



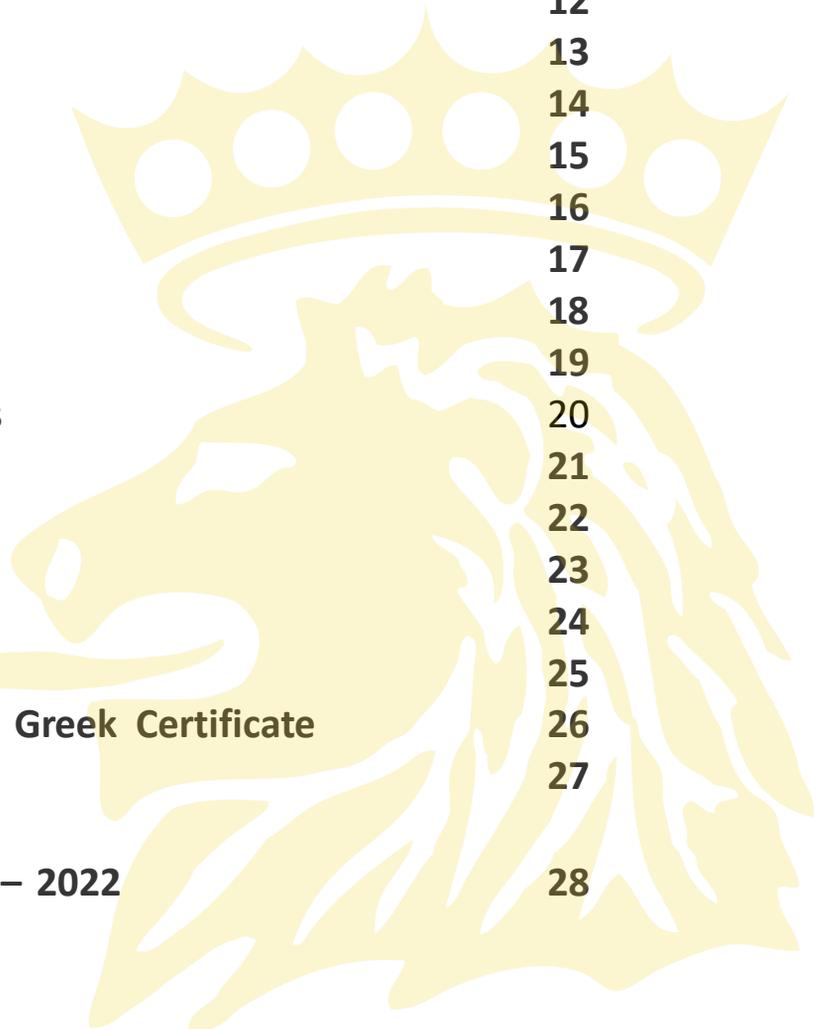
THE ENGLISH SCHOOL
A SECOND CENTURY OF EXCELLENCE



Year 5 Booklet for A Level Options 2021 - 2022

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Useful Websites for Careers & University Entry

General	www.englishschool.ac.cy	Click 'university entry', fast links to topics of interest and keep up to date with our upcoming visits and events
	Unifrog	Sign in to your Unifrog account for information about English taught courses worldwide, Careers, personality test, interest quizzes and more
	www.thecompleteuniversityguide.co.uk www.timeshighereducation.com www.topuniversities.com	Gives rankings by university and ranking of universities by individual subjects and countries
	www.whatuni.com	Lots of information on UK Universities, their available scholarships, useful advice for new students.
	unistats.direct.gov.uk	Official statistics on entry requirements, destinations and satisfaction rates.
	www.icould.com www.prospects.ac.uk https://targetcareers.co.uk/	Reliable source of information for choosing careers
UK	www.ucas.com	Gives information on all UK Universities including course profiles and entry requirements for each course
	www.russellgroup.ac.uk	
	www.informedchoices.ac.uk	The importance of choosing the right sixth form subjects and how to decide
USA	www.studyusa.com.cy	Information concerning US Universities
	educationusa.state.gov	Official source on US Higher Education, supported by the Bureau of Educational & Cultural Affairs
	www.collegeboard.com	Information about a US application
France	campusfrance.org	
Germany	https://www.daad.de/en/	General information /entry requirements
	www.study-in.de	
	hochschulstart.de	Medicine in Germany
Italy	www.universitaly.it/index.php	
	www.admissionstesting-service.org/our-services/medicine-and-healthcare/imat/how-to-register	Medicine admission test
Holland	www.studyinholland.nl	
Spain	www.studying-in-spain.com	General information
	https://accesoextranjeros.uned.es/home	UNEDasiss
Europe	www.studyineurope.eu	Database of courses in Europe
	eunicas.co.uk	European University Central Application Support

AN INTRODUCTION TO THE OPTIONS PROCESS

Welcome to the Year 5 Options process!

Please read this section carefully. It contains very important general information concerning entry into the Sixth Form and into individual subjects

When students come to the end of their I/GCSEs they will go on to take GCE's (A Levels.) This means that certain choices have to be made, as to which are the right subjects of study and combinations for each student.

When making your choices you should consider:

- The subjects you are interested in
- Your abilities, aptitudes and skills
- Your future career path, if known
- If you are not sure what course you will follow, you might wish to consider choosing A Levels that will lead to a wide range of university courses and thus keep your future career options open.

The General Structure of A-Levels

The School feels that the GCE syllabii stretch and challenge all students, especially those aspiring to attend a top university. The more "open ended" questions and synoptic elements demand systematic study, increased effort and wider reading if students are to achieve an A* grade.

Most A levels have now become linear. Due to changes to the exam boards' provision of AS examinations, as many subjects have now been withdrawn from this qualification, you will not be sitting AS examinations at the end of Year 6. Instead, you will be sitting end of Year 6 school examinations, which you will need to pass in order to progress into Year 7. University offers will thus generally be made based on a student's I/GCSE performance profile and predicted GCE grades. Obviously your performance in Year 6 end of year examinations will play a key role in determining your GCE predictions in Year 7.

We ask students going into Year 6 to **CHOOSE FOUR SUBJECTS** from the list provided. This provides students with a broad academic base in Year 6 which gives them more flexibility in dropping a subject when continuing with three GCE's in Year 7. The breadth is also appreciated by universities. This is not optional; all students are expected to complete four subjects at the end of Year 6.

Option Choices

Because it is very important to make sensible choices, we allow considerable time for this process. This is to allow you to think carefully about what you plan to do and give you a chance to discuss and consult with staff and your parents before any final commitment is made.

It is wise that before any choices are made the matter be discussed:

- at home among the family
- at School with the relevant teachers
- at School with the Careers and University Guidance Centre, Mr Georgiou, Ms Pantelides, and Mrs Ashioti, if special guidance is needed for university and careers issues.

The options process will be completed by **Monday 7th February 2022**. We urge all students to make their final choices by the 7h February deadline.

After this date:

- No further changes will be allowed until after the I/GCSE results are published in August 2022.
- In August the number of changes possible will be restricted by set sizes and the timetable. Students will not be allowed to move if sets are above the target number of 16.

It is sometimes necessary for Heads of Department to reject subject requests because in their view, and in the light of the student's past performance, it will not be a wise choice to make.

Year 6 Entry Requirements

Promotion to Year 6 is dependent upon a student gaining a minimum of **6 pass grades (9-5) at I/GCSE Level** which should include his/her option choices. Students gaining fewer than 6 I/GCSE passes cannot normally be admitted to an A Level programme. **They may be offered the chance to repeat Year 5 or asked to leave the School. This will be strictly applied.** If after repeating Year 5 the required grades are achieved, promotion to an A Level course can take place.

Requirements for Year 6 Option Subjects

THE FOLLOWING SHOULD BE NOTED:

- **Normally a student should have achieved at least a grade 7 at I/GCSE level in a chosen subject order to proceed into the Sixth Form class in this subject. This is to ensure that all students have a good chance of success at GCE as the standard is considerably more demanding than I/GCSE and requires a strong foundation in the subject.**
- It is not recommended that an A Level course should be followed in a subject when less than Grade 6 is achieved at I/GCSE. Consequently, if a student has the minimum pass grade of Grade 5, entry will be at the discretion of the Head of Department.
- Option courses will be run only if viable groups are formed.
- While every effort will be made to satisfy students' option choices, in some cases this may not be possible due to timetabling restrictions.

Subject-specific minimum requirements:

- **Business Studies:** Economics IGCSE, minimum grade 7, Maths IGCSE, minimum grade 7, and English Language minimum grade 6
- **Computer Studies:** Computer Studies IGCSE, minimum grade 7, and Maths IGCSE minimum grade 7
- **Economics:** Economics IGCSE, minimum grade 7, Maths IGCSE Minimum grade 7, and English Language minimum grade 6
- **Geography:** Geography IGCSE minimum grade 7, English Language IGCSE minimum grade 6
- **Further/Double Maths:** Grade 8 IGCSE Maths and AQA Further Maths, minimum grade 8



Examination Board

Edexcel

Assessment

Coursework 60%
External Exam 40%

Course Structure

Component 1 - Personal Portfolio 60% of GCSE

- Supporting Studies
- Practical Work
- Personal Study (Essay)

Component 2 - Externally Set Assignment 40% of GCSE

- Preparatory Studies
- 15 hour period of sustained focus (exam)

About the course

Pupils will develop personally driven projects. For each project, pupils will be expected to complete comprehensive research work developing their ideas, experimenting with media, refining their skills and linking their ideas to other artists and designers. Therefore pupils will develop visual language skills and conceptual awareness.

During the Art and Design course students will create a portfolio, which will be oriented around their chosen career path for example Fine Art, Architecture, Product Design, Interior Design, Textile Design, Fashion Design, Graphic Design, Game Design and Development, Set Design, Illustration and Animation and many more.

Art and Design at this level aims to enable students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, crafts and design
- experience of working with a broad range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the context in which they operate
- knowledge and experience of real-world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of, art, craft, design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design

Examination Board Edexcel

Assessment

Paper 1 - 33.33% of total qualification (2h, 100 marks)

Paper 2 - 33.33% of total qualification (2h, 100 marks)

Paper 3 - 33.33% of total qualification (2h, 100 marks)

Course Structure

Topic 1: Lifestyle, Health and Risk

Topic 2: Genes and Health

Topic 3: Voice of the Genome

Topic 4: Biodiversity and Natural Resources

Topic 5: On the Wild Side

Topic 6: Immunity, Infection and Forensics

Topic 7: Run for your Life

Topic 8: Grey Matter

Statistics: Student's t-test, χ^2 -test and Spearman's Rank.

A scientific article that is pre-released 8 weeks before the examination.

Subject specific minimum requirements:
IGCSE Biology minimum grade 7.

About the course

What students will gain from the course:

- Biology is a highly interesting and motivating subject. The workload is demanding but rewarding.
- The new Edexcel Biology specification has been designed to engage and inspire students by showing how an understanding of many contemporary issues requires a grasp of fundamental biological ideas.
- The course aims at recognizing the value and responsible use of biology in society and promoting an appreciation of the development and significance of biology in personal, social, environmental, economic and technological contexts and an awareness of advances in technology, including ICT, relevant to biology.
- The course combines the traditional classroom lesson with experimental work, which reinforces the theory part of the course and develops an understanding of the links between theory and experiment and scientific methods.
- A significant proportion of time is devoted to practical work, which includes fieldwork, microscopy and biochemical and physiological experiments.
- A level Biology is a highly respected academic A level and it makes an excellent choice, offering you access to a wide range of university courses and careers. You'll need biology for most degrees in medicine, biology, biomedical sciences, dentistry, dietetics, physiotherapy, orthoptics, occupational therapy, speech therapy, sports science, pharmacy, nursing, veterinary medicine, biotechnology, forensic science, science writing, and nursing to just name some.



Examination Board

Edexcel

Assessment

Paper 1: Theme 1 and 4 (35%)

Paper 2: Theme 2 and 3 (35%)

Paper 3: Theme 1, 2, 3 & 4 (30%)

Course Structure

Business A Level Structure: Theme 1: Marketing and People

Theme 2: Managing business activities Theme 3:

Business decisions and strategy Theme 4: Global

Business

Subject-specific minimum requirements:

Business Studies: Economics IGCSE, minimum grade 6, Maths IGCSE, minimum grade 7, and English Language minimum grade 6

About the course

Students are introduced to business through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work.

Students are encouraged to use an enquiring, critical and thoughtful approach to the study of business, to understand that business behaviour can be studied from a range of perspectives and to challenge assumptions. Students must investigate different types and sizes of organisation in various business sectors and environments, and in local, national and global contexts.

Students will also need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current business issues.

This course has a special focus on:

- Problem-solving and dynamic approach: with a focus on business choices, how businesses respond strategically to the changes they face, and an understanding of the current issues that impact on business, such as the digital economy
- Reflect today's global world: the new specifications ensure that students develop an understanding of current global issues that impact on businesses.

Examination Board Edexcel

Assessment

External exam
Internal practical component

Course Structure

Paper 1 Adv Inorganic & Physical Chemistry 30%
Paper 2 Adv. Organic & Physical Chemistry 30%
Paper 3 General & Practical Principles in Chemistry 40%

Subject-specific minimum requirements:
Chemistry IGCSE minimum grade 7

About the course

The purposes of this qualification are to:

- define and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at UK and other higher education institutions, particularly (although not only) in the same subject area
- set out a robust and internationally comparable post-16 academic course of study to develop that knowledge, skills and understanding
- enable higher education institutions to identify accurately the level of attainment of students provide a basis for school and college accountability measures at age 18
- provide a benchmark of academic ability for employers

The aims and objectives of the Pearson Edexcel Level 3 Advanced GCE in Chemistry are to enable you to develop:

- Essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem-solving skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- Chemistry will help you get ahead in most STEM (science, technology, engineering and maths) careers. Chemistry is an important subject for careers in medicine, environmental science, engineering, toxicology, developing consumer products, metallurgy, space exploration, developing perfumes and cosmetics, pharmaceuticals, energy, teaching, science writing, software development and research.



Examination Board

Cambridge

Assessment

External Exam AS 50%

External Exam A2 50%

Course Structure

AS Level

Paper 1 - Theory Fundamentals - 25%

Paper 2 - Fundamental Problem-solving and Programming Skills - 25%

A Level

Paper 3 - Advanced Theory – 25%

Paper 4 - Practical – 25%

About the course

The aims of a course based on Cambridge International AS and AL Computer Science, whether leading to an AS or A Level qualification are:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people
- an understanding of the different methods of communication and the functionality of networks and the internet
- the skills necessary to apply this understanding to develop computer based solutions to problems

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

This syllabus aims to encourage the development of computational thinking, that is thinking about what can be computed and how by the use of abstraction and decomposition. It includes consideration of the data required. Learning computational thinking involves learning to program, by writing computer code, because this is the means by which computational thinking is expressed.

AS & A Level Computer Science encourages learners to meet the needs of Higher Education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology. It encourages learners to be:

- confident, using a range of technology and programming paradigms
- responsible, using technology ethically
- reflective, as programmers, improving their own programming solution
- innovative, creating efficient solutions to problems
- engaged, in technology, how it is built and how software solutions are developed



Examination Board Edexcel

Assessment

Unit 1 – 50% of A Level

Unit 2 – 50% of A level

Course Structure

Unit 1 – 50% of A Level

This involves the students producing a design folder and a 2D portfolio and 3D practical outcome on their suggested design solution. This is completed during the 7th year. It is produced under supervised sessions.

Unit 2 – 50% of A level

A terminal examination based on the knowledge acquired throughout the two-year course

About the course

Component 1: Principles of Design and Technology (Paper code: 9DT0/01)

Written examination: 2 hours 30 minutes 50% of the qualification 120 marks

Content overview

Topic 1: Materials

Topic 2: Performance characteristics of materials

Topic 3: Processes and techniques

Topic 4: Digital technologies

Topic 5: Factors influencing the development of products

Topic 6: Effects of technological developments

Topic 7: Potential hazards and risk assessment

Topic 8: Features of manufacturing industries

Topic 9: Designing for maintenance and the cleaner environment

Topic 10: Current legislation

Topic 11: Information handling, Modelling and forward planning

Topic 12: Further processes and techniques

Topic 13 : Historical content

Topic 14: Electronics and Mechanisms

Component 2: Independent Design and Make Project

Non-examined assessment 50% of the qualification 120 marks

- The investigation report is internally assessed and externally moderated
- Students will produce a substantial design, make and evaluate a project which consists of a portfolio and a prototype
- The portfolio will contain approximately 40 sides of A3 paper text (or electronic equivalent)

Examination Board Edexcel

Assessment

There are three externally assessed papers at A level.

Paper 1 : Markets and business behavior
Paper 2 : The National and global economy
Paper 3 : Microeconomics and macroeconomics

Course Structure

Theme 1 introduces students to markets and market failure

Theme 2 introduces students to the UK economy, focusing on performance and policies

Theme 3 explores business behaviour and the labour market

Theme 4 considers a global perspective.

Subject-specific minimum requirements:

Economics: Economics IGCSE, minimum grade 7, Maths IGCSE Minimum grade 7, and English Language minimum grade 6

About the course

Economics is the study of how we allocate scarce resources. We look at the role of the firms, individuals and governments play in this process. We aim to discover the costs and benefits of different policies aimed at dealing with these problems.

What will you learn on this A Level course?

- How to develop an understanding of economic concepts and theories through a critical consideration of current economic issues, problems and institutions that affect everyday life. Examples include the study of the problems of agriculture, the environment, the labour market, the housing and stock markets, the problems currently faced by the global economy, especially the Eurozone, etc.
- How to apply economic concepts and theories in a range of contexts and to appreciate their value and limitations in explaining real-world phenomena such as globalization, the rise of economies such as those of China and India and also the demise of other economies some in Sub-Saharan Africa and Asia.
- How to analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it. Should, for example, the government proceed to the privatisation of CYTA and EAC or should these organizations stay under the control of the government? Should health and education be provided solely on a private basis or should the government have a say? Is it right in the light of the present recession that governments should intervene actively to kick start their economies or should they go ahead with austerity measures to control the size of public debt ?
- How to participate effectively in society as a citizen, producer, consumer and a member of the labour force in a constantly changing world that poses a series of challenges.

Examination Board Edexcel

Assessment

80% External Examination
20% Coursework

Course Structure

A Level
Paper 1 – Language Variation
Paper 2 – Child Language
Paper 3 – Language Investigation
Paper 4 (coursework) – Crafting Language

About the course

The course provides you with many opportunities to study English Language in its diverse forms; you will gain a critical understanding of how language works and will be presented with opportunities to study this independently. As language is a social medium, it cannot be separated from social issues and consequently you will learn to evaluate how language works in context: for example, in politics, the media, education, law, and in e-mails.

Additionally, you will improve fluency in the language in both speech and writing. You will be presented with opportunities to write for real-life contexts and improve your skills as a professional writer and producer of texts. Given the status which English has today as a global language, and the essential need for effective communication, analysis and critical thinking; the skills learnt during the course are highly valued by both universities and employers.

You can apply to do a degree in a wide range of subjects, such as English, journalism, media and communication studies, law, linguistics or psychology. By studying language you will become an expert at understanding concepts, analysing a complex system of representation and interpreting and creating a variety of written and spoken texts, including media. In the real world, including the world of work, we are bombarded with such texts; the skills that you will learn, therefore, including those of powerful and effective communication, are essential.

Examination Board Edexcel

Assessment

80% External Examination
20% Coursework

Course Structure

A Level:

Paper 1 – Drama Paper 2 – Prose Paper 3 – Poetry
Paper 4 (coursework) – Comparative Work



About the course

Overall, the study of English Literature gives students the chance for personal development and enrichment along with an enhancement of the skills of evaluation, analysis and comparison. Studying English Literature is not just about reading well-written books. It is a subject which opens your mind to understanding the world around you, allowing you to address a wide range of issues in interesting ways: moral, spiritual, ethical, philosophical, social, political and cultural. The analytical and communication abilities that English provides are called ‘transferable skills’: they are useful in almost any occupation. When looking for a job, they are often the most valuable skills to have. Studying English Literature will help develop the following:

- The Russell Group of Universities has identified English Literature as one of the eight ‘facilitating’ subjects at A-level. This means that it is one of the most frequently required for entry to degree courses.
- English Literature is perceived as a valued subject by both universities and employers. As well as developing analytical skills, students will gain fluency in their oral and written communication. These skills are essential in careers which require professionals to communicate knowledge and understanding persuasively such as Law, Medicine, Business Management, Diplomacy, the Media and Education.



Examination Board Edexcel

Assessment

100% external assessment

Course Structure

A Level French

Paper 1: listening, reading and translation 40%

Paper 2: written response to works and translation 30%

Paper 3: speaking 30%

About the course

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

- enhance your linguistic skills and promote and develop your capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop your ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within your cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking
- develop as independent researchers



Examination Board

Cambridge

Assessment

100% External Examination

Course Structure

AS Level

Paper 1 – Core Physical Geography (50%)

Paper 2 – Core Human Geography (50%)

A Level

Paper 1 – Advanced Physical Geography (50%)

Paper 2 – Advanced Human Geography (50%)

AS Level:

Cambridge International AS Levels often represent the first half of an A-Level course but may also be taken as a freestanding qualification. The content and difficulty of a Cambridge International AS Level examination is equivalent to the first half of a corresponding Cambridge International A-Level.

Subject-specific minimum requirements:

Geography IGCSE minimum grade 6, English Language IGCSE minimum grade B/6

About the course

We are constantly exposed to geographical issues in everyday life, including; environmental concerns; natural disasters; world weather; local developments; economic development; water management; resource development; energy issues; urban and rural change; population change and migration; maps and travel. It is not then surprising that Geography is an increasingly popular option choice at AS and AL. Students are provided with an opportunity to develop an awareness and understanding of the patterns; processes and relationships that characterise human and physical environments.

Traditionally geography is seen as a bridge between the sciences and humanities, enabling students to keep their options open. Geography also complements many AS/AL subject combinations

Fieldwork opportunities at AS/AL

At AS an extremely successful annual trip is offered to The Cranedale Centre, a field study centre in Yorkshire, UK during the autumn term. This Centre has a deservedly very high reputation for teaching of excellence and provides the students with a solid of a wide range of A level topics.



Examination Board Edexcel

Assessment

100% external assessment

Course Structure

A Level German

Paper 1: listening, reading and translation 40%

Paper 2: written response to works and translation 30%

Paper 3: speaking 30%

About the course

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

- enhance their linguistic skills and promote and develop your capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking
- develop as independent researchers

Examination Board

AQA

Assessment

100% External Examination

Course Structure

Paper 1

Stuart Britain and the Crisis of Monarchy, 1603-1702

Paper 2

Democracy and Nazism: Germany 1918-45

Paper 3

Coursework

About the course

Do you have an inquiring, critical or analytical mind? If you have answered yes then History could be a great A-Level for you to study!

Qualification aims and objectives

A-level History qualifications have been designed to help students understand the significance of historical events, the role of individuals in history and the nature of change over time. This will help them to gain a deeper understanding of the past through political, social, economic and cultural perspectives. The topics available throughout the course will provide students with the knowledge and skills they require to succeed as A-level historians.

But it's all in the past, why is history useful to students now? It would be great to know what could happen before we make an important decision wouldn't it?

By analysing past events we learn about the consequences of people's actions, from kings and queens to the London baker who forgot to put his fire out on September 2nd 1666...

History tells us about the future. If we apply this knowledge to the present, governments, businesses and individuals can learn lessons from past mistakes or successes and make informed choices about their futures.

For example, economists might compare the causes of the recent recession with past economic crises, like the Wall St Crash, and work with politicians to avoid them happening again.

Careers related to the study of history include:

Law, economics, politics, public sector, teaching, academia, business, insurance, marketing and archaeology.



Examination Board Edexcel

Assessment

100% external assessment

Course Structure

A Level Mathematics

Paper 1: Pure Mathematics, 33.33%

Paper 2: Pure Mathematics, 33.33%

Paper 3: Statistics and Mechanics, 33.33%

There are no options in this A level. All students will follow the same course and will take the same units in their exams.

The single A level in mathematics includes Pure mathematics, Mechanics & Statistics.

About the course

Career opportunities:

Mathematics and Further Mathematics are versatile qualifications, well-respected by employers and are both “facilitating” subjects for entry to higher education. Careers for men and women with good mathematics skills and qualifications are not only well paid, but they are also often interesting and rewarding. People who have studied mathematics are in the fortunate position of having an excellent choice of career. Whilst the number of young people studying A level mathematics and further mathematics is increasing there is still a huge demand from science, engineering and manufacturing employers.

Employability skills:

The reason why so many employers highly value mathematics qualifications is mathematics students become better at thinking logically and analytically. Through solving problems, you develop resilience and are able to think creatively and strategically. The writing of structured solutions, proof and justification of results help you to formulate reasoned arguments. And importantly you will have excellent numeracy skills and the ability to process and interpret data.

Supporting other subjects:

The mathematical skills you learn in A level mathematics are of great benefit in other A level subjects such as physics, chemistry, biology, computing, geography, psychology, economics and business studies. Studying A level further mathematics is likely to improve your grade in A level mathematics. The extra time, additional practice, further consolidation and development of techniques contribute to improved results in A level mathematics

An interesting course:

A level mathematics is an interesting and challenging course, which extends the methods you learned at GCSE and includes optional applications of mathematics, such as statistics and mechanics.

Statistics is about collecting and analysing data and using this to make predictions about future events. Many subjects make use of statistical information and techniques. An understanding of probability and risk is important in careers like insurance, medicine, engineering and the sciences.

Mechanics is about modelling and analysing the physical world around us, including the study of forces and motion. Mechanics is particularly useful to students studying physics and engineering.

FURTHER MATHEMATICS

Transferrable skills: Critical thinking, reasoning, problem-solving, analysis, decision-making, innovation, productivity, collaboration



Examination Board

Edexcel

Assessment

100% External Examination

Course Structure

A Level Further Mathematics

Paper 1: Core Pure Mathematics 1 (25%)

Paper 2: Core Pure Mathematics 2 (25%)

Paper 3: Further Statistics 1 (25%)

Paper 4: Further Mechanics 1 (25%)

In A-level Further Mathematics, 50% of the content is compulsory and consists of further pure mathematics and 50% includes Statistics and Mechanics option.

Subject-specific minimum requirements:

Grade 8 IGCSE Maths and AQA Further Maths, min. grade 8

About the course

Why study A level Further Mathematics?

Preparation for higher education

For progression to many courses at university, it is important to have strong mathematics skills. For most science, technology, engineering and mathematics (STEM) degree course A level mathematics is a requirement and AS or A level Further Mathematics is often a preferred subject. Having A level Further Mathematics on your university application is a way to make it stand out.

You should also consider the following:

- Students taking Further Mathematics overwhelmingly find it to be an enjoyable, rewarding, stimulating and empowering experience
- For someone who enjoys mathematics, it provides a challenge and a chance to explore new and/or more sophisticated mathematical concepts
- Students who take Further Mathematics find that the additional time spent studying mathematics boosts their marks in single A level Mathematics
- It makes the transition from high school to university courses which are mathematically rich that much easier as more of the first-year course content will be familiar
- It enables students to distinguish themselves as able mathematicians in their applications for university and future employment

Discuss with your mathematics teachers the options available for studying mathematics in the sixth-form. These websites provide useful additional advice and information about mathematics, careers and universities courses.

www.mathscareers.org.uk & www.futuremorph.org

Additional information for parents can also be found here:

<http://furthermaths.org.uk/parents>

Examination Board Edexcel

Assessment

40% External Examination
30% Performance (coursework)
30% Composition (coursework)

Course Structure

A Level Music
Component 1: Performance
Component 2: Composition
Component 3: Appraising

About the course

A level Music is a highly regarded subject, either alongside other creative courses or in demonstrating a broader range of skills next to Science, Maths or other subjects.

The course is based around developing three key skills; performing, composing and listening, and appraising. You build on your knowledge of musical theory, gain a solid understanding of the basic principles of performance, refine your practical skills, study and practice composition, and expand your knowledge of music history through listening and appraisal.

Within these areas of study, A level Music offers you the opportunity to develop your ability to use musical devices and conventions through composition, engage with and increase awareness and appreciation of the diverse heritage of music, and develop critical evaluation skills through appraising your own and other's music.

A level Music is essential if you are considering a job in the music industry, whether you plan to go down an academic or creative career path, and a strong choice if you are passionate about music.

Examination Board

AQA



Assessment

External Exam 70%

Practical Performance (1 Sport), 15%

Coursework

(Analysis & Evaluation of Performance) 15%

Course Structure

Paper 1

Factors affecting participation in physical activity and sport

Paper 2

Factors affecting optimal performance in physical activity and sport

Non-exam Assessment

Practical performance in physical activity and sport

About the course

The course is a balanced and scientifically oriented programme that focuses on many of the physiological and psychological principles that underpin health, fitness and performance. It offers a sociocultural perspective to help students understand the development and impact of sport globally, including the influence of technology and commercialisation. Students are encouraged to analyse and evaluate information in order to arrive at evidence-based ways of improving sports performance. They have the chance to develop their own skills and tactical awareness in their chosen sport, both as participants and as coaches.

The theoretical part of the course will enable students to explore the cardiovascular, respiratory, neuromuscular and skeletal systems and how they will respond to training. Sports psychology will help students develop an understanding of anxiety, confidence and motivation issues that athletes may face at some point in their careers, suggesting ways to deal with these. Further topics that will help provide a balanced understanding of sports science to students include nutrition, biomechanics, injury rehabilitation, sports law and ethics.

In the non-exam part of the course, students will be able to develop their skills in their selected sport using appropriate principles and methods of training. They can do this as either athletes or coaches with the aim of optimising their chances of success. Each student will produce a comprehensive plan to develop individual performance, based on an analysis of their strengths and weaknesses.



Examination Board Edexcel

Assessment

100% exam

A level Physics consists of three externally examined papers and the Science Practical Endorsement.

Students must complete all assessments in May/June in any single year.

Practical assessment:

There are 16 core practicals that cover all of the 12 techniques required for the practical competency measure. Knowledge of all core practicals can be tested within exam papers. Core practicals form part of the practical competency assessment.

Course Structure

A Level:

Paper 1 - Advanced Physics I 30% Paper 2: Advanced Physics II 30%

Paper 3: General and Practical Principles in Physics. 40%

Science Practical Endorsement: Internally assessed

About the course

The Advanced GCE in Physics is:

- demanding, through internationally benchmarked standards, encouraging deep learning and measuring higher-order skills
- rigorous, through setting and maintaining standards over time, developing reliable and valid assessment tasks and processes, and generating confidence of the knowledge, skills and competencies of certified students
- inclusive, through conceptualising learning as continuous, recognising that students develop at different rates and have different learning needs, and focusing on progression
- empowering, through promoting the development of transferable skills

The purposes of this qualification are to:

- develop and assess achievement of the knowledge, skills and understanding that will be needed by students planning to progress to undergraduate study at higher education institutions, not only in the same subject area
- enable HE institutions to identify accurately the level of attainment of students
- provide a benchmark of academic ability for employers

The aims and objectives of the Advanced GCE in Physics are to enable students to develop:

- essential knowledge and understanding of different areas of the subject and how they relate to each other
- a deep appreciation of the skills, knowledge and understanding of scientific methods
- competence and confidence in a variety of practical, mathematical and problem solving skills
- their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- an understanding of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society



Examination Board Edexcel

Assessment

100% external assessment

Course Structure

A Level: A Level Spanish

Paper 1: listening, reading and translation 40%

Paper 2: written response to works and translation 30%

Paper 3: speaking 30%

About the course

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

- enhance your linguistic skills and promote and develop your capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the countries where the language is spoken
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken
- mediate between cultures and between speakers of the language and speakers of English
- foster their ability to learn other languages
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop their capacity for critical and analytical thinking
- develop as independent researchers

Examination Board Edexcel

Assessment

100% External Exam

Course Structure

Paper 1:

Translation into English, reading comprehension and writing (research question) in Greek

Paper 2:

Translation into Greek and written response to works

Paper 3:

Listening, reading and writing in Greek

About the course

Content and assessment overview:

The Pearson Edexcel Level 3 Advanced GCE in Greek (listening, reading and writing) consists of three externally-examined papers that assess listening, reading and writing skills. These assessments will be set and marked by Pearson. Students must complete all assessments in May/June in any single year.

The aims of this qualification are to enable students to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Greece and Cyprus
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary
- develop their ability to understand language in spoken and written form
- develop language skills and strategies, including comprehension strategies such as using contextual clues and cues, and communication strategies
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Greek and understanding them within their cultural and social context
- develop knowledge about matters central to the society and culture, past and present, of Greece and Cyprus
- translate texts from English into Greek, and from Greek into English
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, and linguistic, cultural and cognitive flexibility that will enable them to proceed to further study or employment
- develop as independent researchers through the language of study.

Non Native Greek IAL, GCSE and Certificate for the Knowledge of Greek

Transferrable skills: Critical thinking, non-routine and collaborative problem-solving, adaptability, interpretation, self-management, interpersonal skills



Examination Board IAL Greek (IAS/IAL)
Assessment

100% External Exam

Course Structure

External exam
Unit 1 - 50% of A Level
Unit 2 - 50 % of A level

About the course

Students wishing to take the International Advanced Level must, therefore, complete both units.

The structure of these qualifications allows teachers to construct a course of study that can be taught and assessed as either:

- distinct modules of teaching and learning with related units of assessment taken at appropriate stages during the course; or
- a linear course assessed in its entirety at the end

The aims of this qualification are to enable students to develop:

- an understanding of a wide variety of complex reading texts for different purposes
- an understanding of standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of written contexts
- the skills necessary for further study or employment
- an understanding of the nature of language in different cultural contexts in order to build up competence in written communication.

The following description is for Year 5 Non native speakers Group A and Group B

Group A:

Students will be guided in taking the relevant exam of the European Language framework that are offered by the Centre for the Greek language which is administrated and financed by the Greek Ministry of Education. The European language framework consists of different levels (A1, A2,B1,B2...) and aims in assessing understanding, speaking and communication.

Group B:

Students will be guided in taking the relevant exam of the European Language framework that are offered by the Centre for the Greek language which is administrated and financed by the Greek Ministry of Education. The European language framework consists of different levels (A1, A2,B1,B2...) and aims in assessing understanding, speaking and communication. In addition, based on the level of understanding and communication, students might take the GCSE exam (Higher or Foundation tier), if this hasn't not been taken earlier. For the description of the GCSE exam, please refer to the Year 3 Booklet.



Examination Board Edexcel

Assessment

100% External Exam

Course Structure

Paper 1:

Translation into English, reading comprehension and writing (research question) in Turkish- 40%

Paper 2:

Translation into Turkish & written response to works- 30%

Paper 3:

Listening, reading and writing in Turkish- 30%

About the course

This qualification has a straightforward structure with four engaging themes: Türk toplumunda değişim; Türkiye ve Kıbrıs'ta Sanat ve Kültür; Türkiye üzerinde görüşler; and Türkiye'de siyasal konular. The four themes are studied alongside two works (either two literary texts or one literary text and one film) and are assessed through three externally-examined papers.

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

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of Turkey and Cyprus
- develop control of the language system to convey meaning, using written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of Turkish
- develop their ability to understand language in spoken and written form and to interact effectively with users of Turkish in writing
- develop language skills and strategies, including comprehension strategies such as using contextual clues and cues, and communication strategies to build fluency and confidence in writing
- engage critically with intellectually stimulating texts, films and other materials in the original language, developing an appreciation of sophisticated and creative uses of Turkish and understanding them within their cultural and social context.

GCE A-LEVEL RESULTS 2019-2021

Subject	Year	Part.	A* %	A%	B%	C%	D%	E%	F%	U%
Art	2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2019	100%	33.3%	0.0%	66.7%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	83.3%	0.0%	16.7%	0.0%	0.0%	0%	0.0%
Biology	2019	100%	24.0%	48.0%	16.0%	6.0%	4.0%	2.0%	0%	0.0%
	2020	100%	28.9%	40.0%	24.4%	4.4%	2.2%	0.0%	0%	0.0%
	2021	100%	59.0%	20.5%	12.8%	5.1%	2.6%	0.0%	0%	0.0%
Business Studies	2019	100%	0.0%	20.0%	80.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%	0%	0.0%
	2021	100%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	0%	0.0%
Chemistry	2019	100%	40.0%	24.0%	28.0%	0.0%	4.0%	4.0%	0%	0.0%
	2020	100%	38.0%	44.0%	10.0%	4.0%	2.0%	2.0%	0%	0.0%
	2021	100%	59.6%	25.5%	10.6%	2.1%	2.1%	0.0%	0%	0.0%
Design Technology	2018	100%	0.0%	0.0%	66.7%	33.3%	0.0%	0.0%	0%	0.0%
	2019	100%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	40.0%	20.0%	40.0%	0.0%	0.0%	0%	0.0%
Economics	2019	100%	24.1%	53.7%	20.4%	0.0%	0.0%	1.9%	0%	0.0%
	2020	100%	26.2%	42.6%	21.3%	8.2%	1.6%	0.0%	0%	0.0%
	2021	100%	56.5%	30.4%	13.0%	0.0%	0.0%	0.0%	0%	0.0%
English Language	2019	100%	8.3%	25.0%	33.3%	25.0%	8.3%	0.0%	0%	0.0%
	2020	100%	13.3%	26.7%	33.3%	13.3%	13.3%	0.0%	0%	0.0%
	2021	100%	75.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
English Literature	2019	100%	20.0%	26.7%	40.0%	6.7%	6.7%	0.0%	0%	0.0%
	2020	100%	22.2%	33.3%	22.2%	22.2%	0.0%	0.0%	0%	0.0%
	2021	100%	40.0%	26.7%	26.7%	6.7%	0.0%	0.0%	0%	0.0%
French	2019	100%	0.0%	72.7%	9.1%	9.1%	9.1%	0.0%	0%	0.0%
	2020	100%	12.5%	62.5%	25.0%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	60.0%	40.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Geography	2019	100%	21.1%	26.3%	26.3%	21.1%	5.3%	0.0%	0%	0.0%
	2020	100%	18.8%	25.0%	37.5%	12.5%	6.3%	0.0%	0%	0.0%
	2021	100%	47.1%	23.5%	0.0%	29.4%	0.0%	0.0%	0%	0.0%
History	2019	100%	15.8%	31.6%	31.6%	10.5%	5.3%	0.0%	0%	5.3%
	2020	100%	17.2%	37.9%	34.5%	3.4%	6.9%	0.0%	0%	0.0%
	2021	100%	40.0%	30.0%	20.0%	0.0%	0.0%	0.0%	0%	10.0%
Computer Studies	2017	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2018	0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2019	100%	0.0%	0.0%	50.0%	50.0%	0.0%	0.0%	0%	0.0%
Maths	2019	100%	30.4%	40.2%	15.2%	7.1%	7.1%	0.0%	0%	0.0%
	2020	100%	48.6%	28.3%	12.3%	7.2%	2.9%	0.7%	0%	0.0%
	2021	100%	68.4%	18.4%	6.1%	2.6%	3.5%	0.9%	0%	0.0%
Maths (Further)	2019	100%	41.4%	20.7%	17.2%	10.3%	3.4%	3.4%	0%	3.4%
	2020	100%	66.7%	18.8%	8.3%	4.2%	0.0%	2.1%	0%	0.0%
	2021	100%	72.5%	20.0%	0.0%	2.5%	5.0%	0.0%	0%	0.0%
Modern Greek	2018	100%	11.1%	77.1%	7.6%	2.8%	0.7%	0.7%	0%	0.0%
	2019	100%	17.1%	79.3%	3.6%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	71.4%	24.6%	4.0%	0.0%	0.0%	0.0%	0%	0.0%
Music	2019	100%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	50.0%	25.0%	25.0%	0.0%	0.0%	0%	0.0%
	2021	100%	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Physical Education	2018	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%
	2019	100%	0.0%	0.0%	100.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	25.0%	75.0%	0.0%	0.0%	0.0%	0%	0.0%
Physics	2019	100%	22.2%	24.4%	33.3%	17.8%	2.2%	0.0%	0%	0.0%
	2020	100%	42.6%	38.9%	9.3%	7.4%	0.0%	1.9%	0%	0.0%
	2021	100%	63.9%	13.9%	16.7%	2.8%	2.8%	0.0%	0%	0.0%
Spanish	2019	100%	40.0%	60.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2020	100%	0.0%	71.4%	28.6%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	80.0%	20.0%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
Turkish	2018	100%	72.2%	27.8%	0.0%	0.0%	0.0%	0.0%	0%	0.0%
	2019	100%	56.3%	31.3%	12.5%	0.0%	0.0%	0.0%	0%	0.0%
	2021	100%	53.8%	38.5%	7.7%	0.0%	0.0%	0.0%	0%	0.0%
A Level	2019	100%	24.8%	46.1%	18.8%	5.9%	3.2%	0.8%	0%	0.3%
	2020	100%	36.0%	35.6%	17.9%	7.5%	2.4%	0.8%	0%	0.0%
	2021	100%	64.1%	23.1%	8.0%	2.7%	1.7%	0.2%	0%	0.2%



AS/A Level Options Booklet 2021 - 2022