

WELLINGTON COLLEGE INTERNATIONAL SCHOOL BANGKOK



A-Level Handbook 2024-2025

Our VALUES

KINDNESS COURAGE INTEGRITY
RESPONSIBILITY RESPECT

At Wellington, values shape everything that we do, every day. They are part of every lesson, every conversation, every game. They provide continuity from year to year, and we are proud to walk in the footsteps of Wellingtonians before us.

The pioneering Wellington education, steeped in these values, prepares students to serve, and help shape the world of tomorrow.

INSPIRED

INTELLECTUAL

INCLUSIVE

INDEPENDENT

INDIVIDUAL

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WELCOME TO WELLINGTON

A Wellington Sixth Former is confident, but not arrogant. Motivated and hardworking, but not narrowly-focused. Friendly and positive. Successful.

And the Sixth Form is an extraordinary time in your life. No more school uniform (though the dress code is still quite formal). Being a Sixth Former is like being an adult. Teaching a Sixth Former is like teaching an adult. You only study a few subjects – but you study them really deeply.

Once you get to this age, you realise that you actually can change the world. People younger than you have done so. You realise that waiting to be told what to do is for children. You realise that your future is in your own hands. Yes, the school supports you every step of the way. The kind of help you would expect from the world-renowned Wellington College. But this, now, really is your life. Time to live it!



Chris Nicholls
Master



WELCOME TO SENIOR SCHOOL

The Sixth Form is the culmination of all the years you have spent at school. It's your opportunity to really focus on the subjects you do best, and to prepare yourself for the rest of your life.

A-Level study provides you with a set of knowledge, understanding and skills that you will be able to use and apply at university, as well as in whatever jobs and careers lie ahead. And – what's more – it's also deeply interesting, allowing you to access grown-up ideas and apply mature thinking and strategies.

We know A-Levels. All subjects are taught by enormously capable experts with strong experience from the UK and other British schools around the world.

And the programme is not limited to our exceptional strength in academic areas. We support you to continue following your passions outside the classroom. We assist you through every step of the college and university application process, for any destination around the globe. We guide you to become the adult you really want to be.

Our simple plan is to do everything as well as it can be done. That should also be the plan of every one of our Sixth Formers. We know you will make us proud; more importantly, we know you will make yourself proud, too!



Jim Panton
Head of Senior School



Choosing A-Level Options

As students progress through the British Curriculum they become increasingly independent in both their learning and in the control that they are given to create their own educational pathways. In Year 11 students begin to think about their subject choices for Sixth Form and how these relate to both their personal strengths and interests, and to their future university aspirations. Selection of courses takes place in the Lent Term of Year 11, and students begin this course at the start of Year 12. The subjects that students choose will directly affect the university courses that they are eligible to apply for and a great deal of thought and discussion is put into the selection of these.

The subject choices for Year 11 students are presented at the end of this curriculum guide and you can find further detailed information on the courses offered at WCIB below. At WCIB we aim to offer a broad and balanced curriculum for all, offering a total of 20 different subjects for Sixth Form study. We speak to each student individually in order to ascertain their strengths, their ambitions and their goals for the future. Through a mixture of guided and independent research, we ensure that every student pursues the right combination of subjects for them.

For students who do not have a particular degree course in mind, there are eight ‘facilitating’ subjects listed by Russell Group (UK) universities to help you keep your degree options open until you decide which course to take. These subjects are Biology, Chemistry, English Literature, Geography, History, Maths and Further Maths, Modern and Classical Languages and Physics.

Other factors to consider when choosing A-Levels include:

- What you’re good at – your career or degree plans may change so make sure you choose subjects that you can do well in
- What you enjoy – if you don’t enjoy a subject at A-Level but need it for a specific university course, you might want to reconsider your degree preference
- Your subject combination – if you’re taking a science A-Level, for example, you should consider whether you need to look at taking another science or maths subject to complement it
- The syllabus – knowing the course content should tell you whether a particular A-Level is the right option for you
- The workload you can handle – for example, some courses may involve a lot of essay writing, so be realistic about how much work you can do

Further information on choosing A-Levels will be provided as part of the Options and Careers Programme as well as a series of parent workshops and the A-Level Options Fair in Year 11. In addition, you may find the following websites useful:

www.theuniguide.co.uk/a-level-explorer
www.ucas.com/post-16-qualifications/qualifications-you-can-take/levels
www.informedchoices.ac.uk
www.thecompleteuniversityguide.co.uk/student-advice/what-to-study/choosing-a-levels

Advanced Level General Certificate of Education (A-Levels)

The Advanced Level General Certificate of Education (or A-Level) courses are taken in Years 12 and 13. A-Level courses are international, rigorous and highly regarded by universities and employers across the globe. They offer students a solid foundation across a range of academic subjects, preparing them with the skills and knowledge to access university education at the world’s best higher education institutions. A-Levels are usually taken after the successful completion of IGCSE courses.

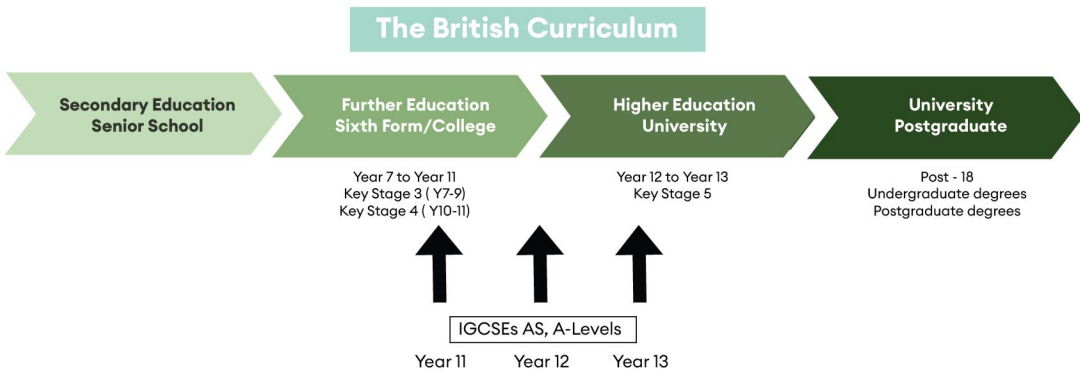
A-Levels at WCIB will largely be taught as modular courses. Students will typically choose four subjects to begin at the start of Year 12. The course is divided into two halves, with students sitting exams in all subjects at the end of Year 12, these are known as the Advanced Subsidiary (AS) exams. Students are then given the option to

discontinue one subject, taking the other three subjects on to Year 13.

A standard number of three A-level is expected for many university applications and so many of our students will continue with at least three subjects into year 13. Exams taken in this final year are known as A2 exams. Students will be awarded an A-Level Certificate from the examination boards in the summer after they finish Year 13 and this will consist of both their AS and A2 exam results.

For subjects that have been taken through to Year 13, the overall result is usually an average of the AS and A2 exam grades.

Some subjects are taught following a linear model where modular modules are not available. These subjects will have one set of exams only at the end of Year 13. You can read about these specific subjects in the subject summaries found within this handbook.



Subjects Offered

Maths	History
Further Maths	Geography
Physics	Art & Design
Chemistry	Design & Technology
Biology	Physical Education
Psychology	Drama
English Literature	Computer Science
French	Business
Mandarin	Economics
Spanish	Music

The WCIB Options and Careers Programme

The WCIB Options and Careers Programme is a 5 year programme launched in Year 9 which aims to support and guide our students as they advance through the Senior School. Through regular, timetabled sessions, workshops, 1-to-1 meetings and in collaboration with the wellbeing and tutoring systems, students are guided towards key moments of choice, allowing them to realise their ambitions for the future.

Supported by our Lead Tutors and the Senior Leadership Team, our programme provides students with a platform from which to work backwards from their goals, reflecting regularly on their strengths and their progress, making the right choices for today. As students grow and develop their ideas, we build up a comprehensive picture of each individual and we work together with families to get them to where they want to go at the end of their Wellington journey.

The WCIB Options and Careers Programme is preceded in Year 7 and 8 by the Pathways Programme and will continue to work closely alongside the Wellbeing and Enrichment Programmes in the Sixth Form. This programme continues to develop the key skills for future success, life skills, choice-making, self-reflection and self-awareness. Students take part in sessions that play a pivotal role in helping them to understand who they are and where they want to go. With regular workshops and meetings, we cover everything from 21st Century life skills to debate and global citizenship.

University Counselling at WCIB

At WCIB we begin to understand the individual aspirations of our students and their goals at the very start of their time in the Senior School. By the time they reach Year 9, conversations are beginning to paint a clearer picture of the future that our students want.

With regular activities promoting an increasing level of reflection and thought, students begin to formulate more precise ideas about what matters to them, who they want to be, where they want to be and what kind of life they hope to live. Research into careers and subjects plays an important role as students first select their IGCSE options and then progress towards A-level choices. Upon joining the Sixth Form, conversations become targeted towards further education and university.

Dedicated university and careers sessions are timetabled as part of the Sixth Form Curriculum and students can meet regularly with their tutors and the University Counsellor to discuss their ideas. With a breadth of experience and membership to a nation-wide group of university counselors as well as to our Wellington Family of schools, we are well equipped with the most up to date information and advice for applying to university across many different countries.

As a member of CIS, we are in direct contact with admissions tutors from the best universities in Thailand and the rest of Asia, Australia, Europe, the UK, Canada and the US. We host regular visits and take students to University Fairs across the city. As we continue to grow, our network will expand and we look forward to a future when WCIB alumni can offer their own insight and expertise to the younger generations of WCIB students that follow.

Over the course of Year 12 and Year 13 students will be guided towards each deadline, advised on application completion, essay writing, interview preparation and exam testing. Students hoping to pursue an Oxbridge or medical/dental application will be entered into the Oxbridge/medic preparation programme which will give them specific advice and support as they approach these very unique applications.

What do the two years look like?

Year 12

Michaelmas Term

University and career research
University visits and University fairs
ACT/SAT/IELTS preparation
Oxbridge/Ivy League/Medic programme

Lent Term

University and career research
Personal Statement/College Essaywriting
Oxbridge/Medic interview preparation

Summer Term

Sitting AS exams
Personal statement/College Essay writing

Year 13

Michaelmas Term

Finalizing personal statement/college essays
Completing and submitting UK applications
UK university entrance exams
Oxbridge/Medis interviews
Early Action US application deadline

Lent Term

Regular Decision US application deadline
Canada application deadline
China application deadline
Receiving offers of university places

Summer Term

Sitting A level exams
Austrakia application deadline
Receiving offers of university places

WCIB University Applications Timeline



The Wellington Certificate

At Wellington College Bangkok students in the Sixth Form are given the opportunity to pursue a diverse curriculum encompassing both academic and non-academic courses. Through the pursuit of this curriculum students gain a breadth of experience which readies them for further education and progression into the wider world as true global citizens.

Students are awarded the Wellington Certificate upon successful completion of each strand of the Sixth Form curriculum and the receipt of this Certificate will provide an enduring demonstration of each students' commitment, intellect and independence. Students must complete each of the strands of the Wellington Sixth Form Curriculum in order to receive the Certificate at the end of Year 13.

The Wellington Curriculum:

Academic study

Global Citizenship and Service

Enrichment

Sport

Theory of Knowledge

Extended Project Qualification (or similar)

Wellbeing

Sixth Form Curriculum

Options and Pathways

Models:	Standard Model	Thai National Non EAL	EAL	4 A Levels
Year 12/13	4 AS Levels / 3 A Levels	4 AS Levels / 3 A Levels	3 AS Levels / 3 A Levels	4 AS Levels / 4 A Levels
Year 12	4 AS Leves	4 AS Leves	3 AS Leves	4 AS Leves
Subject Lessons	24 subject lessons	24 subject lessons	18 subject lessons	24 subject lessons
Games	2 * Games	2 * Games	2 * Games	2 * Games
Prep/IS	3 * Prep/Supported Study/Independent Study/(Global Citizenship)	3 * Prep/Supported Study/Independent Study/(Global Citizenship)	3 * Prep/Supported Study/Independent Study/(Global Citizenship)	3 * Prep/Supported Study/Independent Study/(Global Citizenship)
Enrichment	1* Enrichment	1* Enrichment	1* Enrichment	1* Enrichment
EPQ/ToK	2 * Extended Project (EPQ etc) / TOK	2 * Extended Project (EPQ etc) / TOK	(2 * EPQ + 3 EAL) or 5 EAL	2 * Extended Project (EPQ etc)
Wellbeing	1 * Wellbeing/ Study Skills/ O and C	1 * Wellbeing/ Study Skills/ O and C	1 * Wellbeing/ Study Skills/ O and C	1 * Wellbeing/ Study Skills/ O and C
House Tutor	1 * House	1 * House	1 * House	1 * House
IS/IEL	1 * Independent Study	1 * IELTS	1 * Independent Study	1 * Independent Study
Periods	35	35	35	35

*Prep/Study = supported study with access to teachers

*IELTS = International English Language Testing System (IELTS) - a prerequisite for most non-English students applying to english-speaking universities

Wellbeing

Wellbeing lessons will continue during the Sixth Form, and we aim to equip you with some of the skills and knowledge that will allow you to thrive when you head off to University, or start the next chapter of your life.

The Curriculum will be based on the PSHE Association syllabus and the core topics are Health and Wellbeing, Relationships and Living in the Wider World.

All topics will be adapted and written to fit with our Wellington College values; our setting in Thailand; and you, the students.

As the possibility of moving further from home approaches, there will be a greater focus on independent living and decisions. We will look at managing finances, opportunities and laying foundations for future experiences and opportunities.



Academic Extension

Here at Wellington, we are committed to offering all our students the opportunity to develop skills and knowledge outside and beyond the curriculum. Not only does this allow us to nurture their intellectual curiosity, but also build valuable attributes such as research and critical thinking skills that are highly valued by university admissions officers and employers alike. Some of our many offerings include fortnightly Lunchtime Lectures, delivered by members of our staff body and covering a wide spectrum of topics as well as an array of competitions and enrichment activities, such as Debating and MUN (Model United Nations). In addition, students will be invited to hone their leadership skills by founding and running academic societies based on a diverse range of disciplines, from Literature to Law and Medicine. As well as demonstrating an interest in intellectual concerns, this will enable our students to demonstrate drive and initiative, qualities that are seen as desirable by elite universities.

Aside from A-Levels, the 6th form curriculum at Wellington includes the Extended Project Qualification (EPQ), an externally assessed qualification that develops ambitious students' research and public speaking skills and is equivalent to 50% of a total A-Level.

Highly regarded by many universities, students have the freedom to choose the topic for their EPQ, though we recommend they choose something that is likely to support a university application and therefore related to their future degree choices. The qualification often takes the form of a dissertation or essay (approximately 5000 words) but can take alternative forms such as musical or dramatical composition, report or artefact. Students will be assigned an EPQ mentor, a member of staff from a faculty related to their topic of choice, who will guide and proofread their work over the course of the whole project.

In conjunction with the EPQ, 6th form students at Wellington will benefit from the Theory of Knowledge (TOK) course, a non-examined course based on the International Baccalaureate (IB). A prerequisite for the Wellington Certificate, the TOK promotes intellectual curiosity through critical thinking, providing ample opportunity for intellectual exploration, discussion and debate in a setting free from the pressure of examinations. Although TOK is not a philosophy course, it draws on aspects of epistemology in a practical way, developing critical thinking and analytical skills vital for the preparation of university study.



The Extended Project Qualification

The vast majority of WCIB students will be take part in the Extended Project Qualification, or EPQ. This qualification is taken by ambitious students across the world and is equivalent to 50% of a total A Level. This qualification is highly regarded by many universities and is very similar to the Extended Essay qualification in the IB Programme.

There is no restriction on the topic that a student chooses to do for their EPQ, though we recommend that students choose something that is likely to support a university application and therefore related to their future degree choices.

Students must be able to demonstrate that the topic of choice is academically useful to them, either as an extension to their current subject choices, or relevant to a future career path. The qualification often takes the form of a dissertation or essay (approximately 5000 words) or it can take a number of other forms such as a

musical or dramatical composition, report or artefact, backed up with paperwork. Students will have an EPQ mentor, a member of staff from a faculty related to their topic of choice, who will guide and proofread their work over the course of the whole project.

Timeline for EPQ:

Students to create a proposal for EPQ: May - Year 12

Students meet with EPQ Mentor: June - Year 12

Students plan EPQ: Summer Holidays

Students write first draft of EPQ: Michaelmas Term - Year 13

Final submission of EPQ: Lent Term - Year 13



Theory of Knowledge

The purpose of any robust Sixth Form curriculum is to broaden the minds of the young adults who we teach. Through a variety of courses, both academic and otherwise, Wellington students gain access to the wider world, exercising their curiosity, their understanding and developing the skills needed for a successful transition into adult life and further study. At Wellington, Year 12 and 13 students will pursue a special course called Theory of Knowledge (TOK). Completion of this course (which is non-examined) is a prerequisite for the Wellington Certificate and it is therefore compulsory for all students.

A core component of many Sixth Form curricula, including the IB Diploma, TOK promotes intellectual curiosity through critical thinking and reflection about what we know. It works in collaboration with other components of the Sixth Form such as the Extended Project Qualification (EPQ) to bring students together for intellectual exploration. Students have the opportunity to develop their curiosity in a setting free from the pressure of examinations under the unique aim of instilling a love of discussion and debate.

Although TOK is not a philosophy course, it draws on aspects of epistemology in a practical way, developing critical thinking and analytical skills vital for the preparation of university study.

In summary, the Wellington TOK programme will enable our students to:

- Explore different ways of knowing and reflect critically on approaches and methods of gaining knowledge
- Make connections between different subjects areas and explore the way knowledge is produced across disciplines
- Become open-minded ‘thinkers’ and ‘inquirers’ around beliefs and opinions
- Develop academic skills through formal essay writing and internally assessed exhibition
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world
- Be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- Recognize the need to act responsibly in an increasingly interconnected but uncertain world



Sixth Form Sport

Embark on a dynamic sixth form journey, where sports are intricately woven into your school life. Games Afternoon will continue to be seamlessly integrated into your timetable, offering a blend of competitive and non-competitive sports, providing a canvas of opportunities for all. It's more than a session; it's a portal to an active lifestyle, a deliberate investment in physical well-being, teamwork, and personal growth for Years 12 and 13.

Gear up for an enriched football and basketball experience, as our programmes expand to offer more gameplay opportunities and a heightened focus on skill development. Whether you're a seasoned player or a beginner, these initiatives cater to all levels, emphasising growth, teamwork, and a commitment to improvement on the field.

Join us on a journey where every match and practice contributes to a future brimming with exciting possibilities. With the school's growth, our sport offerings will diversify, unveiling a spectrum of activities to kindle your passion. Whether it's exploring new team sports, delving into individual pursuits, or discovering unique fitness regimes, the future of sport at WCIB promises opportunities tailored to every interest.

Sixth form sport is your rendezvous with vitality—a conscious choice to break from routine and champion health and activity. As the echoes of Games Afternoon reverberate, envision a narrative unfolding beyond timetables, shaping your Year 12 and 13 experience in unexpected and meaningful ways. Step into the vibrant world of sixth form sport—a chapter waiting to be explored, defined, and celebrated.





Enrichment

The Sixth Form enrichment programme will give our students the opportunity to determine their own path by choosing from a wide range of activities and societies that are meaningful to them. We seek to inspire every pupil and help them to grow as individuals by choosing the interests they wish to pursue outside of the classroom.

Students can challenge themselves intellectually and develop their academic profile by playing a leading role in societies including but not limited to: the Mathematics society; the Debating society; the Robotics club or the Model United Nations society, where there are opportunities to compete in globally recognised competitions.

Alternatively, students may choose to engage in an array of more creative pursuits. Our enrichment programme at present offers pupils the chance to participate in whole school theatre productions, modern and classical music performances as well as clubs focused on the further development of their artistic skills.

Our leading actors, artists and musicians will have the opportunity to broaden and deepen their experiences in these areas.

Enrichment also offers opportunities for our young athletes to further develop their skills. Our swimming and golf programmes have already achieved outstanding success both regionally and globally thanks to the support and guidance offered by our expert coaches. Enrichment sessions present opportunities for our young athletes to access 1-1 or small group coaching sessions in their preferred sport and engage in guided strength and conditioning sessions.

We recognise that each individual student will want to get something different from our programme. For those students who are aiming to pursue a career in music or professional sport it will be an opportunity to engage in focused training, whilst for others it will be an opportunity to relax and unwind by doing something fun and learning something new outside of the classroom.



Global Citizenship

We believe our Sixth Form community is a place where education transcends classroom walls and embraces a holistic approach to personal growth. We are excited to introduce the Global Citizenship Program—an initiative that goes beyond academic excellence, shaping compassionate and responsible individuals.

Within this programme, students will embark on a transformative journey of service and voluntary work, both within our campus and in the broader community. Collaborating not only with our Junior School but also various departments, our Sixth Formers will be deeply involved in teaching activities, fostering a sense of unity across different age groups and academic disciplines.

Students will collaborate with various charities, offering them diverse service opportunities to extend their impact in the wider community. The program additionally provides students with various chances to cultivate their leadership skills. They will play a pivotal role in decision-making, event organization, and the coordination of various projects. The service and progress of all students will be systematically tracked and recorded, serving as proof and evidence for their Wellington Certificate.

Whether engaged in volunteering, participating in community projects, or organising events, our students will actively contribute to the creation of a better society.



Duke of Edinburgh Awards

For more than two years now, Wellington College Bangkok has proudly offered the Duke of Edinburgh's International Award programme. In 2021, we witnessed a fantastic response as all of our Year 10 students enthusiastically embarked on the Bronze level of the programme. The following year, 34 dedicated individuals successfully achieved the Bronze Award, and in the current year, we are delighted to see 28 students moving on to pursue the Silver Award, demonstrating their unwavering commitment to the programme. We have high hopes that these Silver recipients will progress to the Gold level in Year 12 and maintain their dedication throughout the Sixth Form.

At each level of the Duke of Edinburgh's International Award, our students are tasked with a variety of activities, including skill improvement, sports engagement, community service, and adventurous journeys.

These experiences are designed to equip young people for life, irrespective of their backgrounds, cultures, physical abilities, skills, and interests. The programme challenges young individuals to push their personal boundaries and duly acknowledges their accomplishments and dedication.

Through these diverse components, students are not only encouraged to acquire new skills but also to make substantial contributions to their communities over an extended period while fostering positive lifestyle habits. The wealth of opportunities provided during our enrichment activities and after-school programs seamlessly complements the Duke of Edinburgh's International Award, and we wholeheartedly encourage all our students to participate, as it forms an integral part of our Leadership and Service Curriculum.



A black and white photograph of a school hallway. In the foreground, the back of a person's head and shoulders is visible, looking towards a bright doorway at the end of the hallway. The hallway is lined with lockers on the left and bulletin boards on the right. The text "DESIGN TECHNOLOGY" is overlaid in the center of the image.

DESIGN TECHNOLOGY



Subject Summaries

Course Title: Level 3 Advanced GCE in Art and Design

Examination Board: Pearson Edexcel

Course Code: Fine Art (9FA0)

Specification Link URL:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Art%20and%20Design/2015/specification-and-sample-assessment-materials/gce-a-level-art-and-design-specification-issue-4.pdf>

Assessment Overview:

The Advanced GCE in Art and Design is a 2 year course, which consists of two components, both internally assessed and externally moderated.

Component 2: Externally Set Assignment 40% of the total qualification

The externally set assessment is released on the 1st of February

Incorporates two major elements:

- Preparatory studies (a portfolio of practical and written development work based on the Externally set assignment)
- 15-hour exam

Component 1:
Personal Investigation 60% of the total qualification

Completed during Year 12 and half of Year 13

Incorporates three major elements:

- Supporting studies and practical work (a portfolio of development work and outcomes based on themes and ideas developed from personal starting points)
- Personal study (a minimum of 1000 words essay with integrated images). The personal study comprises 12% of the final qualification.

Course Content:

Students will take the Fine Art endorsement and can explore some or all of the following disciplines: drawing, painting, printmaking, sculpture, textiles, lens-based media.

Throughout the course students will:

- develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding

- explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements

Who is this course for?

This course is recommended for any student who enjoyed IGCSE Art and Design and has ambitions to study in an Art related field in the future.

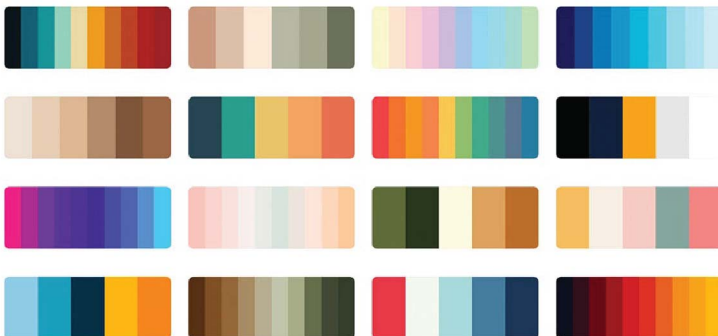
It appeals to learners who wish to explore practical work through a range of two- and/or three-dimensional processes, including new media and technologies. It suits those who enjoy creativity, coming up with ideas, experimenting and problem solving. The course offers great flexibility for students to pursue areas of their interest and focus on their strengths. A personal and independent perspective is encouraged to allow students to really engage with their work by making it personal.

Where can this course lead?

The section above can be substituted by this one:

An Arts education gives you the foundation for hundreds of possible careers in a broad range of areas. These are some examples:

- Spatial design: architect, urban designer, interior designer, film and theatre set designer
- Fashion / textiles: fashion designer, fashion stylist, costume designer, fibre artist, fashion consultant
- Graphic design: advertising director, branding designer, book designer, packaging designer
- 3D product design: designer (industrial, bridge, toy, product), prop designer, jeweller
- Digital / multi-media: animator, concept artist, digital illustrator, digital 3D modeller, web designer, film producer, camera operator, special effects designer, video games designer, multimedia programmer
- Photography: photographer (advertising, fashion, food, underwater, photojournalism), director of photography, film director
- Fine Art: artist, illustrator (book, graphic, architectural, story board), cartoonist, special effects make up



Art

- Organisation / people management: conservator, museum curator, gallery owner, art and design consultant, art school director, lecturer, art therapist, art dealer, artist agent, creative director
- Organisation / people management: conservator, museum curator, gallery owner, art and design consultant, art school director, lecturer, art therapist, art dealer, artist agent, creative director
- Writing / analytical: art historian, art critic, arts administrator, graphic novel author)

Some examples of degree courses which require Art and Design A-Level include: Fine Art, Textile Design, Fashion Design, Graphics and Advertising, Photography, Multimedia, Architecture, Product Design, Illustration and Art History.

<https://www.careerpilot.org.uk/job-sectors/subjects> - use this search tool to find out what degrees and jobs relate to the study of Art.

Further Reading: Art pathways: <https://www.studentartguide.com/articles/art-careers-list>, <https://www.ucas.com/explore/subjects/creative-arts>, <https://www.careerpilot.org.uk/job-sectors/subject/art>, <https://www.unifrog.org/know-how/what-you-can-do-with-a-degree-in-history-of-art>

Netflix series: Abstract: The Art of Design, The world's most extraordinary homes Podcasts: <https://www.artcuriouspodcast.com/artcurious-podcast>, <http://www.thelonelypalette.com/Magazines>: www.illustria.com, www.uppercasemagazine.com, www.frieze.com, www.whitehotmagazine.com, www.artspace.com, www.artforum.com Other: What NFTs mean for the future of Art creation, curation and commerce, This 12-year-old coder is set to earn over \$400,000 after about 2 months selling NFTs



Biology

Course Title: AS and A-Level Biology

Examination Board: Pearson Edexcel

Course Code: XBIII

Specification Link URL:

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

For AS Level:

- Unit 1 – written 1 hour 30 minutes – 40% of total AS
- Unit 2 – written 1 hour 30 minutes – 40% of total AS
- Unit 3 – practical skills 1 hour 20 minutes 20% of total AS

For A-Level:

- Unit 4 – written 1 hour 30 minutes – 40% of total A2
- Unit 5 – written 1 hour 30 minutes – 40% of total A2
- Unit 6 – practical skills 1 hour 20 minutes 20% of total A2

Course Content:

AS Content:

Students will cover molecular biology, diet, transport and health, exploring the biochemistry of life and making links to human health and the cardiovascular system. In the second unit we look at cells,

development, biodiversity and conservation. Students will cover core practicals and practice following the scientific method.

A-Level Content:

Students will cover energy, the environment, microbiology and immunity.

In the second unit we will look at respiration and its role in muscle contraction and the heartbeat as well as coordination and the nervous system. Students will cover core practicals and practice following the scientific method.

Who is this course for?

This course is recommended for any student who enjoyed IGCSE Biology and has ambitions to study in a biology-related field in the future. If you are interested in the science of life, the environment, what makes our bodies work, evolution, disease and the exciting future of genetics then this course would be a good choice for you. Students interested in problem-solving and investigative work, particularly in a laboratory setting, would enjoy the practical elements of this course.

Biology goes well with other sciences such as chemistry, maths, psychology and geography and is considered by many universities as a 'facilitating subject' which can lead on to many future options.

Where can this course lead?

You'll need biology for most degrees in medicine, biology, biomedical sciences, dentistry, physiotherapy, and veterinary medicine. Biology is usually required or recommended for courses in biochemistry, environmental science, nursing, occupational therapy, optometry, pharmacy, sports science, physiology and speech therapy. <https://www.careerpilot.org.uk/job-sectors/subject/biology> - use this search tool to find out what degrees and jobs relate to the study of biology.

Further reading: <https://www.thenakedscientists.com/> - Articles about biology, genetics, ecology and evolution, insects, mammals, marine science, plants and zoology. <https://www.rsb.org.uk/biologist-features/12-of-the-best-podcasts-for-biologists> The best podcasts for biologists.

Course Title: AS and A Level Business

Examination Board: Edexcel

Course Code: AS (XBS11), A (YBS11)

Specification Link URL:

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

Assessment Overview:

Assessment for AS and A-Level Business is by external examination only.

Candidates sit two papers at AS Level and a further two papers at A-Level.

For AS Level:

- Paper 1 – Marketing and people (120 minutes)
- Paper 2 – Managing business activities (120 minutes)

For A Level:

- Paper 3 – Business decisions and strategy (120 minutes)
- Paper 4 – Global business (120 minutes)

Course Content:

AS Content

Unit 1: Marketing and people

- Meeting customer needs
- The market
- Marketing mix and strategy
- Managing people
- Entrepreneurs and leaders

Unit 2: Managing business activities

- Planning a business and raising finance

- Financial planning
- Managing finance
- Resource management
- External influences

A-Level Content

Unit 3: Business decisions and strategy

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

Unit 4: Global business

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

Who is this course for?

A student who enjoys studying A-level Business is likely to have a keen interest in the world of commerce and entrepreneurship. They should be curious about how businesses operate, make strategic decisions, and navigate the dynamic marketplace. Strong analytical skills are essential, as Business A-level involves data analysis and problem-solving.

An ability to communicate effectively and work collaboratively is also valuable, as business often involves teamwork and presentations. Additionally, a forward-thinking student with a passion for innovation and a desire to understand the broader economic and global factors influencing business success would thrive in this subject.

Where can this course lead?

An A-level in Business opens up diverse opportunities in education and the professional world. Many students choose to pursue higher education, enrolling in a bachelor program in Business, Management, Finance, Marketing, or related fields, which can lead to more specialized careers and leadership roles. They may also consider entrepreneurship, using their business knowledge to start and manage their ventures. The critical thinking and analytical skills developed during A-level Business studies are highly transferable, making graduates valuable assets in multiple sectors, including finance, consulting, and management.

Overall, A-level Business provides a strong foundation for both further education and a broad range of career paths in the business world. <https://www.theuniguide.co.uk/a-level-explorer> - this allows students to explore the degree options available to them with different combinations of A-level subjects <https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career

Further Reading:

<https://www.topuniversities.com/courses/business-management-studies/why-study-business> <https://ca.indeed.com/career-advice/career-development/why-study-business>



Chemistry

Course Title: AS and A-Level Chemistry

Examination Board: Pearson Edexcel

Course Code: XCHI1

Specification Link URL:

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Chemistry/2018/Specification-and-Sample-Assessment/International-A-Level-Chemistry-Spec.pdf>

Assessment Overview:

Assessment consists of three written papers at International AS level that are externally assessed in June of Year 12. The International A level (A2) consists of three further written papers that are externally assessed in June of Year 13.

For AS Level:

- Unit 1 – written 1 hour 30 minutes – 40% of total AS
- Unit 2 – written 1 hour 30 minutes – 40% of total AS
- Unit 3 – practical skills 1 hour 20 minutes – 20% of total AS

For A Level:

- Unit 4 – written 1 hour 30 minutes – 40% of total IA2
- Unit 5 – written 1 hour 30 minutes – 40% of total IA2
- Unit 6 – practical skills 1 hour 20 minutes – 20% of total IA2

Course Content:

Students will cover in Unit 1: Formulae, Equations and Amount of Substance. Atomic Structure and the Periodic Table, Bonding and Structure, Introductory Organic Chemistry, Alkanes and Alkenes. Unit 2 Energetics, Group Chemistry, Halogenoalkanes and Alcohols and finally in Unit 3:

This unit will be based on Core Practical Knowledge, which will assess students' knowledge and understanding of experimental techniques to familiar and unfamiliar situations.

Who is this course for?

This course is recommended for any student who enjoyed IGCSE Chemistry and has ambitions to study in a chemistry-related field in the future. Students will study atomic structure, and this gives some insight into the methods that scientists use to study the structure of atoms. This leads to the introduction of the mass spectrometer and its importance in sensitive methods of analysis in areas such as space research, medical research, and diagnosis, in detecting drugs in sport and in environmental monitoring. Chemistry goes well with other sciences such as physics, maths, psychology, and geography and is considered by many universities as a 'facilitating subject' which can lead on to many future options.

Where can this course lead?

You'll need chemistry for most degrees in medicine, chemistry, biochemistry, dentistry and veterinary medicine. Chemistry is usually required or recommended for courses in environmental science, nursing, occupational therapy, research chemist, pharmacy, sports science and psychology. It is also one of the most popular degrees for investment banking and business because of the breadth of skills that you cover! Careerpilot : Jobs by subject- use this search tool to find out what degrees and jobs relate to the study of chemistry.

Further reading:

Useful chemistry websites such as The Royal Society of Chemistry (rsc.org) and www.physicsandmathstutor.com contain exam-facing chemistry resources

Articles about chemistry, new developments, climate change, the science of space New Scientist | Science news, articles, and features

Computer Science

Course Title: AS and A-Level Computer Science

Examination Board: Cambridge

Course Code: 9618

Specification Link URL:

www.cambridgeinternational.org/Images/636089-2024-2025-syllabus.pdf

Assessment Overview:

Assessment consists of two written papers at International AS level that are externally assessed in June of Year 12. The International A-level (A2) consists of two further written papers that are externally assessed in June of Year 13.

For AS Level:

- Paper 1 – Theory Fundamentals - written 1 hour 30 minutes – 50% of the AS Level - 25% of the A Level
- Paper 2 – Fundamental Problem-solving and Programming Skills - written 2 hours – 50% of the AS Level - 25% of the A Level

For A Level:

- Paper 3 – Advanced Theory - written 1 hour 30 minutes – 25% of the A Level
- Paper 4 – Practical - written 2 hour 30 minutes – 25% of the A Level

Course Content:

AS Content:

For Paper 1, students will cover the following topics: Information representation, Communication, Hardware, Processor Fundamentals, System Software, Security, privacy and data integrity, Ethics and Ownership and Databases.

For Paper 2, students will cover the following topics: Algorithm Design and Problem-solving, Data Types and Structures, Programming, and Software Development.

A-Level Content:

For Paper 3, students will cover the following topics: Data Representation, Communication and internet technologies, Hardware and Virtual Machines, System Software, Security, Artificial Intelligence (AI).

For Paper 4, students will cover the following topics: Computational thinking Problem-solving and Further Programming.

Who is this course for?

This course is recommended for any student who enjoyed IGCSE Computer Science and has ambitions to study in a Computer Science-related field in the future. It is a practical and challenging course designed for students who enjoy problem-solving, logic and ‘hands-on’ computer programming.

Computer Science combines particularly well with STM subjects (Science, Technology, Engineering and Mathematics).

Where can this course lead?

This course will prepare you thoroughly for Computer Science courses at university or if you want to study Computer Science-related courses such as computer forensics, artificial intelligence, robotics, app development and games programming or related courses such as engineering.

It gives you knowledge and skills which are relevant to hundreds of different types of cutting-edge jobs across many industries, like cyber security, working for high-tech companies and artificial intelligence.

<https://www.careerpilot.org.uk/job-sectors/subject/computing> - use this search tool to find out what degrees and jobs relate to the study of Computer Science.

Further Reading: <https://www.w3schools.com/> - Offers easy-to-understand examples and in-depth tutorials on a range of programming languages. <https://www.codecademy.com/catalog> - Offers support for students interested in learning to code on a professional level.

Design & Technology

Course Title: AS and A-Level Design & Technology

Examination Board: Cambridge International

Course Code: 9705

Specification Link URL:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-design-and-technology-9705/>

Assessment Overview:

Cambridge International A-Level candidates have two choices. Candidates who want to take the whole of the Cambridge International A-Level qualification at the end of a course of study take all four components together. Candidates who want to take the Cambridge International A-Level qualification in two stages take the Cambridge International AS Level first. If they pass Cambridge International AS level, they then only need to take Components 3 and 4 in order to complete the Cambridge International A Level.

For AS Level:

- Component 1- written 3 hour- 60% of total AS
- Component 2 - coursework project 40-50hours - 40% of total AS

For A Level:

- Component 3- written 3 hour- 60% of total A Level
- Component 4- coursework project 40-50hours - 40% of total A Level

Course Content:

The course covers essential design skills, including problem recognition and the creation of precise design briefs. Students develop expertise in research, generating design solutions, and conducting critical appraisals. They also explore practical modeling techniques.

In the development phase, students formulate detailed design proposals and identify resource needs. Implementation involves resource organisation and safe tool usage, while testing and evaluation assess product success and suggest improvements.

The curriculum emphasises the broader impact of design on society, including resource conservation, obsolescence, and recycling. Aesthetics are explored through elements like line, color, and shape, and their effects on design. Ergonomics focuses on user-friendly product design. Energy sources and control principles, including computer-aided design, are studied.

Materials knowledge is vital, including properties and material selection. Materials processing techniques, product analysis, and health and safety procedures are covered.

In the Product Design focus, students delve into design concepts, economics, and mass production principles. They study materials like metals, wood, and plastics, along with tool maintenance. The curriculum also explores various processing techniques for materials, including cutting, molding, joining, and finishing methods.

Who is this course for?

This course is tailored for students with a strong enthusiasm for engineering, product design, and manufacturing. It provides them with the chance to explore the intricacies of engineering principles and design concepts at a deeper level. Those possessing a creative inclination and an enthusiasm for crafting products are naturally inclined toward this program, which serves as a stage for cultivating and refining their design abilities. Individuals who are captivated by technology, innovation, and the evolution of products frequently discover a strong attraction to this course. It delves into the nexus of technology and design, making it an appealing choice for students who relish challenges, critical thinking, and problem-solving.

Design & Technology

Where can this course lead?

Depending on your specific interests, a range of degree programs is available. If you have a passion for creating functional and aesthetically pleasing products, Industrial Design might be the perfect choice. Mechanical Engineering programs emphasise the design and analysis of mechanical systems and devices, offering opportunities in manufacturing and robotics. Those intrigued by electronics and electrical systems can explore Electrical and Electronic Engineering, which can lead to careers in electronics design, power systems, and telecommunications. Aerospace Engineering is ideal for individuals who have a keen interest in aviation and space technology, focusing on the design and development of aircraft and spacecraft. Alternatively, for those fascinated by the built environment, Architectural Design programs prepare students for careers in architecture and construction.

As technology continues to grow and evolve, so does the need for people with strong backgrounds in design. <https://www.careerpilot.org.uk/job-sectors/subject/product-design> - use this search tool to find out what degrees and jobs relate to the study of design and technology.

Further Reading:

There are an abundance of online resources that can be found.

<https://www.stem.org.uk/design-technology>

https://www.stemcrew.org/resources/?_subject=design-technology - Contextual challenges, physics, mechanism, materials, life cycle



Drama

Course Title: Cambridge International AS & A-Level Drama

Examination Board: Cambridge

Course Code: 9482

Specification Link URL:

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-drama-9482/>

Assessment Overview:

Component 1

Written Exam (2 hrs), Open Book, 50% of AS Level, 25% of A Level

Component 2

Practical Drama (10-15 minute devised piece, 3 min reflection, 10-25 minute scripted performance), 50% of AS Level, 25% of A Level

Component 3

Theatre Making and Performing (15-20 minute group devised performance, 800 word evaluation, 6-8 minute individual performance), 25% of A Level

Component 4

Theatre in Context 2500-3000 word research essay, 25% of A Level

Course Content:

AS Content

Component 1: Written Exam

Candidates develop their knowledge and understanding of drama through the study of 2 published plays.

Component 2 Practical drama

The focus of this component is on developing the practical skills of devising and performing. All candidates must submit two parts: a devised piece and a scripted performance.

A-Level Content

Component 3 Theatre-making and performing

The focus of this component is on developing the practical skills of devising a group performance either as performer or designer, and performing individually.

In devising the group piece, candidates may work as performers or designers.

Component 4 Theatre in context

Candidates research an individual area of theatre and drama of their own choice.

The focus of their work is on the practicalities of theatre-making and performance; they will write a 2500-3000 word essay.

Who is this course for?

Any student who will interact with people in their adult life can benefit from the study of Drama. By working in a dedicated, and often project based manner, students will acquire a wide range of skills in self presentation, persuasion, public speaking and performance.

The skills of Drama are for students who wish to lead, to entertain or to stand out from the crowd.

Cambridge International AS & A-Level Drama provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres.

Through their study, learners will develop as skilled, well-informed, reflective practitioners, able to research ideas and create and interpret meaning through drama.

Cambridge International AS & A-Level Drama encourages learners to be: confident, responsible, reflective, innovative, engaged.

Drama

Where can this course lead?

An A-level in Cambridge International AS & A-Level Drama opens up diverse opportunities in education and the professional world, extending beyond the realm of performing arts. Many students choose to pursue higher education, enrolling in a bachelor program in Drama, Performing Arts, Theatre, or related fields, which can lead to more specialized careers in the performing arts and entertainment industry, such as actors, directors, playwrights, or roles in various aspects of theatre production.

However, the critical thinking and creative skills cultivated during A-level Drama studies are remarkably versatile and can lead to a wide array of career paths. Graduates equipped with these skills are valuable assets not only in the creative and entertainment sectors but also in various other fields. They can explore roles in business, marketing, advertising, public relations, event management, leadership, and even politics.

Whether you aspire to create compelling marketing campaigns, manage high-profile events, lead teams, or influence policy decisions, a foundation in Cambridge International AS & A-Level Drama can provide you with the necessary skills to excel in these areas.

Further Reading:

- **Explore Degree Options:** To discover the various degree options available to Drama students and where your combination of A-level subjects can lead you, visit theuniguide.co.uk/a-level-explorer. This resource will help you make informed decisions about your educational path.
- **Career Path Information:** For insights into potential career paths and opportunities in the world of performing arts and theatre, you can explore careerpilot.org.uk/job-sectors/subjects. This resource will guide you in understanding the prospects of your chosen field.
- **Why Study Drama at University:** For a deeper understanding of the benefits of studying Drama at the university level, consider reading [Why Study Drama](#). This article highlights the advantages and potential career opportunities associated with a Drama education.
- **Career Development in Drama:** To explore insights into career development and the value of a Drama education, you can visit indeed.com/career-advice/career-development/why-study-drama. This source provides valuable information on the reasons to study Drama and how it can shape your professional journey.



Economics

Course Title: AS and A-Level Economics

Examination Board: Edexcel

Course Code: AS (XEC11), A (YEC11)

Specification Link URL:

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

Assessment Overview:

Assessment for AS and A-Level Economics is by external examination only.

Candidates sit two papers at AS Level and a further two papers at A-Level.

For AS Level:

- Paper 1 – Markets in action (105 minutes)
- Paper 2 – Macroeconomic performance and policy (105 minutes)

For A-Level:

- Paper 3 – Business behaviour (120 minutes)
- Paper 4 – Developments in the global economy (120 minutes)

Course Content:

AS Content

Unit 1: Markets in action

- Introductory concepts
- Consumer behaviour and demand
- Supply
- Price determination
- Market failure
- Government intervention in markets

Unit 2: Macroeconomic performance and policy

- Measures of economic performance
- Aggregate demand (AD)
- Aggregate supply (AS)
- National income
- Economic growth
- Macroeconomic objectives and policies

A-Level Content

Unit 3: Business behaviour

- Types and sizes of businesses
- Revenue, costs and profits
- Market structures and contestability
- Labour markets
- Government intervention

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

Who is this course for?

A-level Economics can be an engaging subject for students with various characteristics and interests. Those who possess strong analytical skills, have a keen interest in current events and their economic implications, excel in Maths and possess good communication skills are likely to find the subject enjoyable.

Economics

Additionally, students who are curious about human behaviour in economic contexts, have career aspirations in finance, business, politics, or economics, and are interested in global issues and international relations can derive significant value from studying A-level Economics. An open-minded approach, a willingness to consider various viewpoints, and persistence in problem-solving and learning are also beneficial traits for success in this subject.

Where can this course lead?

Earning an A-level in Economics offers a range of educational and career paths. It serves as a foundation for higher education, including undergraduate programs in Economics, Finance, Business, and related fields. This educational background can lead to various career opportunities, such as roles in finance, government, business, and public policy. Graduates can work in the finance sector, contributing to areas like investment banking, financial analysis, or asset management.

Government agencies and think tanks often seek individuals with economics knowledge to develop economic policies and conduct research. A-level Economics can also pave the way to teaching, consulting, nonprofit work, entrepreneurship and positions in international organisations.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A-level subjects
<https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career

Further Reading: <https://uk.indeed.com/career-advice/career-development/why-study-economics-a-level>

<https://www.tutor2u.net/economics/reference/why-study-a-level-economics>



English Literature

Course Title: AS and A-Level English Literature

Examination Board: Pearson Edexcel

Course Code: XET01, YET01

Specification Link URL:

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/english-literature-2015.html>

Assessment Overview:

Assessment for AS and A-Level English Literature is externally assessed by Pearson Edexcel.

Students will sit two exams at AS level, open book. Students will sit a further two exams at A-Level, also open book.

For AS Level:

- Paper 1 – Post-2000 Poetry and Prose: Open book examination, two hours.
- Paper 2 – Drama: Open book examination, two hours.

For A Level:

- Paper 3 – Poetry and Prose: Open book examination, two hours.
- Paper 4- Shakespeare and Pre-1900 Poetry: Open book examination, two hours.

Course Content:

AS Content:

Students will study a selection of post-2000 poetry, comparing the choices made and the issues presented by modern-day poets. Students will also study prose fiction and will examine the writer's use of narrative alongside an examination of the critical appreciation of the text and its contextual influences. Students will also study drama and will have the opportunity to explore one pre-1900 and one post-1900 drama text. They will explore the use of literary and dramatic devices in these texts, as well as their contextual influences.

A-Level Content:

In their second year of the course, students will develop their skills to once again examine poetry and prose. They will examine a range of post-1900 poetry and then will study two prose fiction texts which are thematically linked. Students will learn how to make connections between the texts they are studying and develop their comparative skills. Students will also study one Shakespearean text at A-Level and a range of pre-1900 poetry. Through this study, they will address the significance of wider contextual influences and engage with different interpretations of the chosen texts through wider reading.

Who is this course for?

This course is for students who love reading and literature and enjoy making connections between the texts they read. However, the study of English Literature does much more than just allow us to read books.

Literature study provides students with the opportunity to increase their cultural, political, social, emotional and ethical knowledge, because students will study texts written about human nature and society, by writers who wanted to communicate something important about our world. This course will therefore require students to examine why and how texts were constructed and why they are significant works in our society and will encourage students to think critically and with insight. The course will allow students to discuss and explore a range of interesting themes from a range of inspiring works of literature and will allow them to engage in interesting discussions about what these texts teach us about our world. Students who wish to develop their analytical skills should also join this course as the units will enable them to build upon their analysis skills and apply them to a range of interesting and challenging texts.

The course provides lots of opportunities to unpick language and the tools writers use to convey meaning. This course is also for students who wish to deepen their understanding of the literary canon and literary movements in English, as students will study a range of well-respected, successful writers.

English Literature

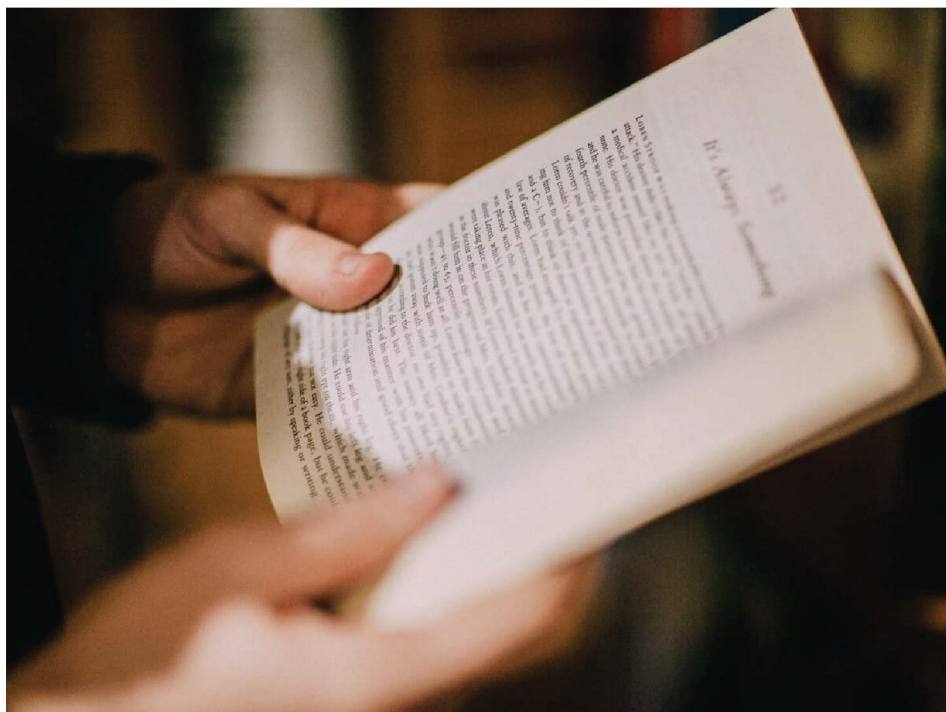
Keen writers should also join this course, as a strong understanding of the literary canon is key for students who wish to develop their own works of literature in the future.

Where can this course lead?

English Literature is a respected qualification and can open up many opportunities for further study and careers, including journalism, law, media, advertising, marketing, politics, performing arts, teaching.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A-level subjects <https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career

Further Reading: <https://www.tes.com/magazine/archive/why-level-english-priceless>
<https://www.cife.org.uk/article/guide-individual-a-level-subjects/all-about-a-level-english-literature/>



French

Course Title:

- International Advanced Subsidiary in French – XFR01
- International Advanced Level in French YFR01

Examination Board: Pearson Edexcel

Course Code: XFR01 – YFR01

Specification Link URL:

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

Assessment Overview:

The Pearson Edexcel International Advanced Subsidiary consists of two externally assessed units.

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, Units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the International Advanced Level qualification.

The Pearson Edexcel International Advanced Subsidiary consists of four externally assessed units.

This qualification consists of four externally assessed units.

The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students wishing to take the International Advanced Level must, therefore, complete all four units.

For AS Level:

- Unit 1 – Spoken expression and response (8 – 10 mins, 40 marks) - 30% of IAS – 15% of IAL

Assessment overview

Section A: Spoken response – Requires students to respond to four Pearson-set questions on a stimulus related to one of the student's two chosen general topic areas (GTAs).

Section B: Discussion – Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked topics, moves away from the main focus of the stimulus. Centres must record the responses and discussion for all students and submit the recording(s) electronically to Pearson (see Administrative support guide on our website for further guidance).

- **Unit 2** – Understanding and written response (2.5 hours, 90 marks) - 70% of IAS – 35% of IAL

Assessment overview

Section A: Listening – Requires students to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French.

Section B: Reading and Grammar – Requires students to read authentic printed materials in French and to retrieve and convey information by responding to a range of questions in French.

Section C: Writing – Requires students to write an email or article of a recommended length of 240–280 words in French based on a short, printed stimulus written in French and four related bullet points.

For A-Level:

- **Unit 3** – Understanding and spoken response (11 – 13 mins, 40 marks) - 30% IA2 – 15% of IAL

Assessment overview

Section A: Presentation and debate – Requires students to demonstrate the effectiveness of their French-language skills by presenting and taking a clear stance on any issue of their choice for about one minute. Students will then interact with the teacher/examiner as they defend and justify their views for up to four minutes.

Section B: Discussion – The teacher/examiner initiates a spontaneous discussion on at least two further issues, moving the conversation away from the students' chosen issue. If these further issues relate to the IAS GTAs, then they do not have to be rooted in French-language culture. However, if these issues relate to the IA2 specific GTAs, they must be rooted in French-language culture.

Students will be expected to use debating skills and argument to discuss their chosen issue. They will be assessed on their reading and research skills in their chosen issue, as well as their communication skills and quality of spoken language.

Centres must record the presentation and discussion for all students and submit the recording(s) electronically to Pearson (see Administrative support guide on our website for further guidance).

- **Unit 4** – Research, understanding and written response (2.5 hours, 90 marks) - 70% of IA2 – 35% of IAL

Assessment overview

Section A: Listening – Requires students to listen to a range of authentic material recorded in French and to retrieve and convey information given in the recording by responding to a range of questions in French.

Section B: Reading and Grammar – Requires students to read authentic printed materials in French and to retrieve and convey information by responding to a range of questions in French.

Section C: Writing – Requires students to answer one question, in French, from a choice of two, that relates to a topic, a literary text or a film chosen from the prescribed list. Students should write 300-400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the French language produced.

Course Content:

The content is relevant and engaging to students and centres. It covers four general topic areas (GTAs) in the IAS and seven GTAs in the IAL. The GTAs are as follows:

Course Content for both IAS and IAL:

1. Youth matters:

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication



2. Lifestyle, health and fitness:

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

3. Environment and travel:

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

4. Education and employment:

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

Course Content for IAL only:

5. Technology in the French-speaking world

6. Society in the French-speaking world

7. Ethics in the French-speaking world

Who is this course for?

This course is aimed at students who have already studied the language for 5+ years at KS3 and KS4 level.

You'll study culturally sensitive and authentic texts and our general Topic Areas (GTA) focus on France and the wider French language speaking world exploring cultural, social, political, moral, intellectual, technological issues and trends.

On completion, you could go on to pursue a university degree in France or a related subject. Our approach will also suit students who see language as a skill to enhance career or travel prospects

Where can this course lead?

Students can progress from these qualifications to further study at university level. In addition, the study of one language at AS Level and A-Level can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile, particularly for companies based globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A level subjects

<https://www.careerpilot.org.uk/job-sectors/> subjects - this allows students to select your subject and find out where this might lead for a future career

Further Reading:

You can choose to include links to relevant reading/course prep/podcasts/articles/TED talks etc.

Further Mathematics

Course Title: AS and A-Level in Further Mathematics **Course Content:**

Examination Board: Pearson Edexcel

Course Code: XFM01 and YFM01

Specification Link URL:

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Mathematics/2018/Specification-and-Sample-Assessment/International-A-Level-Maths-Spec-Issue3.pdf>

Assessment Overview:

The Pearson Edexcel International Advanced Subsidiary in Mathematics consists of three externally examined units.

The Pearson Edexcel International Advanced Level Mathematics consist of six externally examined units.

For AS Level: Units 1 and 2 are compulsory.

- Unit 1 – Further Pure 1 – 1 hour 30 minutes - 33 2/3%
- Unit 2 – Further Pure 2 - 1 hour 30 minutes – 33 2/3%
- Unit 3 – Decision 1 – 1 hour 30 minutes – 33 2/3%

For A Level: percentage of AS toward the A level award $P1 + P2 + P3 = 50\%$

- Unit 4 – Further Pure 3 – 1 hour 30 minutes – 16 2/3%
- Unit 5 – Statistics 2 – 1 hour 30 minutes – 16 2/3%
- Unit 6 – Mechanics 2 – 1 hour 30 mins – 16 2/3%

AS Content:

Further Pure 1 - Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof. Further Pure 2 - Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.

Stats 1 - Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

Course Content:

AS Content:

Further Pure 1 - Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.

Further Pure 2 - Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.

Stats 1 - Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.

A-Level Content:

Further Pure 3 - Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.

Further Mathematics

Statistics 2 - the Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.

Mechanics 2 - Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

Who is this course for?

Pearson International AS & A-Level Mathematics develops a set 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.

Where can this course lead?

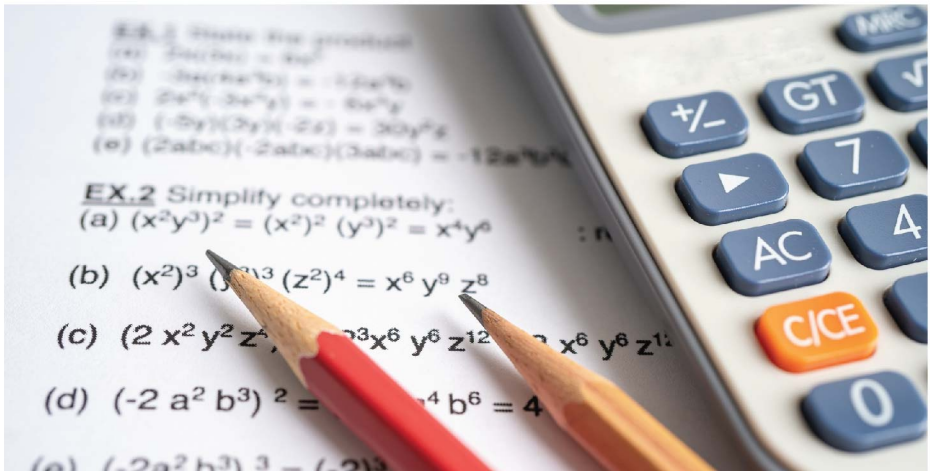
Mathematics is a highly respected A-level and supports progression to a wide range of degree courses and careers. All science-based degrees require good maths skills, and so too do Engineering and many Computing and Economics-based and Social Science degrees.

Further reading:

<https://myedspace.co.uk/blog/post/what-uni-courses-does-level-maths-lead/>

<https://amsp.org.uk/students/studying-a-level-mathematics/whats-next/>

<https://www.mathscareers.org.uk/degree-courses-a-level-mathematics/>



Geography

Course Title: A-Level Geography

Examination Board: Pearson Edexcel

Course Code: 9GEO

Specification Link URL:

<https://qualifications.pearson.com/content/dam/pdf/A%20Level/Geography/2016/specification-and-sample-assessments/Pearson-Edexcel-GCE-A-level-Geography-specification-issue-5-FINAL.pdf>

Assessment Overview:

Candidates sit three externally assessed exam papers at the end of their course (after two years of study). They also complete an independent investigation, which is marked by the teacher and externally moderated.

- Paper 1 – Physical Geography – 2 hours 15 minutes – 30% of the qualification
- Paper 2 – Human Geography – 2 hours 15 minutes – 30% of the qualification
- Paper 3 – Synoptic Assessment – 2 hours 15 minutes – 20% of the qualification

Independent Investigation – 4000 words – 20% of the qualification

Course Content:

Year 1

- Tectonic Processes and Hazards
- Globalisation
- Glaciated Landscapes and Change
- Regenerating Places
- Independent Investigation (Fieldwork)

Year 2

- The Water Cycle and Water Insecurity
- Superpowers
- The Carbon Cycle and Energy Security
- Migration, Identity and Sovereignty
- Synoptic Skills

Who is this course for?

Planet Earth is a fascinating place, in which nature and humanity are entangled in a great battle for survival. Climate change, deforestation, air pollution, water pollution, war, droughts, floods, famine - these disaster terms are now common household phrases.

But are we all doomed? Not yet! Geography is a subject for those who wish to become part of the solution. Together, we can ask the right questions about what is not working; and start proposing the great changes required for our species to fall back in line with Earth's natural systems.

Geographers are interested in science, politics, economics, urban design and sociology. They enjoy learning about places all around the world – from the windswept, barren ice fields of Antarctica; to the throb of Bangkok's bustling city centre.

The coursework element offers an opportunity for in-depth study on a topic which is hand-picked by each student. Teachers will provide personalised support for A level students to become independent in carrying out research, and they will be guided on how to produce a research paper which could rival undergraduate degree standards.

Geography

Where can this course lead?

Geography at A-Level is respected by many career paths because it teaches students a wide range of skills. At degree level, students can specialise in either physical geography (BSc) or human geography (BA). Other related areas of degree study are: Environmental Science, Geology, Agriculture, Conservation, Town Planning, Architecture, Politics, Sustainable Development, and Ecology. Some degrees include an overseas placement, and some have the option of a year in professional practice. Joint honours courses are also popular (EG. Geography with International Relations).

<https://www.careerpilot.org.uk/job-sectors/geography> - Find geography careers

<https://www.theuniguide.co.uk/a-level-explorer> - Check your A level combination

Further Reading:

- The Happy Planet Index – TED Talk - Nic Marks on how we measure quality of life
- The best stats you've ever seen – TED Talk Hans Rosling on population
- How we can turn the cold of outer space into a renewable resource – Aaswath Raman on alternatives to fossil fuels
- PODCAST – 80 Days Podcast - Episodes on interesting places
- BOOKS – Prisoners of Geography (2015) and The Power of Geography (2021) by Tim Marshall - Maps that explain global politics and reveal the future of our world



History

Course Title: IAS and IA Level History

Examination Board: Edexcel

Course Code: XHI01 (IAS) YHI01 (IA)

Specification Link URL:

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/history/2015/specification-and-sample-assessments/IAL-History-Specification.pdf>

Assessment Overview:

Assessment for AS and A-Level History is by external examination only.

Candidates sit three papers at AS Level and a further two papers at A-Level.

For IAS Level:

- Unit 1: Depth Study with interpretations- 2hrs, 2 essays from a choice of 4, 50% of the total IAS mark
- Unit 2: Breadth Study with source evaluation- 2 hrs, 2 questions, 50% of total IAS mark

For A Level:

- Unit 1: Depth Study with interpretations- 2hrs, 2 essays from a choice of 4, 25% of the total IA level mark
- Unit 2: Breadth Study with source evaluation- 2 hrs, 2 questions, 25% of total IA level mark
- Unit 3: Thematic study with source evaluation- 2 hrs, 2 questions, 25% of total IA level mark
- Unit 4: International study with historical interpretations- 2 hrs, 2 questions, 25% of total IA level mark

Course Content

AS Content:

- Unit 1: Russia in Revolution 1881-1917 / Germany 1918-45 / French Revolution 1774-99
- Unit 2: China 1900-76 / India 1857-1948 / Russia 1917-91

A-Level Content:

- Unit 3: The USA, Independence to Civil War 1763-1865 / The British Experience of Warfare 1803-1945 / Civil Rights and Race Relations in the USA 1865-2009
- Unit 4: The World Divided: Superpower Relations 1943-90 / The Cold and Hot War in Asia 1945-90

Who is this course for?

A-Level History is an intellectually rigorous course for pupils who have a deep interest in the world around them and how our world has been shaped by people and events of the past.

To be successful, pupils must be interested in learning about:

Key figures, societies and cultures in the topics we study.

- Key events that have shaped history
- How to separate fact from fiction, a highly valued professional skill in today's world
- How to make convincing arguments and informed decisions
- How to communicate ideas effectively in written and oral form

History

Where can this course lead?

History is one of the Russell Group universities' 'facilitating' subjects – so called because choosing them at A-level allows a wide range of options for degree study. One of the most flexible of qualifications, History provides an excellent pathway to degrees such as History, Law, English and Philosophy, and beyond that to a range of interesting careers.

After university, History students often progress to rewarding careers in:

- National and Local Government, Civil Service and Diplomatic Service
- Media and Journalism
- Law

- Archaeology and Architecture, Conservation and Horticulture
- Teaching in Schools
- Museums and Galleries
- Heritage Sites and Organisations
- Archives, Record Offices, Libraries and Universities
- Charity Work
- The Police and Armed Forces

Further Reading:

Why study history? :
<https://www.youtube.com/watch?v=hLE-5EIGIPM>

Historical Association guidance on studying history :
www.history.org.uk/student/categories/932/info/3755/choosing-history



Course Title: A-Level Chinese

Examination Board: Pearson Edexcel

Course Code: 9CN0

Specification Link URL:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Chinese/2017/specification-and-sample-assessments/Specification_GCE_A_level_L3_in_Chinese.pdf

Assessment Overview:

- Paper 1 – Listening, reading and translation-2 hours-80 marks
- Paper 2 – Written response to works and translation- 2 hours and 40 minutes- 120 marks
- Paper 3 – Speaking- 21 to 23 minutes- 72 marks

Course Content:

The subject content is organised into four themes which address a range of social issues and trends, as well as aspects of the political and artistic culture of the Chinese-speaking world. Each theme is broken into two sub-themes (highlighted in bold). These sub-themes are each exemplified further. The course has been developed to inspire all students who have an appreciation of the language, literature, film and culture of the Chinese-speaking world.

The four themes

- Changes in contemporary Chinese society
- Chinese culture
- Evolving Chinese society
- The impact of reform and opening in China in 1978

Who is this course for?

The A-level Chinese course is ideal for pupils who enjoyed language at IGCSE and are interested in learning more about multiculturalism. It is aimed at pupils who are thinking of studying abroad, spending a year abroad or working internationally. Pupils build on the essential linguistic skills and cultural insights acquired in previous study in order to prepare for progression to further studies or employment.

Where can this course lead?

Students can progress from these qualifications to further study at university level. In addition, the study of one language at AS Level and A-Level can facilitate and help promote the learning of other

languages. The qualification may also add to an individual's employability profile, particularly for companies based globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A level subjects. <https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career.

Further Reading:

You can choose to include links to relevant reading/course prep/podcasts/articles/TED talks etc.

Mathematics

Course Title: AS and A =-Level Mathematics

Examination Board: Pearson Edexcel

Course Code: XMA01 and YMA01

Specification Link URL:

<https://qualifications.pearson.com/content/dam/pdf/International%20Advanced%20Level/Mathematics/2018/Specification-and-Sample-Assessment/International-A-Level-Maths-Spec-Issue3.pdf>

Assessment Overview:

The Pearson Edexcel International Advanced Subsidiary in Mathematics consists of three externally examined units.

The Pearson Edexcel International Advanced Level Mathematics consist of six externally examined units.

For AS Level: Units 1 and 2 are compulsory.

- Unit 1 – Pure 1 – 1 hour 30 minutes - 33 2/3%
- Unit 2 – Pure 2 - 1 hour 30 minutes – 33 2/3%
- Unit 3 – Statistics 1 – 1 hour 30 minutes – 33 2/3%

For A-Level: percentage of AS toward the A level award $P1 + P2 + P3 = 50\%$

- Unit 4 – Pure 3 – 1 hour 30 minutes – 16 2/3%
- Unit 5 – Pure 4 – 1 hour 30 minutes – 16 2/3%
- Unit 6 – Mechanics 1 – 1 hour 30 mins – 16 2/3%

Course Content:

AS Content:

Pure 1 - Algebra and functions; coordinate geometry in the (x,y); trigonometry; differentiation; integration.

Pure 2 - Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.

Stats 1 - Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution

A-Level Content:

Pure 3 - Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.

Pure 4 - Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.

Mechanics 1 - Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.

Who is this course for?

Pearson International AS & A-Level Mathematics develops a set 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.

Where can this course lead?

Mathematics is a highly respected A-level and supports progression to a wide range of degree courses and careers. All science-based degrees require good maths skills, and so too do Engineering and many Computing and Economics-based and Social Science degrees.

Further reading: <https://myedspace.co.uk/blog/post/what-uni-courses-does-level-maths-lead/>

<https://amsp.org.uk/students/studying-a-level-mathematics/whats-next/>

Music

Course Title: AS and A-Level Music

Examination Board: Cambridge

Course Code: 9483

Specification Link URL:

[www.cambridgeinternational.org/
Images/664546-2025-2026-syllabus.pdf](http://www.cambridgeinternational.org/Images/664546-2025-2026-syllabus.pdf)

Assessment Overview:

Assessment for AS and A-Level Music is both external examination and teacher-assessed moderated by Cambridge International.

Candidates sit one paper and submit performance, composition coursework.

For AS Level:

Paper 1 – Listening (2 Hours) Comprises of three areas of study;

- Compositional Techniques and Performance Practice (includes Set Works)
- Understanding Music (includes Set Works)
- Connecting Music (requires a wider knowledge of musical genres and styles)

Component 2 – Practical Music. Comprises of two areas of study;

- Performing- a contrasting programme of solo or ensemble pieces from 6-10 minutes in duration is required
- Composing- Two contrasting compositions approx. 2 minutes in duration are required

For A-Level:

Candidates choose two from Components 3, 4 and 5. The focus of the second year of study is on candidates learning to develop and apply their skills at a higher level of musicianship.

Candidates do this through choosing two from extended studies in performance, composition and investigating music.

- Component 3 – Extended Performance- a 15-20 minute single performance with a research report of 1000-1500 words
- Component 4 – Extended Composition- a single 6-8 minute composition with a 1000-1500 research report
- Component 5- Investigating Music

The starting point is any music of interest to the candidate. The music studied may be drawn from any tradition. Candidates might choose, for example, to study aspects of: the repertoire of an instrument, national characteristics, a genre, a composer or performer. The primary mode of

investigation must be detailed and contextualised listening, to one or more pieces of music. This is presented as an essay of 2500-3000 words.

Course Content:

AS Content: Students focus on listening, composing and performing. For listening, they study set works. These are chosen to support learners in developing their listening skills and understanding of music, including compositional techniques and performance practice. They learn to work with Western notation. Students also listen to and explore other music of their choice and identify and learn to communicate connections across a wide variety of music. Students are also encouraged to build on their own personal musical interests as they study composing and performing. Through this, they learn to develop their own range of compositions and performance programme.

A-Level Content

At A-Level, students have the opportunity to build on their AS Level studies. They choose two areas of interest from composing, performing and investigating music. Learners have the opportunity to develop their musical knowledge, skills and understanding and to communicate these through music and academic writing of more depth. Throughout the course, learners are encouraged to analyse and evaluate and to present work which is underpinned by practical and theoretical understanding.

Music

By learning to listen attentively and with purpose, to create and perform, and present understanding of music through academic writing, learners are developing transferable skills. These will help equip them for higher education or employment.

Who is this course for?

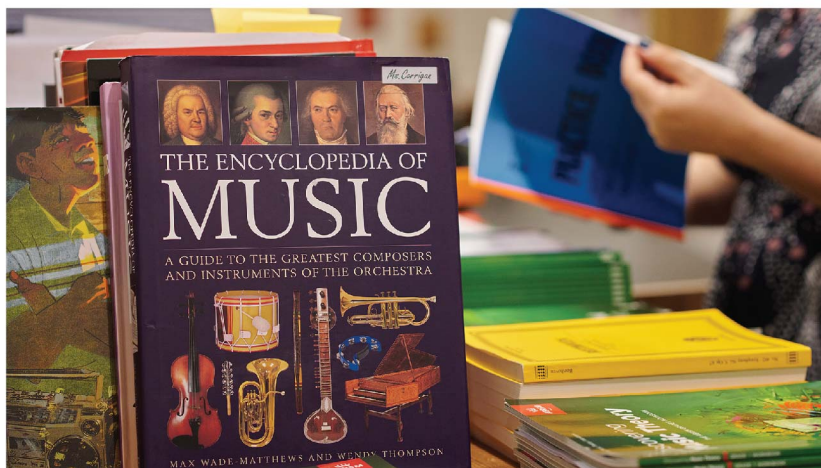
Students who have a genuine passion for music, a good understanding of music theory and proficiency in playing at least one instrument or singing are well-suited for this course. This course is also academically rigorous, so students need to complete written work as well as their practical coursework. A successful Music student is one who can be creative and analytical.

Where can this course lead?

A-Level music can be a stepping stone to further education in music or a career in the music industry. Students interested in pursuing music at a higher level or working in music-related fields can benefit from this qualification.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A-level subjects

<https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career



Physical Education

Course Title: AS and A-Level Physical Education

Examination Board: Edexcel

Course Code: 9PEO

Specification Link URL:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/Physical%20Education/2016/Specification%20and%20sample%20assessments/A_level_PE_specification.pdf

Assessment Overview:

A-Level and AS Level:

- **Component 1:** Scientific Principles of Physical Education

Written examination: 2 hours and 30 minutes

40% of the qualification.

- **Component 2:** Psychological and Social Principles of Physical Education

Written examination: 2 hours

30% of the qualification

- **Component 3:** Practical Performance

15% of the qualification

- **Component 4:** Performance Analysis and Performance Development Programme

15% of the qualification

Course Content:

The Edexcel AS and A-Level Physical Education course is designed to provide students with a comprehensive understanding of sports science, physiology, and the sociocultural aspects of physical activity. The course is structured around four key components.

Physiological Factors Affecting Performance delves into the intricacies of exercise physiology, exploring how the human body responds and adapts to physical activity.

Psychological Factors Affecting Performance focusses on sports psychology, examining the mental aspects of sports performance, including motivation, skill acquisition, and the impact of personality on sports participation and performance.

The third component, Socio-cultural Issues in Physical Activity and Sport, explores the sociological and cultural dimensions of sports, investigating issues such as gender, ethnicity, and the role of sport in society.

The final component, Performance in Physical Education, involves practical assessments, where students showcase their skills in a chosen sport, alongside a written analysis of their performance. This can be as a player or a coach.

Throughout the course, students engage in critical analysis, research, and practical application, developing a well-rounded perspective on Physical Education. The A-Level and AS Level both address the above four core areas, with the A-Level incorporating additional content for deeper study in each of these areas.

Who is this course for?

Selecting A-Level Physical Education is an excellent choice for students who possess a genuine passion for sports, exercise, and the holistic well-being of individuals. This course is ideal for those who not only enjoy participating in physical activities but also demonstrate an interest in understanding the science, theory, and strategic aspects of sports.

A-Level PE is suited for students who are committed to both their academic studies and athletic pursuits, as it combines theoretical coursework with practical assessments. If you have a keen curiosity about the human body's response to exercise, an interest in sports psychology, and a desire to delve into the intricacies of sports performance, A-Level PE is the perfect fit for you.

Where can this course lead?

Opting for A-Level Physical Education opens a diverse array of pathways and opportunities for students. Beyond fostering a deep understanding of sports science, business, physiology, and sociocultural aspects of physical activity, this qualification serves as a springboard for further studies and exciting career prospects.

Physical Education

For those inclined towards academia, A-Level PE paves the way for higher education in sports science, physiotherapy, sports psychology, or related disciplines.

Students with a passion for teaching can pursue degrees in physical education, becoming educators and impart their knowledge to future generations.

A-Level PE introduces individuals for roles in sports management, coaching, refereeing and sports therapy, providing a solid foundation for careers within the dynamic sports industry.

This qualification nurtures a holistic appreciation for physical activity and cultivates skills applicable in various fields, making A-Level PE a versatile choice with extensive potential for personal and professional growth.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A-level subjects <https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career

Further Reading:

High Performance Podcast

Mathew Syed – **Black Box Thinking; Bounce; Rebel Ideas**

Phil Knight – **Shoe Dog**

Kirk Bizley – **Sport in Society**

James Afremow - **The Young Champion's Mind: How to Think, Train and Thrive like an Elite Athlete**

David Epstein - **The Sports Gene**



Physics

Course Title: International AS and A Level Physics

Examination Board: Cambridge

Course Code: 9702

Specification Link URL:

<https://www.cambridgeinternational.org/Images/664565-2025-2027-syllabus.pdf>

Assessment Overview:

Assessment for AS and A Level Physics is by external examination only.

Candidates sit three papers at AS Level and a further two papers at A Level.

For AS Level:

- Paper 1 – Multiple Choice - 1 hour
15 minutes – 31% of total AS – 15.5% of total A Level
- Paper 2 – Structured – 1 hour
15 minutes – 46% of total AS – 23% of total A Level
- Paper 3 – Practical and Structured – 2 hours -
23% of total AS – 11.5% of total A Level

For A Level:

- Paper 4 – Structured – 2 hours – 38.5% of the A Level
- Paper 5 – Planning, Analysis and Evaluation – 11.5% of the A Level

Course Content:

AS Content: Students cover Physical Quantities, Kinematics, Forces, Density and Pressure, Work, Energy and Power, Deformation of Solids, Waves, Superposition, Electricity, DC Circuits and Particle Physics.

A Level Content: Students cover Motion in a circle, Gravitational Fields, Temperature, Ideal Gases, Thermodynamics, Oscillations, Electric Fields, Capacitance, Magnetic Fields, Alternating Currents, Quantum Physics, Nuclear Physics, Medical Physics, Astronomy and Cosmology.

This course deals with the deeper understanding of the fundamentals of Physics with lots of opportunity for practical work including a practical exam with an unfamiliar problem to solve at A Level as well as students proving themselves in the scientific method in the Planning, Analysis and Evaluation at the A Level.

Who is this course for?

This course is recommended for any student who enjoyed IGCSE Physics and has ambitions to study in a field requiring a great use of logic as well as problem solving in a STEM context. If you are interested in exploring the laws that govern cause and effect in the universe, what atoms, planets and stars are made of, solving the world's energy problems or designing great engineering structures, this is the course for you. Students interested in problem-solving, imagining and proving with Mathematics will enjoy this course.

Physics goes well with other sciences such as chemistry but also maths, DT and geography. A Physics A Level is a stamp of intellectual approval which is prized in all universities and in the employment sector.

Where can this course lead?

Physics is an ideal A Level if you wish to study Engineering but is also desirable for Medicine, Architecture, Computer Science and even law. An A level in Physics is highly desirable for those wishing to work in Robotics, Environmental Science and Energy solutions but importantly can be a gateway to many non-scientific careers as a highly respected subject intellectually <https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career

Further Reading: Institute of Physics - For physics
• For physicists • For all : Institute of Physics (iop.org)

Sean Carrol's Mindscape – Podcast

Physics World Weekly Podcast

A Brief History of Time – Stephen Hawking.

Psychology

Course Title: AS and A-Level Psychology

Examination Board: Cambridge International

Course Code: 9990

Specification Link URL:

<https://www.cambridgeinternational.org/Images/634461-2024-2026-syllabus.pdf>

Assessment Overview:

Assessment for AS and A-Level Psychology is by external examination only.

Candidates sit two papers at AS Level and a further two papers at A-Level.

For AS Level:

- Paper 1 – Approaches, Issues and Debates – 1 hour 30 minutes
- Paper 2 – Research Methods – 1 hour 30 minutes

For A Level:

- Paper 3 – Specialist Options (2 available) - 1 hour 30 minutes
- Paper 4 – Specialist Options (2 available) - 1 hour 30 minutes

Course Content:

AS Content: The AS Level course consists of approaches, issues and debates and research methodology that underpin the study of psychology. These fundamental aspects of psychology are taught and assessed through the study of 4 distinct approaches. The approaches are: Biological, Cognitive, Learning and Social psychology. The issues and debates component includes topics that students must consider including:

the application of psychology to everyday life

- Individual and situational explanations
- Nature versus nurture
- The use of children in psychological research

- The use of animals in psychological research

A-Level Content:

Students study how psychology is applied in two of the following areas:

- Clinical Psychology
- Consumer Psychology
- Health Psychology
- Organisational Psychology

At A-Level, the issues and debates that candidates will need to consider in relation to each of the specialist options are:

- The application of psychology to everyday life
- Individual and situational explanations
- Nature versus nurture
- The use of children in psychological research
- Cultural differences
- Reductionism versus holism
- Determinism versus free-will
- Idiographic versus nomothetic

Who is this course for?

What makes people tick? Why do some people behave the way they do? Why do different things affect your mood and confidence?

If you've ever spent time thinking about these puzzles, psychology might be for you. Psychologists could hold the answers. And if they don't yet, you can be sure they are looking for them.

Psychology is the scientific study of the mind and human behaviour. Psychologists observe and conduct experiments to find out more about the way people act and interact. If you study psychology you'll be able to hone your analytical and organisational skills and learn about scientific research methods, including collecting and working with data.

Psychology

Learning about human behaviour can also help to build your communication skills and improve your teamwork and leadership skills.

Where can this course lead?

Psychology is useful for any job that requires lots of interaction or an understanding of human behaviour and development.

People with skills in psychology are sought after in business, management, teaching, research, social work and careers in medicine and healthcare.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A-level subjects including psychology

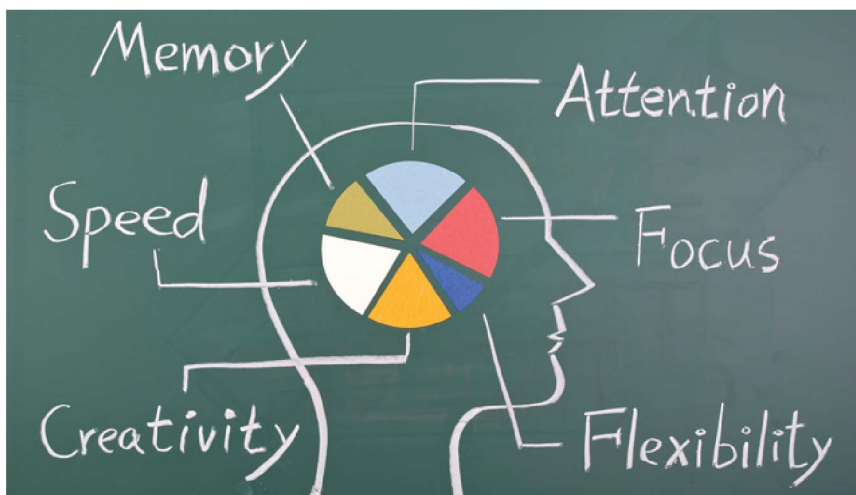
<https://www.careerpilot.org.uk/job-sectors/subject/psychology> - find out where psychology can lead in the future

Further Reading:

<https://successatschool.org/advice/why-study-psychology/206>

why study psychology?

<https://www.ted.com/topics/psychology> - the best TED talks on psychology



Spanish

Course Title:

INTERNATIONAL ADVANCED LEVEL SPANISH SPECIFICATION:

- Pearson Edexcel International Advanced Subsidiary in Spanish (XSP01)
- Pearson Edexcel International Advanced Level in Spanish (YSP01)

Examination Board: Edexcel

Course Codes:

- Pearson Edexcel International Advanced Subsidiary in Spanish (XSP01)
- Pearson Edexcel International Advanced Level in Spanish (YSP01)

Specification Link URL:

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

Assessment Overview:

AS Level: The Pearson Edexcel International Advanced Subsidiary in Spanish consists of two externally examined units.

A-Level: The Pearson Edexcel International Advanced Level in Spanish consists of four externally examined units.

For AS Level: Pearson Edexcel International Advanced Subsidiary in Spanish.

This qualification consists of two externally assessed units. The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, Units 1 and 2. This qualification may be awarded as a discrete qualification or may contribute 50 per cent towards the International Advanced Level qualification.

Unit 1: Spoken expression and response (8-10 mins, 40 marks)

Content overview:

Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment.

Assessment overview:

- Section A: Spoken response – Requires students to respond to four Pearson-set questions on a stimulus related to one of the student's two chosen general topic areas (GTAs).
- Section B: Discussion – Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked topics, moves away from the main focus of the stimulus.

Unit 2: Understanding and written response (2h 30 min, 90 marks)

Content overview:

Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment.

Assessment overview:

- Section A: Listening – Requires students to listen to a range of authentic material recorded in Spanish and to retrieve and convey information given in the recording by responding to a range of questions in Spanish.
- Section B: Reading and Grammar – Requires students to read authentic printed materials in Spanish and to retrieve and convey information by responding to a range of questions in Spanish.
- Section C: Writing – Requires students to write an email or article of a recommended length of 240–280 words in Spanish based on a short, printed stimulus written in Spanish and four related bullet points.

Spanish

Unit 1: Spoken expression and response (8-10 mins, 40 marks)

Content overview:

Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment.

Assessment overview:

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- Section B: Discussion – Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same GTA and its linked topics, moves away from the main focus of the stimulus.

Unit 2: Understanding and written response (2h 30 min, 90 marks)

Content overview:

Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment.

Assessment overview:

- Section A: Listening – Requires students to listen to a range of authentic material recorded in Spanish and to retrieve and convey information given in the recording by responding to a range of questions in Spanish.
- Section B: Reading and Grammar – Requires students to read authentic printed materials in Spanish and to retrieve and convey information by responding to a range of questions in Spanish.
- Section C: Writing – Requires students to write an email or article of a recommended length of 240–280 words in Spanish based on a short, printed stimulus written in Spanish and four

related bullet points.

Unit 3: Understanding and spoken response (11-13 mins, 40 marks)

Content overview:

Debate on any issue chosen by the student followed by a discussion of at least two further issues chosen by the teacher/examiner from any of the IAL general topic areas (GTAs).

Assessment overview:

Section A: Presentation and debate – Requires students to demonstrate the effectiveness of their Spanish-language skills by presenting and taking a clear stance on any issue of their choice for about one minute. Students will then interact with the teacher/examiner as they defend and justify their views for up to four minutes.

Section B: Discussion – The teacher/examiner initiates a spontaneous discussion on at least two further issues, moving the conversation away from the students' chosen issue. If these further issues relate to the IAS GTAs, then they do not have to be rooted in Spanish-language culture. However, if these issues relate to the IA2 specific GTAs, they must be rooted in Spanish-language culture. Students will be expected to use debating skills and argument to discuss their chosen issue. They will be assessed on their reading and research skills in their chosen issue, as well as their communication skills and quality of spoken language.

Unit 4: Research, understanding and written response (2h 30 min, 90 marks)

Content overview:

Youth matters; Lifestyle, health and fitness; Environment and travel; Education and employment; Technology in the Spanish-speaking world; Society in the Spanish speaking world; Ethics in the Spanish-speaking world.

Set topics, literary texts and films.

Assessment overview:

- Section A: Listening – Requires students to listen to a range of authentic material recorded in Spanish and to retrieve and convey information given in the recording by responding to a range of questions in Spanish.
- Section B: Reading and Grammar – Requires students to read authentic printed materials in Spanish and to retrieve and convey information by responding to a range of questions in Spanish.
- Section C: Writing – Requires students to answer one question, in Spanish, from a choice of two, that relates to a topic, a literary text or a film chosen from the prescribed list. Students should write 300-400 words. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Spanish language produced.

Course Content:

AS Content: Units 1 and 2

1. Youth matters:

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

2. Lifestyle, health and fitness:

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

3. Environment and travel:

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact
- Energy, pollution and recycling

4. Education and employment:

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

A Level Content: Units 1, 2, 3 and 4

1. Youth matters:

- Family relationships and friendships
- Peer pressure and role models
- Music and fashion
- Technology and communication

2. Lifestyle, health and fitness:

- Food and diet
- Sport and exercise
- Health issues
- Urban and rural life

3. Environment and travel:

- Tourism, travel and transport
- Natural disasters and weather
- Climate change and its impact

Spanish

- Energy, pollution and recycling

4. Education and employment:

- Education systems and types of schooling
- Pupil/student life
- Volunteering and internships
- Jobs and unemployment

Unit 3: Students will develop their presentation skills in Spanish, by presenting and defending their own views on their chosen issue while sustaining a debate. Students can choose any issue, and they are not restricted to any of the prescribed general topics areas in the other units. Students will develop their debating skills by defending their views and sustaining discussions.

Unit 4 (also includes topics from units 1 and 2):

5. Technology in the Spanish-speaking world:

- Scientific advances
- Technological innovations
- Impact on life and environment

6. Society in the Spanish-speaking world:

- Migration
- Equality
- Politics
- Customs

7. Ethics in the Spanish-speaking world:

- Beliefs
- Law and order
- Moral issues

Students will also develop their ability to write in Spanish by studying one from a prescribed set of topics, literary texts, and films in Spanish.

Who is this course for?

You'll study culturally sensitive and authentic texts and our general Topic Areas (GTA) focus on Spain and the wider Spanish language speaking world exploring cultural, social, political, moral, intellectual, technological issues and trends.

On completion, you could go on to pursue a university degree in Spanish or a related subject. Our approach will also suit students who see language as a skill to enhance career or travel prospects.

Where can this course lead?

Students can progress from these qualifications to further study at university level. In addition, the study of one language at AS Level and A-Level can facilitate and help promote the learning of other languages. The qualification may also add to an individual's employability profile, particularly for companies based globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

<https://www.theuniguide.co.uk/a-level-explorer> this allows students to explore the degree options available to them with different combinations of A-level subjects. <https://www.careerpilot.org.uk/job-sectors/subjects> - this allows students to select your subject and find out where this might lead for a future career.

Further Reading:

You can choose to include links to relevant reading/course prep/podcasts/articles/TED talks etc.



**Wellington College
International School Bangkok**

18 Krungthep Kreetha Road,
Thap Chang, Saphan Sung, Bangkok 10250

02 087 8888
wellingtoncollege.ac.th

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