and to form a sound base for the skills required for further study;
- to develop an awareness of the nature of language and language-learning skills;
- equip students with the skills necessary to take the SAT and IELTS examinations to the best of their abilities;
- give students access to conditions that are as realistic as possible and improve students' confidence in their test-taking abilities;
- develop understanding in exactly how to interpret the questions asked in each section of the exams;
- develop an extended vocabulary upon which they will be able to draw during the exams in both the writing and reading sections of the test – and in their future lives;
- be able to write persuasive and competent essays in an efficient manner;
- develop a solid understanding of all of the mathematics that will be required of them in the SAT exam;
- understand the best techniques with which to answer the questions, including tactics for timing and answer choice selection.

Assessment of Learning:

In-school assessments are made through written examinations along with homework and coursework assignments. External assessments will be SAT and IELTS examinations, alongside IGCSE English and/or maths examinations for some students who had not previously been awarded these qualifications.

English General Paper AS level

Description:

The course is based on Cambridge Assessment International Education AS (Advanced Subsidiary) level Syllabus 8021. The course develops a set of transferable skills. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment. Most students are required to take this course in order to provide a more well-rounded, broad education to supplement the in-depth, specialised nature of A level study.

Course Schedule:

AS level English General Paper classes are scheduled for two 40-minute periods per week.

Statement of Purpose:

The general aims of the English General Paper course are:

- develop understanding and use of English language in the context of contemporary topics
- encourage and appraise a broad range of topics
- develop a wider awareness and knowledge of contemporary issues through reading
- develop independent reasoning skills
- develop the skills of interpretation, analysis, evaluation and persuasion
- develop skills in writing structured and developed arguments, and present reasoned explanations
- develop the ability to present a point of view clearly, and consider and reflect upon those of others

Topic areas and question focus:

Section 1 - Economic, historical, moral, political and social

Section 2 - Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics

Section 3 - Literature, language, the arts, crafts, and the media.

Section 1: Economic, historical, moral, political and social, **such as:**

The role and value of history in modern society

Wars, conflicts and terrorism

The state and its institutions

Political systems, leadership, nationalism and forms of government

The role of international organisations

The provision and politics of aid

Justice and the justice system; prison and rehabilitation

The role of the individual in society

Family, marriage and partnerships, social pressure, class and social attitudes

Globalisation and its impacts

Wealth and equality in society

Population and migration

Education

Welfare

Sport and leisure

Work and employment

Industry and commerce

Freedom of speech, thought and action

Human rights
Animal welfare

Matters of conscience, faith and
tolerance

Section 2: Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology and mathematics, **such as:**

Medical and scientific advances and their ethics
Drug testing, manufacture and provision
Diet, health education and provision of healthcare
Space exploration and its associated industry
Information and communications technology
Surveillance and privacy

Environmental concerns
Natural disasters including mitigation and management
Rural and urban concerns
Food and water security
Transport, travel and tourism
The uses and applications of mathematics

Section 3: Literature, language, the arts, crafts, and the media, **such as:**

Literature
Non-fiction writing
Language
Performing arts
Visual arts
Applied arts
Arts institutions and venues

Traditional arts and crafts; heritage
Print and digital media
Advertising
Censorship and freedom of the media and the arts

It is expected that the skills developed in this subject will allow students to approach their other subjects with an improved ability to understand, analyse and resolve problems. As a curriculum subject, this offers students an excellent opportunity to express themselves in a free and open fashion. Lively debate, critical and investigative thinking are encouraged in the lessons, coupled with informed and disciplined reasoning. An additional benefit is that universities are increasingly looking for students who can demonstrate a high level of objective and rigorous thinking.

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

The AS General Paper is awarded on the successful completion of 2 terminal examinations:

Paper 1 – Essay; 1 hour 15 minutes.

Candidates choose one question from a choice of 10, based around some of the topic areas detailed above. Candidates are advised to write an essay of 600–700 words.

Paper 2 – Comprehension; 1 hour 45 minutes

This paper has two sections. Candidates must answer all questions in each of the two sections on the paper.

Cambridge International Project Qualification (IPQ)

Description:

The course is based on Cambridge Assessment International Education syllabus 9980. Cambridge International Project Qualification (Cambridge IPQ) is an exciting project-based qualification. Students have the opportunity to develop skills by carrying out research into a topic of their choice. This programme is only suitable for highly-motivated, ambitious, independent learners. Taking the IPQ allows learners to demonstrate engagement with their chosen topic beyond preparation for an exam, helping them to stand out from the crowd with competitive university and job applications.

**Note: Admission into this programme is done by application with approval of the Head of Sixth Form.*

Course Schedule:

IPQ classes are scheduled for two 40-minute periods per week in the small-group session. These students will also be assigned an academic tutor (teacher) in their field of study for additional subject-specific support.

Assessment of Learning:

Learners complete a 5000-word research project on a topic of their own choice. They can choose a subject to complement one of their Cambridge International AS or A Levels, or a topic that they are passionate about. They devise and develop a research question, conduct research to answer this question, record their progress in a research log and write a research report.

In consultation with their teacher who will support them, students will:

- identify a suitable research topic
- devise, justify and develop an appropriate research question
- plan and carry out the research, including undertaking a literature review
- identify, justify and use appropriate research methods
- write a 5000 word report
- use appropriate academic conventions for presentation of the report
- keep track of their progress using a research log.

Cambridge IPQ is a single component that is externally assessed (all projects are marked by Cambridge examiners). Students will be eligible for grades A* to E. Although it is a standalone qualification, it will be graded by Cambridge at the same standard as a Cambridge International A Level.

English Language and Literature A level

Description:

The course is based on the Edexcel A level (Advanced) English Language and Literature Syllabus 9EL0.

The skills which this course is designed to develop are:

- develop and apply their knowledge of literary analysis and appreciation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts and relate them to their historical context
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interpreters of language
- undertake independent and sustained studies to develop their skills as producers and interpreters of language.

The course requires the study of six texts – at least three from the genres of prose fiction, poetry and/or drama and another three, one of which must be one non-literary. Students will develop skills of reading and analysis of texts, and are encouraged to undertake wider reading to aid understanding of the texts studied. They will learn skills of effective and appropriate communication including the ability to discuss the critical context of texts. In addition to the texts studied for the final exams, students will also complete a coursework portfolio that will contribute towards their final grade.

How is this course assessed?

| Component A: Paper 1 (40%) | Component B: Paper 2 (40%) | Component C: Coursework (20%) |
|--|--|---|
| <p>2 hours 30 minutes</p> <p>Voices in Speech & Writing</p> <p>Candidates will answer a comparative essay question based on the anthology and an essay based question on 'A Streetcar Named Desire'.</p> | <p>2 hours 30 minutes</p> <p>Varieties in Language & Literature</p> <p>Candidates will complete an unseen text analysis and answer a comparative essay question based on 'The Great Gatsby' and 'Raisin in The Sun'.</p> | <p>Investigating & Creating Texts</p> <p>Assignment 1 - two pieces of original writing. One Fiction. One Non-Fiction</p> <p>Assignment 2 - analytical commentary</p> <p>2500 - 3250 TOTAL Word Limit</p> |

Please note: There will be no examinations that contribute to the final grade at the end of Year 12. The course is assessed at the end of Year 13 in the form of both external examinations and a coursework portfolio (as detailed above) that students will work towards preparing for and completing during their study in Years 12 and 13. From these a final grade will be awarded.

Where this course can take you:

The skills developed on this course are academically of a very high level and will help to prepare you for any higher education. You'll become competent at expressing an opinion and developing a line of argument. You'll also become competent at analysing how language is used to communicate meaning at different levels. If you want to do law or anything related to psychology, then this is the course for you. Additionally, if you are interested in a career that involves communication (marketing, media, business, NGO, politics) then this is a course which will give you invaluable skills. If you want to become a competent essay writer then this course will also help you with that. Beyond all this, is the fact that being highly literate in a world of written information is extremely useful for understanding the messages we are bombarded with on a daily basis. Lastly, develop a life-long understanding and appreciation of reading literature and linguistics.

Course Schedule:

A level English classes are scheduled for nine 40-minute periods per week

Mathematics (Pure & Mechanics/Probability and Statistics) AS/A level

Description:

The course follows the main aspects of syllabus 9709 from Cambridge Assessment International Education.

During Year 12 students study Pure Mathematics 1 and Mechanics in preparation for the AS level Mathematics examinations. During Year 13 students work towards the Advanced level qualification by studying Pure Mathematics 3 and the Probability and Statistics unit 1.

The course builds on the skills acquired at IGCSE (or equivalent) level and is only appropriate for students who performed to a high level in their previous maths studies.

Course Schedule:

AS/A level Mathematics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The course aims for students to:

- develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment;
- develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject;
- acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying;
- develop the ability to analyse problems logically, recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
- use mathematics as a means of communication with emphasis on the use of clear expression;
- acquire the mathematical background necessary for further study in this or related subjects.

AS level Topics

Pure mathematics 1:

- | | |
|------------------------|--------------------|
| 1. Quadratics | 5. Trigonometry |
| 2. Functions | 6. Series |
| 3. Coordinate geometry | 7. Differentiation |
| 4. Circular measure | 8. Integration |

Mechanics 1:

- | | |
|--|----------------------------|
| 1. Forces and equilibrium | 4. Newton's laws of motion |
| 2. Kinematics of motion in a straight line | 5. Energy, work and power |
| 3. Momentum | |

Full A level Topics

Pure Mathematics 3:

1. Algebra
2. Logarithmic and exponential functions
3. Trigonometry
4. Differentiation
5. Integration
6. Numerical solution of equations
7. Vectors
8. Differential equations
9. Complex numbers

Probability & Statistics 1:

1. Representation of data
2. Permutations and combinations
3. Probability
4. Discrete random variables
5. The Normal Distribution

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

The CIE examinations have been divided into two roughly equal halves with candidates taking two examination papers for AS Mathematics towards the end of Year 12 (Pure Mathematics 1 and Mechanics 1) and two further papers for the Advanced level qualification towards the end of Year 13 (Pure Mathematics 3 and Probability and Statistics 1).

There is no coursework element of the CIE examinations, assessment is entirely through written examinations.

Mathematics (Pure and Probability and Statistics) AS/A level

Description:

The course follows the main aspects of syllabus 9709 from Cambridge Assessment International Education.

During Year 12 students study Pure Mathematics 1 and Probability & Statistics 1 in preparation for the AS level Mathematics examinations. During Year 13 students work towards the Advanced level qualification by studying Pure Mathematics 3 and Probability & Statistics 2.

The course builds on the skills acquired at IGCSE (or equivalent) level and is only appropriate for students who performed to a high level in their previous maths studies.

Course Schedule:

AS/A level Mathematics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The course aims for students to:

- develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment;
- develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject;
- acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying;
- develop the ability to analyse problems logically, recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and, where necessary, select an appropriate mathematical method to solve the problem;
- use mathematics as a means of communication with emphasis on the use of clear expression;
- acquire the mathematical background necessary for further study in this or related subjects.

AS level Topics

Pure mathematics 1:

- | | |
|------------------------|--------------------|
| 1. Quadratics | 5. Trigonometry |
| 2. Functions | 6. Series |
| 3. Coordinate geometry | 7. Differentiation |
| 4. Circular measure | 8. Integration |

Probability & Statistics 1:

- | | |
|----------------------------------|------------------------------|
| 1. Representation of data | 4. Discrete random variables |
| 2. Permutations and combinations | 5. The Normal Distribution |
| 3. Probability | |

Full A level Topics

Pure Mathematics 3:

1. Algebra
2. Logarithmic and exponential functions
3. Trigonometry
4. Differentiation
5. Integration
6. Numerical solution of equations
7. Vectors
8. Differential equations
9. Complex numbers

Probability & Statistics 2:

1. The Poisson Distribution
2. Linear combinations of random variables
3. Continuous random variables
4. Sampling and estimation
5. Hypothesis testing

Assessment of Learning:

In school assessments are made through written examinations along with homework and coursework assignments.

The CIE examinations have been divided into two roughly equal halves with candidates taking two examination papers for AS Mathematics towards the end of Year 12 (Pure Mathematics 1 and Probability & Statistics 1) and two further papers for the Advanced level qualification towards the end of Year 13 (Pure Mathematics 3 and Probability & Statistics 2).

There is no coursework element of the CIE examinations, assessment is entirely through written examinations.

Further Pure Mathematics AS/A level

Description:

The course is based on Cambridge Assessment International Education syllabus 9231. It develops sets of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyse results and reflect on findings. Learners can apply these skills across a wide range of subjects and the skills equip them well for progression to higher education or directly into employment.

It prepares students well for university because they've learnt to go into a subject in considerable depth. There's that ability to really understand the depth and richness and the detail of the subject. It's a wonderful preparation for what they are going to face at university.

Course schedule:

AS /A level Further Mathematics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of purpose:

The aims are to enable students to:

- further develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment
- develop a greater understanding of mathematical principles and a further appreciation of mathematics as a logical and coherent subject
- acquire a greater range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying
- further develop the ability to analyse problems logically
- recognize when and how a situation may be represented mathematically, identify and interpret relevant factors and select an appropriate mathematical method to solve the problem
- use mathematics fluently as a means of communication with emphasis on the use of clear expression
- acquire the mathematical background necessary for further study in mathematics or related subjects

Structure of AS / AL Further Mathematics:

There are four components that can be combined in specific ways:

Paper 1: Further Pure Mathematics 1

Paper 2: Further Pure Mathematics 2

Paper 3: Further Mechanics

Paper 4: Further Probability & Statistics

| | |
|---|--|
| Paper 01: Further Pure Mathematics 1 2 hours 75 marks Answer all questions Compulsory for AS and AL Formulae list is provided Electronic calculators are required | Paper 02: Further Pure Mathematics 2 2 hours 75 marks Answer all questions Compulsory for AL Formulae list is provided Electronic calculators are required |
| Paper 03: Further Mechanics 1 hour 30 minutes 50 marks Answer all questions Offered as part of AS or AL Level Formulae list is provided Electronic calculators are required | Paper 04: Further Probability & Statistics 1 hour 30 minutes 50 marks Answer all questions Offered as part of AS or AL Level Formulae list is provided Electronic calculators are required |

Assessment of learning:

All candidates take four written papers. All papers are externally set assessments, marked by Cambridge International. Candidates are eligible for grades A* to E. A* is the highest and E is the lowest grade.

Biology AS/A level

Description:

The course follows the main aspects of syllabus 9700 from Cambridge Assessment International Education. The course is designed to be studied over a two year period before examination, as recommended by the examination board. At the end of Year 1 the AS level papers (papers 1, 2 and 3) are normally taken, and the A2 papers (4 and 5) at the end of Year 2.

The course is structured so that students gain not only the biological knowledge and facts about the living world around them, but also how this knowledge applies to themselves, society, industry, agriculture as well as some world issues and problems. The practical work involved allows for the development of skills in handling and using scientific apparatus, but also the skills required to follow and appreciate the process of “scientific method”. Students aim to gain an understanding of how to test a hypothesis, design suitable experiments, and draw conclusions from their data.

Course Schedule:

AS/A level Biology classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Why Study AS/A level Biology:

Biology is one of the most popular A Level subjects, attracting students studying a wide range of other subjects. Many of these students enjoy the subject so much they eventually choose a biologically related degree course. Others go on to careers in law, computing, accounting or teaching. So, whatever field you will eventually work in, you will find biology a very rewarding and challenging course which will develop many of the skills essential for a successful career.

Biology is a great choice of subject for people who want a career in health, and clinical professions, such as medicine, dentistry, veterinary science, physiotherapy, pharmacy, optometry, nursing, zoology, marine biology or forensic science – but this doesn't need to be your aim. It would be helpful to study chemistry alongside Biology for some of the courses listed above, but it is not always essential.

Course Objectives:

- to develop an appreciation of the necessary skills to recognize the usefulness of scientific method, its limitations and its applications to everyday life
- to become confident in the use of the technology involved and in matters of scientific interest
- to have a foundation for further study in biology if the student desires to continue in the study of biology
- develop skills that are useful in everyday life ; relevant to the study of biology; promote safe practice; allow the student to communicate using scientific terminology and scientific conventions
- develop the attitudes that are relevant to biological study :- accuracy; objectivity; integrity; enquiry; initiative; inventiveness.
- To develop an interest in care for local and global environments and the need for conservation of wildlife and resources.
- Stimulate a long term interest in the study of biology

- Promote awareness of scientific theories and their development through the work of individuals
- Promote awareness that biological study is subject to social, cultural, ethical and financial limitations
- Promote awareness that biological science may be both beneficial and detrimental at times to individuals, the community and the environment
- Promote an awareness of the use of IT for communication as well as a tool for experimentation and analysis/ presentation of results

Topics:

The course is extensive in scope but is divided into the following main areas of study:

| AS units | A2 or A level units |
|--|---|
| 1. Cell structure 2. Biological molecules 3. Enzymes 4. Cell membranes and transport 5. The mitotic cell cycle 6. Nucleic acids and protein synthesis 7. Transport in plants 8. Transport in mammals 9. Gas exchange and smoking 10. Infectious disease 11. Immunity | 12. Energy and respiration 13. Photosynthesis 14. Homeostasis 15. Control and coordination 16. Inherited change 17. Selection and evolution 18. Biodiversity, classification and conservation 19. Genetic technology |

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and practical skills assessments.

The examination is in two separate levels: AS which requires topic units 1-11 to be studied; A level which requires topic units 12-19 to be studied as well as the previous knowledge gained at AS level.

AS level examination involves:

Paper 1 – Multiple choice questions 1 hour 15 minutes

Paper 2 – Structured questions based on work from the AS level syllabus 1 hour 15 mins

Paper 3 – An Assessed practical paper..Candidates will be expected to carry out 1 or 2 experiments, collect, record and analyse data so that they can answer questions related to the activity. 2 hour practical exam

A level examination requires that papers 1-3 are taken either in a previous examination session **OR** at the same sitting as the **A level examination which involves:**

Paper 4 – Structured questions 2 hours

Paper 5 – written practical examination involving planning, analysis and evaluation skills
1 hour 15 minutes

The final grade at A level is made up of 50% from AS level and 50% from A2 exam grades.

Chemistry AS/A level

Description:

The course follows syllabus 9701 from Cambridge Assessment International Education. The two year course places great emphasis on the understanding and application of scientific concepts and principles and less emphasis on factual material whilst still giving a thorough introduction to the study of Chemistry.

The course assumes build up of knowledge and skills from Key Stage 3 Science and IGCSE Science classes with the assumption that the students have performed more than competently in the study of those materials.

Course Schedule:

AS/A level Chemistry classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in Advanced level Chemistry. They are not listed in order of priority.

The syllabus aims are to enable students to:

- acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
- learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
- develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness
- develop effective scientific communication skills, using appropriate terminology and scientific conventions
- understand their responsibility to others/society and to care for the environment
- enjoy science and develop an informed interest in the subject that may lead to further study

Course Content:

Candidates for Cambridge International AS Level Chemistry study the following topics:

AS Level Subject content

Physical chemistry

- 1 Atomic structure
- 2 Atoms, molecules and stoichiometry
- 3 Chemical bonding
- 4 States of matter
- 5 Chemical energetics
- 6 Electrochemistry
- 7 Equilibria
- 8 Reaction kinetics

Inorganic chemistry

- 9 The Periodic Table: chemical periodicity
- 10 Group 2
- 11 Group 17
- 12 Nitrogen and sulfur

Organic chemistry

- 13 An introduction to AS organic chemistry
- 14 Hydrocarbons
- 15 Halogen compounds
- 16 Hydroxy compounds
- 17 Carbonyl compounds
- 18 Carboxylic acids and derivatives
- 19 Nitrogen compounds
- 20 Polymerisation
- 21 Organic synthesis Analysis
- 22 Analytical techniques

Candidates for Cambridge International A Level Physics study the AS Level topics and the following topics:

A Level Subject Content

Physical Chemistry:

- 23 Chemical energetics
- 4 Electrochemistry
- 25 Equilibria
- 26 Reaction kinetics

Inorganic Chemistry

- 27 Group 2
- 28 Chemistry of transition elements

Organic Chemistry:

- 29 An introduction to A Level organic chemistry
- 30 Hydrocarbons
- 31 Halogen compounds
- 32 Hydroxy compounds
- 33 Carboxylic acids and derivatives
- 34 Nitrogen Compounds
- 35 Polymerisation
- 36 Organic synthesis

Analysis

- 37 Analytical techniques

Candidates should expect to spend at least 20% of their time doing practical work individually or in small groups as part of this course.

See syllabus for further detail of curriculum content.

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and practical skills assessments.

At the completion of the Advanced Subsidiary (AS) course candidates enter for three examination papers:

Paper 1 – 40 multiple choice questions based on the AS syllabus.

Paper 2 – AS Structured Questions: This paper consists of structured questions based on the AS syllabus.

Paper 3 – A practical paper consisting of two or three experiments drawn from different areas of chemistry. Candidates will be expected to collect, record and analyse data so that they can answer questions related to the activity.

At the completion of the full Advanced (A) level course candidates enter for two further examination papers:

Paper 4 – Structured Questions, covering both AS and A2 content.

Paper 5 – Planning, Analysis & Evaluation: This paper will consist of questions based on the practical skills of planning, analysis and evaluation. The examiners will not be restricted by the subject content.

Physics AS/A level

Description:

The course follows the main aspects of the syllabus 9702 from Cambridge Assessment International Education. The two year course is designed to give flexibility both to teachers and to candidates and to place greater emphasis on the understanding and application of scientific concepts and principles and less emphasis on factual material whilst still giving a thorough introduction to the study of Physics.

Course Schedule:

AS/A level Physics classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in Advanced level Physics. They are not listed in order of priority.

The syllabus aims are to:

1. provide, through well-designed studies of experimental and practical 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
 - 1.1 become confident citizens in a technological world and able to take or develop an informed interest in matters of scientific import;
 - 1.2 recognise the usefulness, and limitations, of scientific method and to appreciate its applicability in other disciplines and in everyday life;
 - 1.3 be suitably prepared for studies beyond A level in Physics, in Engineering or in Physics-dependent vocational courses.
2. develop abilities and skills that
 - 2.1 are relevant to the study and practice of science;
 - 2.2 are useful in everyday life;
 - 2.3 encourage efficient and safe practice;
 - 2.4 encourage effective communication.
3. develop attitudes relevant to science such as concern for accuracy and precision; objectivity; integrity; the skills of enquiry; initiative; inventiveness.
4. stimulate interest in, and care for, the environment in relation to the environmental impact of Physics and its applications.
5. promote an awareness
 - 5.1 that the study and practice of Physics are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations;
 - 5.2 that the implications of Physics may be both beneficial and detrimental to the individual, the community and the environment;

5.3 of the importance of the use of IT for communication, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

Course Content:

Candidates for Cambridge International AS Level Physics study the following topics:

- 1 Physical quantities and units
- 2 Kinematics
- 3 Dynamics
- 4 Forces, density and pressure
- 5 Work, energy and power
- 6 Deformation of solids
- 7 Waves
- 8 Superposition
- 9 Electricity
- 10 D.C. circuits
- 11 Particle physics

AS Level candidates also study practical skills.

Candidates for Cambridge International A Level Physics study the AS Level topics and the following topics:

- 12 Motion in a circle
- 13 Gravitational fields
- 14 Temperature
- 15 Ideal gases
- 16 Thermodynamics
- 17 Oscillations
- 18 Electric fields
- 19 Capacitance
- 20 Magnetic fields
- 21 Alternating currents
- 22 Quantum physics
- 23 Nuclear physics
- 24 Medical physics
- 25 Astronomy and cosmology

A level candidates also study practical skills.

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and practical skills assessments.

At the completion of the Advanced Subsidiary (AS) course candidates enter for three examination papers:

Paper 1 – 40 multiple choice questions based on the AS syllabus.

Paper 2 – AS Structured Questions: This paper consists of structured questions based on the AS syllabus.

Paper 31 or Paper 32 – A practical paper consisting of two experiments drawn from different areas of Physics. The examiners will not be restricted by the subject content.

At the completion of the full Advanced (A) level course candidates enter for two further examination papers:

Paper 4 – A2 Structured Questions: This paper consists of two sections. Section A will consist of questions based on the A2 core syllabus but may include material first encountered in the AS syllabus. Section B will consist of questions based on the section “Applications of Physics” but may include material first encountered in the core (AS and A2) syllabus. Both sections will consist of a variable number of structured questions.

Paper 5 – Planning, Analysis & Evaluation: This paper will consist of questions based on the practical skills of planning, analysis and evaluation. The examiners will not be restricted by the subject content.

Geography AS/A level

Description:

We study the International Edexcel A Level course (YGE01) which is a contemporary and relevant Geography course covering a range of physical and human topics.

The course builds upon knowledge and skills from Key Stage 3 Geography and IGCSE Geography classes with the assumption that the students have performed more than competently in the study of those materials. However, if they were prepared to undertake significant catch up work, it could be possible for a motivated student to follow this course without having previously studied IGCSE Geography.

Course Schedule:

AS/A Level Geography classes are scheduled for nine 40-minute periods per week. Alongside this there is an expectation that considerable independent study should take place. In particular this will be to develop case study knowledge and stay up to date with recent developments around the world relating to the topics we study (e.g. knowledge of latest climate change news stories and debate).

Statement of Purpose:

This course will enable students 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 global 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. Fieldwork is an important element of the course with an expectation of 2 full days study taking place; this will then be assessed in the Unit 2 AS examination.

Skills and attitudes:

Geography develops an extremely broad range of skills welcomed by employers and educational institutions. These include:

- A thorough knowledge of locations, places, processes and environments, at all geographical scales from local to global.
- An ability to analyse complex interactions between people and their environment and appreciate how they underpin some of the key issues facing the world today.
- Confidence and competence in the use of quantitative and qualitative data gathering and interpretation.
- An understanding of the fundamental role of fieldwork as a tool to generate new knowledge about the real world.
- Planning and time management skills developed through a fieldwork project in Year 12 and an independent investigation into the Health topic in Year 13.
- Critical thinking skills and the ability to articulate opinions, suggest relevant new ideas and provide well evidenced arguments in a range of situations.

Course content:

The course is broken down into four units. Units 1 and 2 for AS Level (taught and examined in Year 12) and Units 3 and 4 for A level (taught and examined in Year 13).

Unit 1: Global Challenges (AS Level)

- Topic 1 - World at Risk (Physical Geography)
 - Geophysical and hydrometeorological hazards
 - Climate change and global warming
- Topic 2 - Going Global (Human Geography)
 - Globalisation
 - Population and Migration
 - Urbanisation.

Unit 2: Geographical Investigations (AS Level)

- Topic 1 - Crowded Coasts (Physical Geography)
 - Coastal processes, landforms, ecosystems and management.
- Topic 2 - Urban Problems, Planning and Regeneration (Human Geography)
 - Urban and social problems, transport, planning and regeneration

(N.B. The fieldwork project related to the the urban topic)

Unit 3: Contested Planet (A Level)

- Atmosphere and Weather Systems
- Biodiversity Under Threat
- Water Conflicts
- Superpower Geographies

Unit 4: Researching Geography (A Level)

- Unit 4 is an opportunity to study one topic in depth. We will be studying option 4: 'Human Health and Disease'. The 3 main study areas within this topic are:
 - Geography of disease and mortality
 - Pollution and health risks
 - Managing local and global health risks

Assessment:

Year 12 (AS Level)

- Unit 1 (30% of IAL): Written examination (1hr45) - 90 marks - data response questions, short answer questions and essays (10 and 20 mark).
- Unit 2 (20% of IAL): Written examination (1h30) - 60 marks - short answer questions on topics and fieldwork.

Year 13 (A Level)

- Unit 3 (30% of IAL): Written examination (2hrs) - 90 marks - 10, 15 and 20 mark essay questions.
- Unit 4 (20% of IAL): Written examination (1hr30) - 60 marks - one extended essay.

History AS/A level

Description:

The course follows the main aspects of syllabus 9489 from Cambridge Assessment International Education. It is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon skills gained at Cambridge IGCSE (although it is not essential to have followed this course) and develops lifelong skills including critical thinking on issues and themes within a historical period.

The emphasis is on both historical knowledge and on the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

Course Schedule:

AS/A Level History classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The aims of the course are to develop:

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

Curriculum Content

Year 12 - Advanced Subsidiary (AS) History

Component 1: The history of the USA, 1820–1941

- The Great Crash, the Great Depression and the New Deal policies, 1920–41

Component 2: The history of the USA, 1820–1941

- The origins of the Civil War, 1820–61
- Civil War and Reconstruction, 1861–77
- The Gilded Age and Progressive Era, 1870s to 1920

Year 13 - Advanced (A) History

Component 3: The origins and development of the Cold War

Developments in the evolution of the Cold War in Europe, 1941–50

Component 4: Depth study 3: International history, 1945–92

- Theme 1: US–Soviet relations during the Cold War, 1950–91
- Theme 2: The spread of communism in East and Southeast Asia, 1945–91
- Theme 3: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92
- Theme 4: Conflict in the Middle East, 1948–91

Assessment of Learning:

In-school assessments are made through homework and classwork assignments with an emphasis on essay writing, classroom participation, tests, mock examinations and enquiry-based projects.

At the completion of the Y12 course Advanced Subsidiary (AS) level candidates enter for written examinations based on:

- component 1 (source based document question), and
- component 2 (outline study).

At the completion of the Y13 course Advanced (A) level candidates enter for written examinations based on:

- component 3 (source based interpretations question), and
- component 4 (depth study).

Sociology AS/A level

Description:

The course is based on Cambridge Assessment International Education syllabus 9699. It is studied over a two-year period before examination, as recommended by the examination board. Cambridge International AS and A Level Sociology offers students the opportunity not only to explore the processes that are shaping current trends, but also to develop an understanding of the complexity and diversity of human societies and their continuities with the past.

Course Schedule:

AS/A Level Sociology classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The study of Sociology should stimulate awareness of contemporary social, cultural and political issues, and focus attention on the importance of examining these issues in a rigorous, reasoned and analytical way.

The two year course is designed to provide a solid grounding in the central ideas and approaches in Sociology. Cambridge International A Level students can choose to explore a variety of important areas of sociological inquiry including education, family, religion, and the media.

The aims of the syllabus are set out below (not listed in order of priority). The aims are to develop:

- knowledge and understanding of sociological terms, theories, methods and research findings.
- an awareness of the range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives.
- an appreciation and understanding of individual, social and cultural diversity, and of continuity and change in social life.
- an understanding of sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data.
- improved skills of communication, interpretation, analysis and evaluation skills for further study.

Curriculum Content

Year 12 - Advanced Subsidiary (AS) Sociology

This AS level course requires candidates to study two syllabus units:

Paper 1 – Socialisation, identity and methods of research

Socialisation and the creation of social identity:

- The process of learning and socialisation
- Social control, conformity and resistance
- Social identity and change

Methods of research:

- Types of data, methods and research design
- Approaches to sociological research
- Research issues

Paper 2 – The Family

Theories of the family and social change:

- Perspectives on the role of the family
- Diversity and social change

Family roles and changing relationships:

- Gender equality and experiences of family life
- Age and family life.

Year 12 Assessment of Learning

In school assessments are made through homework and coursework assignments with an emphasis on argumentative essay writing, classroom participation, tests, mock examinations and projects.

The AS Sociology course is assessed 100% through a summative exam. Students take two written exams: Paper 1 (1.30 hour) and Paper 2 (1.30hr).

Year 13 – Advanced (A) level Sociology

Following successful completion of AS level studies Sociology students may study for the full A level in Y13. This A level course requires candidates to study two syllabus units:

Paper 3 – Education

Education and society:

- Theories about the role of education
- Education and social mobility
- Influences on the curriculum

Education and inequality:

- Intelligence and educational attainment
- Social class and educational attainment
- Ethnicity and educational attainment
- Gender and educational attainment

Paper 4 – Globalisation, Media and Religion

Globalisation:

- Perspectives on globalisation
- Globalisation and identity
- Globalisation, power and politics

Contemporary issues:

- Globalisation, poverty and inequalities
- Globalisation and migration
- Globalisation and crime

Media

Ownership and control of the media:

- Traditional media and the new media
- Theories of the media and influences on media content
- The impact of the new media

Media representation and effects:

- Media representations of class, gender, ethnicity, and age groups
- Different models of media effects
- The impact of the media on behaviour

Religion

Religion and social order:

- Religion and society
- Religion and social order
- Religion as a source of social change

The influence of religion:

- The secularisation debate
- Gender, feminism and religion
- Religion and post-modernity

Year 13 Assessment of Learning

In school assessments are made through homework and coursework assignments with an emphasis on argumentative essay writing, classroom participation, tests, mock examinations and projects.

The A-level Sociology course is assessed 100% through a summative exam. Students take two written exams: Paper 3 (1.15 hour) and Paper 4 (1.45hr).

Business AS/A level

Description:

This course follows the Pearson Edexcel International Advanced Subsidiary in Business (XBS11) and International Advanced Level in Business (YBS11). These specifications are studied over a two-year period.

In this course, students develop a holistic understanding of business that reflects today's global world. Students develop an understanding of current global issues that impact on business, preparing them for their next steps in today's global world. Students also develop quantitative skills—students develop these skills throughout the content of the course and are required to apply these skills to relevant business contexts within the assessment.

Course Schedule:

AS/A Level Business classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The two-year course is designed so that students gain an understanding of the main aspects of the workings of business and the role of business in society. The course assumes no previous study of the subject. However, students who have studied IGCSE Enterprise or IGCSE Business Studies will have studied many aspects of a significant portion of the A Level Business content.

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

- develop an enthusiasm for studying business
- gain a holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts.

Topics Covered:

(IAS) Unit 1: Marketing and people: Meeting customer needs; the market; marketing mix and strategy; managing people; entrepreneurs and leaders

(IAS) Unit 2: Managing business activities: Planning a business and raising finance; financial planning; managing finance; resource management; external influences

(IA2) Unit 3: Business decisions and strategy: Business objectives and strategy; business growth; decision-making techniques; influences on business decisions; assessing competitiveness; managing change

(IA2) Unit 4: Global business: Globalisation; global markets and business expansion; global marketing; global industries and companies (multinational corporations)

Assessment of Learning:

In-school assessments (LANNA GPA) are made through written examinations along with homework and various projects.

For external assessments, these are modular qualifications. The AS Level can be claimed on completion of the International Advanced Subsidiary (IAS) units. The A Level can be claimed on completion of all the units (IAS and IA2 units).

Year 12 (AS Level)

- Unit 1 (25% of IAL): Written examination (2 hrs) - 80 marks - short answer questions, extended response questions, and one essay.
- Unit 2 (25% of IAL): Written examination (2 hrs) - 80 marks - short answer questions, extended response questions, and one essay.

Year 13 (A Level)

- Unit 3 (25% of IAL): Written examination (2 hrs) - 80 marks - short answer questions, extended response questions, and two essays.
- Unit 4 (25% of IAL): Written examination (2 hrs) - 80 marks - short answer questions, extended response questions, and two essays.

French/German AS/A level

Description:

The French and German courses follow the main aspects of the syllabus provided by Cambridge Assessment International Education. The AS and A level French (syllabus 8682 and 9716) and German (syllabus 8683 and 9717) courses are designed to enable learners to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, and improve their communication skills. Students also learn how to improve their use of French in a variety of situations, understanding how to read texts and other source materials, extract information, initiate conversations and respond to questions both orally and in writing.

The full A Level French/German builds on the language skills gained at AS Level, and is the ideal foundation for university-level study, or to improve career prospects. Students learn how to better use the language in a variety of situations.

Course Schedule:

AS/A Level French/German classes are scheduled for nine 40-minute periods per week; considerable independent study and practice is also required of students.

Course Objectives:

The aims and objectives of this qualification are to enable students to gain lifelong skills including:

- the ability to communicate confidently and clearly in the target language
- a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure
- insight into the culture and contemporary society of countries where the language is spoken
- better integration into communities where the language is spoken
- positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies
- skills which can be used in other areas of learning, such as analysis and memory skills.
- the studying of literary texts where appropriate (at full A Level only)

Assessment of Learning:

In school assessments are made through homework and coursework assignments, written examinations, and classroom presentations.

The external (CIE) examinations taken at the culmination of AS and A Level courses in French and German are detailed on the next page.

AS Level: At the completion of the Advanced Subsidiary (AS) course candidates enter for three externally assessed examinations:

- Component 1 – Speaking Test (29%)
- Component 2 – Reading and Writing (50%)
- Component 3 – Essay (21%)

A Level: At the completion of the full Advanced (A) level course candidates enter for four externally assessed higher level examinations:

- Component 1 – Speaking Test (20%)
- Component 2 – Reading and Writing (35%)
- Component 3 – Essay (15%)
- Component 4 – Texts (30%)

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- select information and present it in the target language
- organise arguments and ideas logically

Chinese A level

Description:

This course follows the main aspects of the syllabus provided by Edexcel.

Developed in consultation with teachers, the A Level Chinese syllabus rewards advanced level Chinese-language skills and knowledge through student-focused assessment. With appealing content and opportunities to gain greater understanding of other cultures, it can prepare students to become well-informed and effective communicators.

The A Level Chinese syllabus enables students to achieve greater fluency, accuracy and confidence in the language as it is spoken and written, thereby also improving their communication skills. Students learn how to improve their use of Chinese in a variety of situations, understanding how to read texts, and how to extract information, initiate conversations, translate texts and respond to questions both orally and in writing. It is the ideal foundation for university-level study, or to improve career prospects. Students learn how to better use the language in a variety of situations.

With minimal prescription and maximum choice, this specification aims to engage students so that they enjoy advanced level Chinese language learning and achieve their full potential.

Course Schedule:

A Level Chinese classes are scheduled for nine 40-minute periods per week; considerable independent study and practice is also required of students.

Course Objectives:

The aims and objectives of this qualification are to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- derive enjoyment and benefit from language learning
- acquire knowledge, skills and understanding for practical use, further study and/or employment
- take their place in a multilingual global society.

Assessment of Learning:

In school assessments are made through homework and project assignments, written examinations, and classroom presentations. Upon completion of the full Advanced (A) level course candidates enter for three externally assessed higher level examinations:

Paper 1: Listening, Reading and Translation

This is a 2 hour written exam that is worth 40% of the overall A level grade.

Section A: Listening - A listening assessment based on a recording, featuring male and female Chinese speakers. Students will respond to comprehension questions based on a variety of contexts and sources.

Section B: Reading - A reading assessment based on a variety of text types and genres where students will respond to comprehension questions.

Section C: Translation into English - An unseen passage to be translated from Chinese to English.

Paper 2: Written Response to Works and Translation

This is a 2 hour 40 minute written exam that is worth 30% of the overall A level grade.

Section A: Translation - Students translate an unseen passage from English into Chinese.

Section B: Written Response to Works (Literary Texts) - Students must write an extended response on either one or two of the literary texts listed in the course syllabus. If a student answers questions on two literary texts then they do not complete Section C.

Section C: Written Response to Works (Films) - Students who answer only one question on a literary text in Section B must write an extended response on one of the films listed in the course syllabus.

Paper 3: Speaking

This is an oral exam with a total assessment time of between 21 and 23 minutes. This includes a single period of 5 minutes' formal preparation time. It is worth 30% of the overall A level grade.

Task 1 (Discussion on a Theme) – Students discuss one Theme from the specification based on a stimulus containing a short statement.

Task 2, Part 1 (Independent Research Presentation) - Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read.

Task 2, Part 2 (Discussion on Independent Research) - Students answer questions on their presentation and then have a wider discussion on their research.

Art and Design AS/A level

Description:

This course follows the main aspects of the University of Cambridge Advanced level and Advanced Subsidiary level qualifications, code 9479.

The Art and Design syllabus considers expression and communication. Students learn about visual perception and aesthetic experience, and the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that students can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

Course Schedule:

AS/A Level Art and Design classes are scheduled for nine 40-minute periods per week; considerable independent work is also required of the students.

Statement of Purpose:

Art and Design complements literary, mathematical, scientific and factual subjects. It is especially concerned with the development of visual perception and aesthetics. It is a form of communication and a means of expressing ideas and feelings. An Art and Design course should encourage personal expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. It should lead to greater understanding of the role of the visual arts in the history of civilisations. It should widen cultural horizons and enrich the individual.

The very essence of art is centred around being creative, exploring new things based on studies of past creative endeavours and, more importantly, one's own. Although there are "techniques" which can be learned, the study of art is essentially not a study of facts to be retained, and is one which allows and needs considerable freedom of individual expression.

The course seeks to stimulate, encourage and develop:

- confidence, enthusiasm and a sense of achievement in the practice of Art and Design;
- an ability to identify and solve problems in visual and tactile form;
- an ability to record from direct observation and personal experience;
- the technical competence and manipulative skills necessary to form, compose and communicate in two and three dimensions;
- knowledge of a working vocabulary relevant to the subject;
- the ability to organise and relate abstract ideas to practical outcomes;
- experimentation and innovation through the inventive use of materials and techniques;
- intuitive and imaginative responses showing critical and analytical faculties;
- an interest in, and a critical awareness of, environments and cultures.

Areas of Study Components 1 and 2 (coursework and exam components)

Painting and Related Media
Sculpture
Printmaking

Textiles
Graphic Design
Film and Video

Ceramics
Fashion Design
Photography

Candidates must specialise in one of the above areas of study. This list is not exhaustive and other areas of study - e.g. jewellery, is quite acceptable.

Assessment of Learning:

In school assessments are made on an on-going basis through assessment of coursework.

To gain AS/A level qualifications students have to undertake various externally marked assessments, as detailed below.

Advanced Subsidiary (AS) comprises the following two components:

Component 1:

Coursework

There are two parts to this component, a portfolio and a final outcome. Candidates explore and develop coursework based on a theme, producing a portfolio of work leading to a final outcome. Themes may be set by the teacher or candidates may choose one in consultation with their teacher. Component 1 is marked against four assessment criteria externally.

Component 2:

Externally Set Assignment

There are two parts to this component, supporting studies created during the preparation period and a final outcome produced during a supervised test of 15 hours total duration. Candidates select one starting point to work on from their question paper. Candidates produce their supporting studies during the preparation period, after receipt of the paper and before the supervised test. The examination paper will provide candidates with the opportunity to respond in a variety of ways. This component is concerned with developing the candidate's response to visual stimuli and encourages the process of direct observation from primary sources, recording, analysis and two and/or three-dimensional development.

The supporting studies must be taken into the supervised test to inform the candidates as they work on their final outcome. They should show how the candidates have worked through artistic processes towards the assessment objectives. The final outcome may be a single response or a series of related outcomes. This component is externally assessed.

To complete the full Advanced (A) level there is one additional component:

Component 3:

Personal Investigation

The Personal Investigation should be an in-depth study that demonstrates the candidate's ability to carry out independent research from a starting point of their choice through to a fully realised and coherent conclusion. Candidates identify a theme informed by an aspect of art and design, photography or craft for the investigation then, in consultation with their

teacher, set themselves a specific brief which clarifies the content, direction and research material to be explored.

During their investigation, candidates produce practical work supported by written analysis containing detailed research. First-hand studies from primary sources such as visits to local galleries, studios or buildings, or contact with local artists, designers or craftspeople must form at least part of the research.

The topic may or may not be from the same area of study as work submitted for Component 1 and Component 2. The intention of this component is to allow candidates to pursue a field of study in research, development and realisation in depth. There are two parts to this component, both practical work and a written analysis of between 1000-1500 words. This component is also externally assessed.

Computer Science AS/A level

Areas of Study:

This is a two year course based on Cambridge Assessment International Education AS/A level Syllabus 9608. This syllabus is designed to give flexibility both to teachers and to learners. It is envisaged that learners will use the skills and knowledge of computer science acquired through this course in one of three ways:

- to provide a general understanding and perspective of the development of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society
- to provide the necessary skills and knowledge to seek employment in areas that use computer science
- to develop their knowledge and understanding of computer science through entry to higher education, where this qualification will provide a useful foundation for further study of computer science or more specialist aspects of computer science.

Course Schedule:

AS/A Level Computer Science classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The aims of this Cambridge International Computer Science course, whether leading to an AS or A Level qualification are:

- to develop computational thinking
- to develop an understanding of the main principles of solving problems using computers
- to develop an understanding that every computer system is made up of subsystems, which in turn consist of further subsystems
- to develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- to acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.

Topics Studied:

At AS Level:

Section 1: Theory Fundamentals

- 1.1 Information representation
- 1.2 Communication and Internet technologies
- 1.3 Hardware
- 1.4 Processor fundamentals
- 1.5 System software
- 1.6 Security, privacy and data integrity
- 1.7 Ethics and ownership
- 1.8 Database and data modelling

Section 2: Fundamental Problem-solving and Programming

- 2.1 Algorithm design and problem-solving
- 2.2 Data representation
- 2.3 Programming
- 2.4 Software development

Additional topics studied at A Level:

Section 3: Advanced Theory

- 3.1 Data representation
- 3.2 Communication and Internet technologies
- 3.3 Hardware
- 3.4 System software
- 3.5 Security
- 3.6 Monitoring and control systems

Section 4: Further Problem-solving and Programming Skills

- 4.1 Computational thinking and problem-solving
- 4.2 Algorithm design methods
- 4.3 Further programming
- 4.4 Software development

Assessment of Learning:

In school assessments are made through written examinations, homework and coursework assignments, and assessments of practical skills.

External assessment, by CIE, is as detailed below:

AS level assessment:

Paper 1 - Theory Fundamentals

This written paper contains short-answer and structured questions. (1h 30)

Paper 2 - Fundamental Problem-solving and Programming Skills

This written paper contains short-answer and structured questions. (2h)

A level assessment (in addition to having sat papers 1 and 2):

Paper 3 - Advanced Theory

This written paper contains short-answer and structured questions. (1h 30)

Paper 4 Further Problem-solving and Programming Skills

This written paper contains short-answer and structured questions. (2h)

Physical Education A Level

Description:

This course leads to the Edexcel Advanced (A) Level qualification. There is no longer an AS Level for this subject, and students will sit their final examinations and assessments at the end of the two year course. Edexcel's Advanced Level course in Physical Education seeks to develop the student's knowledge, understanding, skills and application of Physical Education and Sport Science.

Stimulating content is at the heart of this engaging qualification. Students will receive a well-rounded and full introduction to the world of PE and Sport Science, and will primarily be assessed through written examinations and coursework on their academic knowledge of the subject. Students will be expected to be regularly competing/ performing in one practical sport or activity outside of school (for example in a school team, or extra-curricular club) in order to fulfil the requirements of the practical performance-based assessment.

Course Schedule:

A Level Physical Education classes are scheduled for nine 40-minute periods per week; considerable independent work is also required of the students.

Statement of Purpose:

The aims of the A level in Physical Education are to enable students to:

- develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance
- understand how physiological and psychological states affect performance
- understand the key socio-cultural factors that influence people's involvement in physical activity and sport
- understand the role of technology in physical activity and sport
- refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas
- develop their ability to analyse and evaluate to improve performance
- understand the contribution which physical activity makes to health and fitness
- improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

Course Structure:

A Level Components

- Component 1: Scientific Principles of Physical Education (written examination, 40% of overall grade)
- Component 2: Psychological and Social Principles of Physical Education (written examination, 30% of overall grade)
- Component 3: Practical Performance (15% of overall grade)
- Component 4: Performance Analysis & Performance Development Programme (written coursework, 15% of overall grade)

Topic components are outlined on the next page.

Component 1: Scientific Principles of Physical Education

Topic areas studied:

- Topic 1: Applied anatomy and physiology - Muscular skeletal system; Cardiorespiratory system and cardiovascular systems; Neuromuscular system; Energy systems: fatigue and recovery
- Topic 2: Exercise physiology and applied movement analysis - Diet and nutrition and their effect on physical activity and performance; Preparation and training methods in relation to maintaining and improving physical activity and performance; Injury prevention and the rehabilitation of injury; Linear motion; Angular motion; Projectile motion; Fluid mechanics

Component 2: Psychological and Social Principles of Physical Education

Topic areas studied:

Topic 3: Skill acquisition - Coach and performer; The classification and transfer of skills; Learning theories; Practices; Guidance; Feedback; Memory models

Topic 4: Sport psychology - Factors that can influence an individual in physical activities; Dynamics of a group/team and how they can influence the performance of an individual and/or team; Goal setting; Attribution theory; Confidence and self-efficacy; Leadership

Topic 5: Sport and society - The factors leading to the emergence and development of modern day sport; Globalisation of sport; Commercialisation of sport; Ethics and deviance in sport; The relationship between sport and the media; Development routes from talent identification through to elite performance; Participation and health of the nation

Component 3: Practical Performance

Skills to be demonstrated:

Skills performed in one physical activity as a player/performer,

or,

Skills performed in one physical activity as a coach

Component 4: Performance Analysis & Performance Development Programme (Written Coursework)

Content:

Performance Analysis: In the role of player/performer or coach, students are required to analyse two components of a physical activity (one physiological component and either a tactical or technical component).

Performance Development Programme: In the role of player/performer or coach, students will analyse, implement and evaluate a Performance Development Programme.

Economics A Level

Description:

This course follows the Pearson Edexcel International Advanced Subsidiary in Economics (XEC11) and International Advanced Level in Business (YBS11). These specifications are studied over a two-year period.

In this course, students develop a holistic understanding of economics that reflects today's global world. Students develop an awareness of trends in the global economy, researching developed and developing economics, including a focus on contemporary issues. Students develop these skills throughout the content of the course and are required to apply these skills to relevant economic contexts within the assessment.

Course Schedule:

AS/A Level Business classes are scheduled for nine 40-minute periods per week; considerable independent study is also required of the students.

Statement of Purpose:

The course assumes no previous study of the subject. However, students who have studied IGCSE Enterprise or IGCSE Business Studies will have studied some aspects of the content.

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

- develop an interest in, and enthusiasm for, the subject
- 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.

Topics Covered:

(IAS) Unit 1: Markets in action: Introductory concepts, consumer behaviour and demand, supply, price determination, market failure, government intervention in markets

(IAS) Unit 2: Macroeconomic performance and policy: Measures of economic performance, aggregate demand (AD), aggregate supply (AS), national income, economic growth, macroeconomic objectives and policies

(IA2) Unit 3: Business behaviour: Types and sizes of businesses; revenue, costs and profits; market structures and contestability; labour markets; government intervention

(IA2) Unit 4: Developments in the global economy: Causes and effects of globalisation; trade and the global economy; balance of payments, exchange rates and international

competitiveness; poverty and inequality; the role of the state in the macroeconomy; growth and development in developing, emerging and developed economies

Assessment of Learning:

In-school assessments (LANNA GPA) are made through written examinations along with homework and various projects.

For external assessments, these are modular qualifications. The AS Level can be claimed on completion of the International Advanced Subsidiary (IAS) units. The A Level can be claimed on completion of all the units (IAS and IA2 units).

Year 12 (AS Level)

- Unit 1 (25% of IAL):
 - Section A: Six multiple-choice questions (6 marks).
 - Section B: Five short-answer questions (20 marks).
 - Section C: A five-part question, based on data provided in a source booklet (34 marks).
 - Section D: One 20-mark essay question from a choice of two (20 marks).
- Unit 2 (25% of IAL):
 - Section A: Six multiple-choice questions (6 marks).
 - Section B: Five short-answer questions (20 marks).
 - Section C: A five-part question, based on data provided in a source booklet (34 marks).
 - Section D: One 20-mark essay question from a choice of two (20 marks).

Year 13 (A Level)

- Unit 3 (25% of IAL):
 - Section A: Six multiple-choice questions (6 marks).
 - Section B: A five-part question, based on data provided in a source booklet (34 marks).
 - Section C: Two 20-mark essay questions from a choice of three (40 marks).
- Unit 4 (25% of IAL):
 - Section A: Six multiple-choice questions (6 marks).
 - Section B: A five-part question, based on data provided in a source booklet (34 marks).
 - Section C: Two 20-mark essay questions from a choice of three (40 marks).

Thai Language and Culture

Thai - Advanced Level

Areas of Study:

This course is not based on exam syllabus, but an internal assessment of the school. This course includes Thai language, Thai culture and Thai social studies where the students will learn and apply to the processes in planning, and evaluating from various projects and presentations prepared based on the Schoolwide Learning Outcomes (SLOs) and Thai curriculum.

Statement of Purpose:

The general aims of this course are various projects and presentations (Planning, implementing and evaluating process) .

- Respect each other's opinions in working together as a team.
- Respect different cultures.
- Have awareness of helping society and community.
- Accepting the culture of the local community.
- To demonstrate self-confidence and respect to each other.
- To demonstrate one's own abilities.
- Be effective in communicating clearly in various situations effectively.
- Have a broad vision.
- Able to communicate clearly and understandably to achieve desired goals.

During the two year course students study the following topic areas:

Area A: Knowledge focused

- The meaning and importance of various projects/presentations based on topics
- The examples of activities/ideas based on topics focused
- The understanding and applying how to write project/presentation plans based on topics focused
- The understanding and applying how to work with others effectively

Area B: Process focused

- Planning
- Analysis
- Synthesis

- Implementing
- Evaluating

Area C: Attitude focused on

- Aiming to complete the projects / presentation base on topic focus
- Teamwork skills
- Leadership
- Awareness of helping society and community
- Accepting the culture of the local community.

Thai - Early Advanced Level

Areas of Study:

This course is not based on exam syllabus, but an internal assessment of the school. This course includes Thai language, Thai culture and Thai social studies where the students will learn and apply to the processes in planning, and evaluating from various projects and presentations prepared based on the Schoolwide Learning Outcomes (SLOs) and Thai curriculum.

Statement of Purpose:

The general aims of this course are various projects and presentations (Planning, implementing and evaluating process) .

- Respect each other's opinions in working together as a team.
- Respect different cultures.
- Have awareness of helping society and community.
- Accepting the culture of the local community.
- To demonstrate self-confidence and respect to each other.
- To demonstrate one's own abilities.
- Be effective in communicating clearly in various situations effectively.
- Have a broad vision.
- Able to communicate clearly and understandably to achieve desired goals.

During the two year course students study the following topic areas:

Area A: Knowledge focused

- The meaning and importance of various projects/presentations based on topics
- The examples of activities/ideas based on topics focused

- The understanding and applying how to write project/presentation plans based on topics focused
- The understanding and applying how to work with others effectively

Area B: Process focused

- Planning
- Analysis
- Synthesis
- Implementing
- Evaluating

Area C: Attitude focused on

- Aiming to complete the projects / presentation base on topic focus
- Teamwork skills
- Leadership
- Awareness of helping society and community
- Accepting the culture of the local community.

Thai – Intermediate Level

Areas of Study:

This course is not based on exam syllabus, but an internal assessment of the school. This course includes Thai language, Thai culture and Thai social studies where the students will learn and apply to the processes in planning, and evaluating from various projects and presentations prepared based on the Schoolwide Learning Outcomes (SLOs) and Thai curriculum.

Statement of Purpose:

The general aims of this course are various projects and presentations (Planning, implementing and evaluating process) .

- Respect each other's opinions in working together as a team.
- Respect different cultures.
- Have awareness of helping society and community.
- Accepting the culture of the local community.
- To demonstrate self-confidence and respect to each other.
- To demonstrate one's own abilities.
- Be effective in communicating clearly in various situations effectively.
- Have a broad vision.

- Able to communicate clearly and understandably to achieve desired goals.

During the two year course students study the following topic areas:

Area A: Knowledge focused

- The meaning and importance of various projects/presentations based on topics
- The examples of activities/ideas based on topics focused
- The understanding and applying how to write project/presentation plans based on topics focused
- The understanding and applying how to work with others effectively

Area B: Process focused

- Planning
- Analysis
- Synthesis
- Implementing
- Evaluating

Area C: Attitude focused on

- Aiming to complete the projects / presentation base on topic focus
- Teamwork skills
- Leadership
- Awareness of helping society and community
- Accepting the culture of the local community.

Thai – Beginner Level

Areas of Study:

This course is not based on exam syllabus, but an internal assessment of the school. This course includes Thai language, Thai culture and Thai social studies where the students will learn and apply to the processes in planning, implementing and evaluating from various projects and presentations prepared based on the Schoolwide Learning Outcomes (SLOs) and Thai curriculum.

Statement of Purpose:

The general aims of this course are various projects and presentations (Planning, implementing and evaluating process) .

- Respect each other's opinions in working together as a team.

- Respect different cultures.
- Have awareness of helping society and community.
- Accepting the culture of the local community.
- To demonstrate self-confidence and respect to each other.
- To demonstrate one's own abilities.
- Be effective in communicating clearly in various situations effectively.
- Have a broad vision.
- Able to communicate clearly and understandably to achieve desired goals.

During the two year course the following areas are studied:

Area A: Knowledge focused on

- The meaning and importance of various projects/presentations based on topics
- The examples of activities/ideas based on topics focused
- The understanding and applying how to write project/presentation plans based on topics focused
- The understanding and applying how to work with others effectively

Area B: Process focused on

- Planning
- Analysis
- Synthesis
- Implementing
- Evaluating

Area C: Attitude focused on

- Aiming to complete the projects / presentation base on topic focus
- Teamwork skills
- Leadership
- Awareness of helping society and community
- Accepting the culture of the local community.

Sports Leadership Award

This is a specialist course which leads to a LANNA Sports Leadership Award.

Course Schedule:

Classes are scheduled for two 40 minute periods per week, but additional activities and classes may happen outside of this time to accommodate the sports programme. Central to the course is the requirement for students to demonstrate a minimum of 20 hours of leadership activities.

Statement of Purpose:

This course builds directly on the LANNA Leadership Skills course which is undertaken in Year 11. The course develops the skills and behaviours learnt previously, and extends key leadership skills, including:

- Communication
- Motivation
- Behaviour Management Strategies
- Differentiation and adaptation

Students are then able to put their learning into practice by devising and leading a series of sports/ physical activities with different groups of people including young children (between 4 and 11 years) and community groups. Students will analyse their own performance as leaders and work on developing areas for improvement.

Skills Development:

Students will also develop a range of related skills such as:

- An understanding of how sports and physical activity impacts social, emotional, physical, educational and psychological development
- Risk Assessment and Risk Management
- Duty of Care and Safeguarding
- Evaluation methods
- Health and Safety
- First Aid

The Duke of Edinburgh's International Award and Community Service Projects

The Duke of Edinburgh International Award is an internationally recognized award that aims to extend young people's skills and abilities outside of the classroom. It is highly thought of by universities and employers alike. Achieving the Gold Award takes considerable commitment and is often completed by students at university level and beyond.

The award is split into three levels; Bronze, Silver and Gold. Each level requires increasing commitment from students in 4 separate areas:

1. Development of a Personal Skill
2. Development of a Sport/ Physical Activity
3. Completion of a Community Service Project
4. To plan, train for and undertake an Adventurous Journey (trekking/ canoeing/ rafting)

For the Gold Award participants must also undertake a residential project.

Course Schedule:

Classes are scheduled for two 40 minute periods per week, but considerable independent work is also required outside of this time.

Statement of Purpose:

Following this course students will:

- Develop team working and leadership skills
- Develop independence and resilience
- Develop real life problem solving skills
- Develop self discipline and motivation
- Develop goal setting and self evaluation skills
- Develop practical skills related to outdoor pursuits

Activities:

These will vary from week to week but will involve planning and training for an adventurous journey or working on self-managed activities. Each Duke of Edinburgh level becomes more challenging and requires increasing commitment. Find out more about the award at: www.intaward.org/about-the-award

As part of their work within this course students will also be involved in Community service activities.

College and Careers Preparation

Description:

The College and Careers class is designed to be taken over a two year period for students in years 12 and 13. The course concentrates on teaching skills necessary for exploring careers and further education options, and exposing students to a variety of options available to them after they graduate from school. It is a very practical course with input from outside experts and with some collaboration with the other international schools in Chiang Mai.

Course Schedule:

The time set aside for this course is 2 x 40 minute periods per week in both years 12 and 13 (one session in a larger group, and one small group session with the school counsellor - monitoring progress and looking ahead to university and/or career choices). There is also a compulsory 4 day teamwork and leadership course, which is held every other year.

Course Objectives:

- To expose students to a variety of college and university courses available within Thailand and internationally.
- To help students explore their areas of strength and consider what future careers might be appropriate for them.
- To help students to set realistic, attainable goals for their immediate future.
- To give students the skills needed for job and college applications.
- To help students understand the importance of teamwork and to learn how to be a team player.
- To help develop leadership skills, where appropriate.

Topics

- How to write a C.V.
- How to write a personal statement
- How to fill in a university application form
- Simulation interviews for jobs and colleges
- Online Personality and Careers tests
- What to look for on a university website
- Visiting speakers from local and international universities
- Annual visits to college fairs in October and February



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