



# Senior School Curriculum Handbook

## Vision and mission statement

### **More than just an education**

*“Being a great school requires more than just providing the best possible education, or at least it requires a different view of what education is.”* At Myddelton College, we take the broadest possible view of education and our students, whether boarders or day students, are exposed to a wide range of activities that encompass the whole experience of what it means to be human. Yes, there’s the academic subjects there, with high standards and even higher expectations of success (because a strong academic background is a necessity in today’s global community), but beyond that, a Myddelton College student will be expected to develop interests in sporting, creative, aesthetic and cultural areas. We believe that each and every individual holds within them a talent that shapes their passion and their persona, and it is our passion to help each student find, shape and develop theirs. But alongside that there is the need for breadth and balance, which is why the education provided at Myddelton includes the extra activities and why every student is expected to be involved in all aspects of college life.

Myddelton College is about providing a pastoral care structure that goes well beyond basic welfare; at Myddelton, we focus on developing and maturing the individual, both emotionally and intellectually. A Myddelton College student will have an international perspective as members of the global village, and vitally, it is about preparing young people for life beyond college, helping them gain access to their chosen university and then helping them be fully prepared for the life they will lead beyond. Equipping them to become suitably qualified and confident to lead, to serve and to be a good influence. Wherever life takes them.

## Aims

To this end, our aims are:

1. To promote a desire for lifelong learning, through aspirational teaching, aiming for outstanding as the norm.
2. To devise and develop a balanced, relevant and stimulating curriculum which provides opportunities for enjoyment and fulfilment for each individual.
3. To devise and develop assessment procedures which actively involve students, enabling them to recognise their abilities and achievements.
4. To help pupils to acquire knowledge, understanding and skills within and across subject areas and also to maximise their level of achievement in external examinations by providing teaching of the highest quality.
5. To maintain effective pastoral approaches through the tutorial and curricular systems which will provide guidance and support for pupils so that they can progress to their preferred choice of higher education or employment.
6. To develop the skills for effective study.
7. To provide a wide range of extra-curricular activities including arts, community involvement, drama, enterprise, music, sport and more.
8. To encourage students to be:
  - i. aware of their personal qualities
  - ii. able to assess positively and realistically their own strengths, weaknesses and potential
  - iii. able to develop effective relationships in all aspects of life
  - iv. aware of their position within a global context
  - v. able to work independently and as part of a team
  - vi. able to think critically and question assumptions and beliefs
  - vii. sensitive to the beliefs, values and practices of others
  - viii. skilled in managing change and making decisions
9. To promote personal dignity and self-esteem through providing a safe environment which welcomes diversity and encourages mutual respect.
10. To develop each pupil as a whole person with the skills and competencies necessary for the future to fulfil a positive role in the community.
11. To recognise that all members of the school community are learners and to provide the resources to support this.
12. To ensure that all activities provide best value.

## Curriculum Organisation

### Timings during the day

Our curriculum Model is based on a two-week timetable with a total of sixty sessions lasting 60 minutes. Both Week A and Week B follow the same timings and format, however during Week B students in Years 7 – 10 have a day dedicated to Learning Through the outdoors.

### Week A & Week B Timings

The college timetable provides six sixty minute sessions per day with lunch and a morning break. Once academic lessons conclude, there is a short 15 minute break followed by an additional hour of extra-curricular activities

08.30 – 08.55	Tutorial - AM Registration & Morning Reading
08.55 – 09.55	Session 1
09:55 – 10.55	Session 2
10.55 – 11:15	Break
11:15 – 12.15	Session 3
12.15 – 13.15	Session 4
13:15 – 14:15	Lunch
14:15 – 15.15	Session 5
15.15 – 16.15	Session 6
16:15 – 16:30	Break
16:30 – 17:30	Activities

### Week B

Learning Through The Outdoors (LTTO) takes place on the following days:

Monday – Year 7

Tuesday – Year 8

Wednesday – Year 9

Thursday – Year 10

Students in the 6<sup>th</sup> form take part in a LTTO day once per half term.

The college is broken into three sections:

### Lower School (National Curriculum Years 7,8 & 9)

The sole principle of the Lower School is to embed skills for learning through the curriculum at an early stage in preparation for the rest of College life. All students will be taught a range of subjects sustaining common threads throughout every lesson.

Your child will find lessons interesting and stimulating with field trips and memorable visits that will bring their studies to life. Students will undergo lessons around personal profiling, understanding their skills and developing an individual development plan, focused on providing a platform to help them realise their full potential on entering the middle school.

### Middle School (National Curriculum Years 10 & 11 – GCSE years)

Students will continue through to Middle School where they will prepare for their GCSEs - an important stage in their school career as they make personal choices regarding future studies.

To help with this, all students will undergo a common programme of university preparation which combines leadership development and a planned programme of enrichment designed to strengthen the individual choice of higher education. It is a time of hard work, but there is also time for them to pursue their wider talents and passions which is strongly supported by all staff at the college.

As with the Lower School, there is a common core of subjects, comprising English (Language and Literature), Mathematics and Science. In addition to this, students can select from optional subjects.

### Senior School (National Curriculum Years 12 & 13 – A-levels)

Whether you are new to Myddelton College or continuing from the middle school you will be welcomed into our vibrant Sixth Form community.

With guidance, students will select A-levels that complement and support their desired higher education route. Our Sixth Form strives to take a global perspective on Higher Education, aiming to inspire students to consider not only universities within the United Kingdom but also around the world.

Teachers will encourage students to take more personal responsibility for their studies by effectively managing their time and finding the right balance between work and play to prepare them for life after Myddelton whether it be university or entering employment.

## Key Features of our Curriculum

This curriculum booklet provides an outline of some of the unique features of our Senior School curriculum at Myddelton College that have been designed to enhance the experience that our students receive. In this booklet you will also find information about the content covered by the individual subjects offered in the Senior school. Within each department, teachers have the flexibility and freedom to respond to pupils' particular interests and needs. You will find detailed information about assessment, homework, timing of reports and communication with parents in our other booklets.

## Myddelton Academic Exchange Programme - China

All students at Myddelton College will have the opportunity to spend three weeks of the academic year studying in China at one of our partner schools. This offer is made available to all of our students in their second year with us and is available in every subsequent year that they are with us. It is part of our commitment to preparing students for 21<sup>st</sup> Century Learning as part of a global community.

## 21<sup>st</sup> Century Learning

Upon joining us, all students at Myddelton College will be provided with a Windows 10 touch screen device. Using these devices as part of their everyday work and learning will become second nature to our students, as we help to prepare them for life after school. We place a huge importance on the use of technology in order to offer a richer and more realistic 21<sup>st</sup> century experience for our students.

Tablet technology has completely changed the way we interact with technology, bringing in an era of genuine personalisation. Whether it's an iPad, or an Android device, or a Microsoft Surface, they all provide us with a genuine, real-time window into a much wider world. The way we interact with it, touching, tapping, swiping, has changed how we expect to engage with technology and it is vital therefore that as a school we also change the way we engage with technology through our teaching.

Our aim for the future is for a student to walk into Myddelton College with a single device in their bag. A 'digital' pen in their pocket replacing the pencil case. They get to school, turn on their device and it pings to tell them that there are emails from their teachers with information, notes and deadlines for them. Their calendar pops up a reminder to warn them that they have to submit an assignment later that day. In the lesson, they open up the class shared notebook, where the teacher has a section, there's a class collaborative area and then there's their own personal space.

At the end of the lesson, each student will have their own, rich, personalised set of notes, with the teacher's contributions added to, supplemented and enhanced through the collaborative work and dialogue that went on. There will be no robotic copying of teacher's words, written on a board or flashed up in PowerPoint, slavishly re-written by the student because that's what has always been done – instead, there will be movement, discussion, debate and dialogue. Real learning going on through collaborative effort; the teacher guiding and supporting.

### Global Perspectives & Research (GPR)

At Myddelton we are passionate about our students going into the world as well informed global citizens. Students should have a good understanding of international issues and be taught to reason and question information in order to form their own judgments about the world. The Cambridge Global Perspectives and Research curriculum is a pioneering skills-based qualification that uses a cross-curricular approach to learning the skills needed for success in higher education and at work. By studying global issues, students explore different and often opposing perspectives. The programme of study is comprised of a taught skills course in the first year and in the second year, students complete a year-long Research Report. The Research Report promotes the application and development of the skills taught in Global Perspectives and helps to prepare students for the demands of university study.

### Critical Thinking

Critical Thinking is characterised by the careful, reflective consideration of reasoned argument; and of the beliefs and claims that comprise arguments. A course leading to this qualification will present students with information, opinion and argument from a range of contexts – the sciences, arts and humanities, social sciences – as well as topics of general interest and concern. It will develop skills and encourage attitudes which complement their other studies across the curriculum, and help prepare them for the academic and intellectual demands of higher education, as well as future employment and life in general. Critical Thinking is predominantly a practical, skills based discipline. No specialist knowledge of particular academic subjects is required. However, a course in Critical Thinking introduces students to a range of concepts, terms and techniques that may be new to them, and which will enable them to reflect more constructively on their own and others' reasoning.

All students will have the opportunity to study either the Critical Thinking course or the Global Perspectives & Research course for one lesson per week and those who display both an interest and an aptitude for this course will be able to take an AS Level qualification alongside their other A Level subject choices.

### Learning Through the Outdoors Programme (LTTO)

Our Learning Through the Outdoors Programme (LTTO) will provide experiences in a range of activities. These activities are designed to help students develop skills provided by collaboration and challenge in the physical environment. Whether that is through the Duke of Edinburgh Award, training with our triathlon team, or learning lifesaving, our students will learn the social and emotional skills for life.

Simultaneously, students will develop understanding of the importance of nutrition and fitness. The programme will be supported through Curriculum Enrichment Days to provide adventurous learning experiences using the incredibly diverse mountain and sea terrain of North Wales and beyond.

### Welsh Language and Culture

As an independent school in Wales we are both proud and privileged to be located in such beautiful and inspiring surroundings. At Myddelton College we believe it is important that all of our students have an appreciation of Welsh history and culture whether they be from

the surrounding area or joining us from further afield in the UK or internationally. Our comprehensive PSHE and Humanities programmes will cover this important aspect of the curriculum, together with our school assemblies and of course our school Eisteddfod competition. Myddelton College will be the second home for all of our students for a large part of their education and a knowledge of our local and national community is important in creating that feeling of identity and belonging.

Students from Wales wishing to study Welsh as a first or a second language will be given the opportunity to do so as part of the co-curriculum programme. This can be arranged on an individual basis and parents should contact the school for more information about this.

### Curriculum Enrichment Days

At Myddelton College we place a strong and deliberate emphasis on academic achievement and success. However, we are passionate about delivering 'More than just an education' knowing that for our students to achieve places at the top universities and to leave school as well-rounded individuals, they will need both academic excellence and a rich tapestry of experiences and skills.

In order to allow students to experience education outside of the classroom, students in the Lower School and in Year 10, will take part in a Curriculum Enrichment Day once per fortnight. Due to the increased time pressure during examination years Students in Year 11, 12 & 13 will take part in a Curriculum Enrichment Day once every half term.

These days are timetabled as part of the curriculum. The majority of these enrichment days will be given over to our Learning Through the Outdoors Programme which will teach aspects of the traditional curriculum in an alternative environment while also teaching new 'outdoor' skills. A smaller number of these enrichment days will be set aside for more traditional educational visits ranging from visits to the theatre and places of interest, as well as 'hands-on' science workshops, to name just a few.

### Reading Programme

Reading for pleasure as a teenager is a strong factor in determining future social mobility. Indeed, it has been revealed by research carried out by the Organisation for Economic Co-operation and Development (OECD) as the most important indicator of the future success of a young person.

At Myddelton College we will be actively focusing on improving our students reading age and comprehension skills, while at the same time promoting and developing an intrinsic love of reading.

Our whole school reading programme at Myddelton College will enable our student's to:

- Access more complex and academic texts in the classroom
- Access higher level exam questions that previously some students may have misinterpreted or failed to comprehend
- Be better prepared for independent study
- Have a greater understanding of world events and global issues

Students in the Senior School will be given the opportunity to assist students in the Lower and Middle Schools with their reading as part of our Paired Reading scheme. This allows students to demonstrate their commitment to helping others in our school community as well as developing their leadership and interpersonal skills.

Senior School students who need to develop their reading skills will be able to use the online reading programmes Accelerated Reader and Star Reader if required, in order to improve their reading age and comprehension skills. Out international students can also use the 'Lexia' programme should they need to develop their academic language acquisition.

### Personalised Learning Time

All Senior School students will have sessions on their timetable allocated as 'Personalised Learning Time'. At Myddelton College we believe the Senior School is not just about passing exams with the highest grades but also about preparing students for study at University and beyond. With this in mind we want our students to have some degree of autonomy and to become adept in planning and managing their own learning time. Students will use this session to do additional reading around a subject, some may use it to access additional support from the extended learning centre and others may decide to use the time to work on their Level 3 Extended Project Qualification. Students will be required to account for how they use this time but it will be their decision on how to use this time most productively.

### Level 3 Extended Project Qualification

This is an exciting and highly thought of additional stand-alone qualification that all students in the Upper School will be given the opportunity to study. It aims to develop and extend one or more of the student's study areas or an area of personal interest or activity. It is based on a topic chosen by the student and agreed with their appointed project supervisor. Students are required to identify, design and complete an individual project, applying a range of organisational skills and strategies to meet agreed objectives.

In order to achieve this Students will:

- Carry out research to enable them to sufficiently develop project aims and objectives to make a formal project proposal
- Document their planning and research within the Production Log
- Meet with their project supervisor at specified meetings to discuss the project process and issues
- Carry out the project by achieving the aims and objectives they set themselves
- Prepare and give a presentation about the project product and process (including a question and answer session)
- Evaluate the project process.

### Latin

At Myddelton College we are proud to be associated with the 'Cambridge University School Classics Project' which allows us to offer Latin classes via our dedicated e-tutor. The course is administered and certified by Cambridge University and has flexible levels of entry making it suitable for both beginners and more advanced learners of Latin. It is an exciting, practical

and interactive course involving independent study, online research and video conferencing. Students receive written feedback on their progress every week via our e-tutor and are also supported in school by our International Student Support Officer. International students wishing to follow this course can do so as part of their daily curriculum as an alternative to Spanish. Our UK based students can also opt to study Latin as part of the co-curricular programme after school.

### Personalised Curriculum

It is important to note that at Myddelton College we see students as individuals and are small and flexible enough to adapt the curriculum to meet the needs of all of our students. Therefore, in consultation with the individual student, their tutor and their parents/guardians we may decide that time allocated to the Extended Project Qualification or other extended curriculum activities may be better spent working on other areas of study. We are passionate about making sure that our Senior School curriculum is tailored made for each individual student in order to work to their strengths and areas of need.

### University Admissions

Our University Admissions Tutor will work alongside each sixth form student, on a one-to-one basis, to help each individual find their perfect university course and college and then work with them to ensure they present the best possible application to the college. With extensive experience of, and links with, a number of Russell Group universities, he will provide advice and guidance for our students that is quite simply second to none. Through individual tutorials, group sessions, visits and seminars, Myddelton College will provide a comprehensive support package to help every student access their best university course possible.

### Senior School

Summary of Teaching Allocation per fortnight

Senior School (Year 12 – 13)		
Core	Periods	Features
University Admissions	1/2	Students will receive a tailored programme to prepare them for their university application
Learning through the Outdoors	4	Students will have a double lesson each week where they can continue to take part in a wide range of activities designed to help them develop the leadership skills that collaboration and teamwork in the physical environment provide.
Critical Thinking Or Global Perspectives and Research (GPR)	3	Students can opt to follow either of these skills based course to supplement their AS/A Level choices.
Options	Periods	Features
Option A	10	Students will have up to 5 guided learning hours each week allocated to each of their chosen AS/A Level subjects. The use of this allocation may vary during individual classes some subjects reserving one of these guided learning hours and reserve 1 hour for independent study or group seminars
Option B	10	
Option C	10	
Option D	10	
Other		
Personalised Learning Time		Students will have a number of Personal Learning Time allocations on their timetable. Students have the autonomy to plan how they use this time as a way of helping them to become independent learners.
PSHE		Students will spend time looking at their own potential, their strengths & weaknesses and learning about their role in society.
Extended Project Qualification (EPQ)		All students will be encouraged to take part in the extended learning project which is a stand-alone qualification teaching them vital skills sought after by universities and employers

## Subjects Introduction

Myddelton College has an enthusiastic, highly qualified and experienced team of subject specialists across a wide range of subjects who will make every effort to academically challenge you and ensure you know how to improve and reach your potential. Our pastoral

team will track your progress, offer support in managing your time effectively and be there if times get tough.

We believe in providing all our students with access to the highest quality qualifications, teaching, facilities and learning experiences.

Our rigorous Sixth Form curriculum will provide you with the opportunity to study a wide variety of A level subjects valued by high performing universities and employers alike.

Believing it is important for students to present more than a suite of examination results, we offer a broad range of enrichment courses, enhanced by our extensive facilities. These activities will enhance your personal and academic development to ensure you are equipped to succeed in the challenges and opportunities ahead.

Each student is encouraged to be the best they can be, prepared for life beyond college, gaining access to their chosen university and being fully prepared for the life they will lead beyond. Equipped to become suitably qualified and confident to lead, to serve and to be a good influence. Wherever life takes them.

### [Cambridge International AS and A Level Qualifications](#)

Cambridge International AS and A Levels are recognised as a passport to success in education university and beyond. Thousands of learners worldwide gain places at leading universities every year with Cambridge International AS & A Levels. The syllabuses develop a deep understanding of subjects and independent thinking skills.

Cambridge International Advanced Subsidiary Levels (AS Levels) and Cambridge International Advanced Levels (A Levels) are subject-based qualifications usually taken in the final two years of high school. Cambridge International AS Level is a one-year programme of study whereas Cambridge International A Level typically takes two years. Assessment takes place at the end of each programme. Most subjects can be taken started as a Cambridge International AS Level and extended to a Cambridge International A Level. The syllabus are international in outlook but retain local relevance.

Offered since 1951 these qualifications are administered by Cambridge International Examinations as part of Cambridge University. Cambridge International A Levels are taken by over 175,000 students in more than 125 countries every year.

### [Why Cambridge?](#)

Cambridge programmes and qualifications develop not only content but also skills. We help learners to bridge the gap to the next stage of education and the world of work. We encourage Cambridge learners to be:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **reflective** as learners, developing their ability to learn
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially ready to make a difference.

## Which courses to follow?

Your choice of subjects will be influenced by three interacting considerations:-

- Which subjects do you enjoy?
- Which subjects will produce your best exam results?
- Which subjects are required for the career you have in mind?

Your present interest in a subject is usually a realistic guide to the choice you should make.

Subjects can change substantially between Year 11 and the Sixth Form, concentrating on different aspects and demanding an alternative style of work.

Subjects you find dull now may be much more attractive to you at Sixth Form level and of course, vice versa.

You may also wish to study a subject not offered at GCSE.

It may be difficult to predict your summer exam results. While mock exams will give an indication, your teachers will know if you have the ability to study their subject.

There are certain combinations of subjects that you must take if you wish to pursue specific careers. This requires specialist help which you can obtain from us as part of the process of finalising your choices.

## Entry requirements

Studying at A-level is very demanding and in order to achieve, a minimum level must be achieved at GCSE (or equivalent).

You must achieve at least 368 GCSE capped points (i.e. your best 8 subjects) for entry to the Sixth form. You must also achieve a C grade in English Language GCSE and Mathematics GCSE alongside meeting the entry criteria for each individual subject. To study 4 A-levels, entry is conditional upon achieving 400+ GCSE capped points.

(GCSE points: A\*= 58, A= 52, B= 46, C= 40, D= 34)

(IGCSE / international O-levels points: A\*, A = 58, B= 52, C= 46, D=40, E= 34)

(For other qualifications, please contact the College for minimum requirements)

To ensure the course is right for you, there may be further subject-specific entry requirements and these can be discussed with Mr Mark Roberts the Head of Academic and the relevant Head of Department.

## How should I choose my subjects?

AS and A Levels offer academically demanding courses which have for many years been the main qualification for entry to University or further study. As all A Level subjects are as demanding as each other it is important that you choose subjects that you will enjoy and are good at.

You will also have the option to sit the additional Global Perspectives & Research or the Critical Thinking AS Level. This does **not** count as one of your option choices and will require a greater degree of independent study during your personalised learning time.

## Subjects:

You will be able to select from the following subject Choices

Art &	Design	Biology
Business	Studies	Chemistry
Computer	Science	Drama & Theatre Studies
Economics		English Language
English	Literature	Geography
History		Mathematics
Further Mathematics		Music
Physical	Education	Physics
Psychology		Religious Studies
Spanish		

## Art & Design

**Course Code: 9704**

Cambridge International AS and A Level Art and Design is recognised by universities and employers as proof of knowledge and understanding of art and design principles and practice. Successful candidates gain lifelong skills, including:

- communication skills, especially the ability to communicate concepts and feelings;

- how to record from direct observation and personal experience;
- the ability and confidence to experiment, be innovative, intuitive and imaginative;
- the language and technical terms used in art and design;
- research and evaluation skills;
- an appreciation of practical design problems and how to solve these.

The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking.

### **Course content**

Art and Design covers a broad range of related activities, areas and approaches to study. This syllabus allows students to emphasise their strengths and interests. It provides a suitable range of study within the subject.

Students can design their own course of study, by selecting from the following:

- |                              |                                       |
|------------------------------|---------------------------------------|
| • Painting and Related Media | • Sculpture                           |
| • Printmaking                | • Textiles                            |
| • Graphic Design             | • Ceramics                            |
| • Fashion Design             | • Photography, Digital and Lens Media |

### **Assessment at a glance**

Candidates may choose to:

- take all Advanced Level components in the same examination series;
- follow a staged assessment route to A Level by taking the AS qualification at an earlier examination; if they reach the required standard, they go on to take the final parts of assessment;
- take the AS qualification only.

A Level candidates take all four components. AS Level: AS candidates take Components 1 and 2 only.

Component 1 - ( Three weeks' preparatory time and a 15 hour Controlled Test (30%)

Component 2 - One project and up to four sheets of supporting work (20%)

Component 3 - One project plus folder of supporting work and a sketchbook

Component 4 – Personal Study. Presentation of the study may take any appropriate format (max 3,500 words, max A1 size)

### **Further Information**

For further information, please speak with MsJones or visit the Cambridge International A-Level website

## Biology

### **Course Code: 9700**

Universities value learners who have a thorough understanding of key concepts in Biology, an in-depth knowledge of Biology's most important themes and strong practical skills. Cambridge International AS and A Level Biology helps learners develop the knowledge and

skills that will prepare them for successful university study. Our learners also develop lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.

### **Course content**

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

- |                             |  |
|-----------------------------|--|
| 1. Cell structure           | 2. Biological molecules                |
| 3. Enzymes                  | 4. Cell membranes and transport        |
| 5. The mitotic cell cycle   | 6. Nucleic acids and protein synthesis |
| 7. Transport in plants      | 8. Transport in mammals                |
| 9. Gas exchange and smoking | 10. Infectious disease                 |
| 11. Immunity                |  |

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

- |   |                               |
|---|-------------------------------|
| 12. Energy and respiration                        | 13. Photosynthesis            |
| 14. Homeostasis                                   | 15. Control and co-ordination |
| 16. Inherited change                              | 17. Selection and evolution   |
| 18. Biodiversity, classification and conservation | 19. Genetic technology        |

### **Assessment at a glance**

- Candidates for Advanced Subsidiary (AS) certification take Papers 1, 2 and 3 (either Advanced Practical Skills 1 or Advanced Practical Skills 2) in a single examination series.
- Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take Papers 4 and 5 in the examination series in which they require certification.
- Candidates taking the full Advanced Level qualification at the end of the course take all five papers in a single examination series.

Paper 1 – Multiple Choice (15.5%)  
Paper 2 – AS Level structured questions (23%)  
Paper 3 – Advanced Practical Skills (11.5%)  
Paper 4 – A Level structured questions (38.5%)  
Paper 5 – Planning, Analysis and Evaluation (11.5%)

### **Further Information**

For further information, please speak with Mr Kynes and Ms Davies or visit the Cambridge International A-Level website

## Business

### **Course Code: 9609**

The study of Cambridge International AS and A Level Business allows learners to take the first

step towards a career in private or public organisations or progress with confidence to a degree in business and management related subjects.

### **About the syllabus**

Cambridge learners will develop:

- the capacity to analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- an understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/services they offer
- the opportunity to reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholders
- development of knowledge that relates to strategic planning and decision-making to ensure business survival, change, and sustainable success
- a solid foundation for further study.

### **Course content**

An overview of the syllabus content for Cambridge International AS and A Level Business can be found below;

1. Business and its environment
2. People in organisations
3. Marketing
4. Operations
5. Finance and Accounting
6. Strategic Management

### **Assessment at a glance**

For Cambridge International AS and A Level Business, candidates:

- take Papers 1 and 2 only (for the AS Level qualification)
- follow a staged assessment route by taking Papers 1 and 2 (AS Level qualification) in one series, then Paper 3 (A Level qualification) in a later series
- take Papers 1, 2 and 3 in the same examination series, leading to the full A Level.

Paper 1 Short answer and essay 1 hour 15 minutes (20%)

Paper 2 Data response 1 hour 30 minutes (30%)

Paper 3 Case Study - Five questions and one essay based on a case study (50%)

### **Further Information**

For further information, please speak with Ms Griffiths or visit the Cambridge International A-Level website

Chemistry

**Course Code: 9701**

Universities value learners who have a thorough understanding of key concepts in Chemistry, an in-depth knowledge of Chemistry's most important themes and strong practical skills. Cambridge International AS and A Level Chemistry helps learners develop the knowledge and skills that will prepare them for successful university study.

### **Key concepts**

Atoms and forces Experiments and evidence  
Patterns in chemical behaviour and reactions Chemical bonds  
Energy changes

### **Course Content**

#### **Physical chemistry**

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

#### **Inorganic chemistry**

- |   |   |
|---|---|
| 9. The Periodic Table: chemical periodicity | 10. Group 2                             |
| 11. Group 17                                | 12. Introduction to transition elements |
| 13. Nitrogen and sulfur                     |   |

#### **Organic chemistry and analysis**

- |  |                                      |
|--|--------------------------------------|
| 14. An introduction to organic chemistry | 15. Hydrocarbons                     |
| 16. Halogen derivatives                  | 17. Hydroxy compounds                |
| 18. Carbonyl compounds                   | 19. Carboxylic acids and derivatives |
| 20. Nitrogen compounds                   | 21. Polymerisation                   |
| 22. Analytical techniques                | 23. Organic synthesis                |

### **Assessment at a glance**

- Candidates for Advanced Subsidiary (AS) certification take Papers 1, 2 and 3 (either Advanced Practical Skills 1 or Advanced Practical Skills 2) in a single examination series.
- Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take Papers 4 and 5 in the examination series in which they require certification.
- Candidates taking the full Advanced Level qualification at the end of the course take all five papers in a single examination series.

Paper 1 – Multiple Choice (15.5%)

Paper 2 – AS Level structured questions (23%)

Paper 3 – Advanced Practical Skills (11.5%)

Paper 4 – A Level structured questions (38.5%)

Paper 5 – Planning, Analysis and Evaluation (11.5%)

### **Further Information**

For further information, please speak with Mr Kynes or visit the Cambridge International A-Level website.

## Computer Science

### **Course Code: 9608**

Cambridge International AS Level and A Level Computer Science are accepted by universities and employers as proof of essential knowledge and ability. This syllabus is designed to give greater flexibility both to teachers and to learners. It is envisaged that learners will use the skills and knowledge of Computer Science acquired through this course in one of three ways:

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

### **Course Content**

Section 1 Theory Fundamentals

Section 2 Fundamental Problem-solving and Programming

Section 3 Advanced Theory

Section 4 Further Problem-solving and Programming Skills

### **Assessment at a glance**

For Cambridge International AS and A Level Computer Science, candidates may choose:

- to take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level
- to follow a staged assessment route by taking Papers 1 and 2 (for the AS Level qualification) in one series, then Papers 3 and 4 (for the full Cambridge International A Level) in a later series
- to take Papers 1 and 2 only (for the AS Level qualification).

Paper 1 – Theory Fundamentals. Short-answer and structured questions. (25%)

Paper 2 – Fundamental Problem-solving and Programming Skills (25%)

Paper 3 – Advanced Theory. Short-answer and structured questions (25%)

Paper 4 – Further Problem-solving and Programming Skills (25%)

### **Further Information**

For further information, please speak with Mr Ayres or visit the Cambridge International A-Level website

## Drama and Theatre

**Course Code: 2240**

***This subject is being delivered as an A Level administered by AQA as we feel it better suits the curriculum needs of our students in this subject area***

The AQA specification is designed to promote a balance between practical theatre making and the theoretical understanding of drama and theatre. This stimulating and engaging course of study encourages learners to make connections between dramatic theory and their own practice.

At both AS and A2, candidates are required to show knowledge and understanding of:

- how performers, designers and directors communicate meaning to an audience
- theatre practice through their own engagement with the medium as both participant and informed audience member
- the appropriate vocabulary and specialist terminology for the subject.

### ***Assessment at a glance***

#### **AS Unit 1: Live Theatre Production Seen and Prescribed Play**

60% of AS, 30% of A Level = 1 hour 30 minutes written examination 100 marks

One question from each of two sections.

Section A – response to live theatre seen during the course

Section B – study of one set play from a choice of six

#### **AS Unit 2: Presentation of an Extract from a Play**

40% of AS, 20% of A Level Practical performance = 80 marks

Performance by a group of an extract from a published play. The assessment also includes candidates' preparatory and development work and supporting notes.

#### **A2 Unit 3: Further Prescribed Plays including Pre-Twentieth Century**

30% of A Level = 2 hour written paper 100 marks

Study of two further set plays

#### **A2 Unit 4: Presentation of Devised Drama**

20% of A Level = Practical performance 80 marks

Performance by a group of devised drama. The assessment also includes candidates' preparatory and development work and supporting notes.

### ***Further Information***

For further information, please speak with Ms Hughes or visit the AQA Drama and Theatre Studies GCE A-Level website

## Economics

### **Course Code: 9608**

The study of Cambridge International AS and A Level Economics allows learners to explore concepts and theories which can be applied to the way that modern economies work.

#### **Key concepts**

- Scarcity and choice
- The margin and change
- Equilibrium and efficiency
- Regulation and equity
- Progress and development

#### **Course Content**

1. Basic economic ideas and resource allocation
2. The price system and the micro economy
3. Government microeconomic intervention
4. The macro economy
5. Government macro intervention

#### **Assessment at a glance**

For Cambridge International AS and A Level Economics, candidates:

- take Papers 1 and 2 only (for the Cambridge International AS Level qualification)

or

- follow a staged assessment by taking Papers 1 and 2 (for the AS Level qualification) in one series, then Papers 3 and 4 (for the A Level qualification) in a later series

or

- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full Cambridge International A Level.

Paper 1 – Multiple choice 1 hour. (20%)

Paper 2 – Data response and essays 1 hour 30 minutes (30%)

Paper 3 – Multiple choice 1 hour 15 minutes (15%)

Paper 4 – Data response and essays 2 hours 15 minutes (35%)

#### **Further Information**

For further information, please speak with Ms Griffiths or visit the Cambridge International A-Level website

## English Language

### **Course Code: 9093**

Cambridge International AS Level English Language provides candidates opportunities to make critical and informed responses to texts which are wide-ranging in their form, style and context. Candidates will also produce their own imaginative writing, and will demonstrate their ability to produce writing for given audiences. Those who opt for Cambridge International A Level English Language will develop a strong foundation in the study of linguistics, focusing on spoken language, English as a global language and language acquisition.

### **About the syllabus**

Successful English Language learners develop an understanding and enjoyment of a wide variety of different texts, both written and spoken. They gain pleasure and awareness of how language works in different ways, for different purposes and for different audiences. In addition, they gain skills for life, including:

- the ability to appreciate how different texts are shaped by their language and style
- skills in creating their own imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyse and compare written and spoken texts in close detail.

### **Assessment at a glance**

For Cambridge International AS and A Level English Language, candidates:

- take Papers 1 and 2 only (for the AS qualification)

or

- follow a staged assessment route by taking Papers 1 and 2 (for the AS qualification) in one series, then Papers 3 and 4 (for the A Level qualification) in a later series

or

- take Papers 1, 2, 3 and 4 in the same examination series, leading to the full A Level.

Paper 1 Passages – The paper contains 3 questions and is 2 hours 15 minutes (25%)

Paper 2 Writing – The paper contains 2 questions and is 2 hours in duration (25%)

Paper 3 Text analysis – This paper contains 2 questions and is 2 hours 15 minutes in duration (25%)

Paper 4 Language Topics - The paper contains three questions and is 2 hours 15 minutes in duration (25%)

### **Further Information**

For further information, please speak with Ms Rehan-Williams or visit the Cambridge International A-Level website

## English Literature

### **Course Code: 9695**

Successful English Literature learners develop a lifelong understanding and enjoyment of literary texts, and, importantly, gain a range of essential skills, including:

- the ability to write clearly and effectively
- skills in developing arguments
- skills in researching and managing information
- the ability to analyse complex texts in different forms and styles.

### **Course Content**

AS Level English Literature requires candidates to answer two compulsory papers: Paper 3 Poetry and Prose, and Paper 4 Drama. Overall, at AS Level candidates are required to study four set texts. In each paper candidates answer two questions, each on a different text. Candidates are required to answer questions on a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions.

A Level English Literature requires candidates to answer three compulsory papers and one from a choice of optional papers. The compulsory papers are: Paper 3 Poetry and Prose, Paper 4 Drama, and Paper 5 Shakespeare and other pre-20th Century Texts. The optional papers are: Paper 6 1900 to the Present, Paper 7 Comment and Appreciation, and Component 8 – Coursework. Overall, at A Level candidates are required to study eight set texts, or six set texts plus two unseen texts if Paper 7 Comment and Appreciation is chosen. In each paper candidates answer two questions, each on a different text. Candidates are required to answer questions from a range of poems, prose and plays, with options from the canon of English Literature and modern texts in English. Close study of all the texts chosen is needed in preparation for a choice of essay and passage-based questions. In Paper 5 only, candidates must answer on at least one passage-based question

### **Assessment at a glance**

For Cambridge International AS and A Level English Literature, candidates:

- take Papers 3, 4, 5 and 6 or 7 or Component 8 in the same examination series leading to the full Cambridge International A Level

or

- follow a staged assessment route by taking Papers 3 and 4 (for the AS qualification) in the same series, then Papers 5 and 6 or 7 or Component 8 (for the A Level qualification) in a later series

or

- take Papers 3 and 4 only in the same series (for the AS qualification)

### **Further Information**

For further information, please speak with Ms Rehan-Williams or visit the Cambridge International A-Level website



## History

### **Course Code: 9389**

Cambridge International AS and A Level History is one of the most recognised qualifications around the world. It is accepted as proof of academic ability and of historical knowledge for entry to universities. Every year, thousands of students with Cambridge International AS and A Level History win places at good universities worldwide.

### **Course Content**

Candidates/teachers will select one topic for each component.

#### **Component 1 Document question (source-based)**

- Liberalism and Nationalism in Italy and Germany,
- 1815–1871 The Origins of the Civil War,
- 1846–1861 The Search for International Peace and Security, 1919–1945

#### **Component 2 Outline study**

- Modern Europe, 1789–1917
- The History of the USA, 1840–1941
- International Relations, 1871–1945

#### **Component 3 Interpretations question (source-based)**

- The Causes and Impact of British Imperialism, c.1850–1939
- The Holocaust
- The Origins and Development of the Cold War, 1941–1950

#### **Component 4 Depth study**

- Europe of the Dictators, 1918–1941
- The History of the USA, 1945–1990
- International History, 1945–1991
- African History, 1945–1991
- Southeast Asian History, 1945–1990s

### **Assessment at a glance**

**AS Level** - Component 1 Document question 1 hour (40%), Component 2 Outline study 1 hour 30 minutes (60%)

**A Level** - Component 1 Document question 1 hour (20%) Component 2 Outline study 1 hour 30 minutes (30%) Component 3 Interpretations question 1 hour (20%) and Component 4 Depth study (30%)

### **Further Information**

For further information, please speak with Ms Orchard or visit the Cambridge International A-Level website

## Mathematics

### **Course Code: 9709**

Cambridge International AS and A Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including:

- a deeper understanding of mathematical principles
- the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying
- the ability to analyse problems logically, recognising when and how a situation may be represented mathematically
- the use of mathematics as a means of communication
- a solid foundation for further study.

The syllabus allows Centres flexibility to choose from three different routes to AS Level Mathematics – Pure Mathematics only or Pure Mathematics and Mechanics or Pure Mathematics and Probability & Statistics. Centres can choose from three different routes to Cambridge International A Level Mathematics depending on the choice of Mechanics, or Probability & Statistics, or both, in the broad area of ‘applications’.

### **Course Content**

There are 7 units in the scheme that cover the following subject areas:

- Pure Mathematics (units P1, P2 and P3);
- Mechanics (units M1 and M2);
- Probability & Statistics (units S1 and S2).

Students/teachers will select one topic for each component.

### **Assessment at a glance**

#### **Cambridge International AS Level candidates take:**

Paper 1: Pure Mathematics 1 1 hour 45 minutes About 10 shorter and longer questions (60%)  
Plus, one of the following papers:

Paper 2: Pure Mathematics 2 Paper 4: Mechanics 1 Paper 6: Probability & Statistics 1 (40%)

#### **Cambridge International A Level candidates take:**

Paper 1: Pure Mathematics 1 (30%) Paper 3: Pure Mathematics 3 (30%)

Plus, one of the following combinations of two papers:

Paper 4: Mechanics 1 Paper 6: Probability & Statistics 1 (40%)

Or

Paper 4: Mechanics 1 Paper 5: Mechanics 2 (40%)

Or

Paper 6: Probability & Statistics 1 Paper 7: Probability & Statistics 2 (40%)

### **Further Information**

For further information, please speak with Mr Napper or visit the Cambridge International A-Level website

## Mathematics - Further

### **Course Code: 9231**

Cambridge International A Level Further Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful candidates gain lifelong skills, including:

- a deeper understanding of mathematical principles
- the further development of mathematical skills including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying
- the ability to analyse problems logically, recognising when and how a situation may be represented mathematically
- the use of mathematics as a means of communication
- a solid foundation for further study.

### **Course Content**

1. Polynomials and rational functions
2. Polar coordinates
3. Summation of series
4. Mathematical induction
5. Differentiation and integration
6. Differential equations
7. Complex numbers
8. Vectors
9. Matrices and linear spaces
10. Momentum and impulse
11. Circular motion
12. Equilibrium of a rigid body under coplanar forces
13. Rotation of a rigid body
14. Simple harmonic motion
15. Further work on distributions
16. Inference using normal and t-distributions
17.  $\chi^2$  -tests
18. Bivariate data

### **Assessment at a glance**

Paper 1 – (3 hours) There are about 11 questions of different marks and lengths on Pure Mathematics (50%)

Paper 2 (3 hours) There are 4 or 5 questions of different marks and lengths on Mechanics followed by 4 or 5 questions of different marks and lengths on Statistics and one final question consisting of two alternatives, one on Mechanics and one on Statistics. (50%)

### **Further Information**

For further information, please speak with Mr Napper or visit the Cambridge International A-Level website

## Music

### **Course Code: 9703**

Cambridge International AS and A Level Music candidates develop an appreciation of, and an informed critical response to, music of the Western tradition, from at least two genres and periods. Candidates learn how to listen attentively and responsively in order to better understand the musical processes at work. They also learn how to communicate this understanding, supporting their judgements by evidence-based argument.

As part of the course, candidates are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context.

One of the available options is a stand-alone AS course, which allows listeners who do not read Western notation to develop their understanding and appreciation of a range of critical approaches to the reception of music.

### **Assessment at a glance**

Candidates can take all components at a single session or they can carry forward an AS result (components 1 and 2) and choose 2 additional components from 3, 4, and 5.

Component 1 - Listening (100 marks) 2hour examination

Component 2 - Practical musicianship (100 marks) Teacher Assessed Coursework

Component 3 - Performing (100 marks) Cambridge Assessed Coursework

Component 4 – Composing (100 marks) Cambridge Assessed Coursework

Component 5 – Investigation and Report (100 marks) Cambridge Assessed Coursework

### **Further Information**

For further information, please speak with Ms Hughes or visit the Cambridge International A-Level website

## Physical Education

### **Course Code: 9396**

The Cambridge International AS and A Level Physical Education syllabus is both practical and theoretical. As well as fostering enjoyment in physical activity, it will encourage students to develop an understanding of the interaction between theory and practice by focusing on the performer and performance.

Students learn about anatomy and physiology, movement skills and contemporary studies at Cambridge International AS Level. This provides a firm foundation for the further advanced study of exercise, physiology, psychology of sport performance and the study of the Olympic Games from a global perspective.

The syllabus provides an excellent grounding for students intending to pursue careers in teaching and coaching, sports development, the leisure industry, recreational management and professional sport.

### **Course Content**

#### **Component 1**

Section A: Applied anatomy and physiology

Section B: Acquiring, developing and performing movement skills

Section C: Contemporary studies in physical education and sport

#### **Component 3**

Section A: Exercise and sport physiology

Section B: Psychology of sport performance

Section C: Olympic Games: a global perspective

#### **Component 3 & 4 - Coursework Element**

There is a long list showing the activities available for assessment for AS Coursework (Component 2) and A2 Coursework (Component 4). Student and their teacher will arrange practical activities to suit the particular abilities and interests of candidates. The full list of sports eligible for the course can be found on the Cambridge A Level website.

### **Assessment at a glance**

Advanced Subsidiary (AS) Level: Candidates take papers 1 and 2

Advanced (A) Level: Candidates take papers 1, 2, 3 and 4

**Component 1** - AS Written paper (2½ hours) Three compulsory questions (35%)

**Component 2** - AS Coursework Centre-based assessment (15%)

**Component 3** - A2 Written paper (2½ hours) Three compulsory questions (35%)

**Component 4** - A2 Coursework Centre-based assessment (15%)

### **Further Information**

For further information, please speak with Ms Churchill or visit the Cambridge International A-Level website.

## Physics

### **Course Code: 9702**

Universities value learners who have a thorough understanding of key concepts in physics, an in-depth knowledge of the most important themes in physics and strong practical skills. Cambridge International AS and A Level Physics helps learners develop the knowledge and skills that will prepare them for successful university study.

### **Key concepts**

Models of physical systems    Testing predictions against evidence    Forces and fields  
Matter, energy and waves    Mathematics    as a language & problem-solving tool

### **Course Content**

#### **Candidates for AS Level Physics study the following topics:**

Physical quantities and units	Measurement techniques
Kinematics	Dynamics
Forces, density and pressure	Work, energy and power
Deformation of solids	Waves
Superposition	Electric fields
Current of electricity	D.C. circuits
Particle and nuclear physics	

#### **Candidates for A Level Physics additionally study the following topics:**

Motion in a circle	Gravitational fields
Ideal gases	Temperature
Thermal properties of materials	Oscillations
Communication	Capacitance
Electronics	Magnetic fields
Electromagnetic induction	Alternating currents
Quantum physics	

#### **All candidates study practical skills.**

### **Assessment at a glance**

- Candidates for Advanced Subsidiary (AS) certification take Papers 1, 2 and 3 (either Advanced Practical Skills 1 or Advanced Practical Skills 2) in a single examination series.
- Candidates who, having received AS certification, wish to continue their studies to the full Advanced Level qualification may carry their AS marks forward and take Papers 4 and 5 in the examination series in which they require certification.
- Candidates taking the full Advanced Level qualification at the end of the course take all five papers in a single examination series.

Paper 1 – Multiple Choice (15.5%)

Paper 2 – AS Level structured questions (23%)

Paper 3 – Advanced Practical Skills (11.5%)

Paper 4 – A Level structured questions (38.5%)

Paper 5 – Planning, Analysis and Evaluation (11.5%)

### **Further Information**

For further information, please speak with Ms Owen or visit the Cambridge International A-Level website.

## Psychology

### **Course Code: 9698 / 9990**

*This syllabus is currently being altered. Students wishing to take a staged AS and A Level route will follow the '9698' version of the course. Those students wishing to follow the linear A Level route will follow the '9990' version of the course. Your Psychology teacher will be able to discuss these options with you.*

Cambridge International AS and A Level Psychology is accepted by universities and employers as proof of knowledge and ability. This syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes:

- a review of a number of important research studies
- an opportunity to look at the ways in which psychology has been applied.

The syllabus uses a wide variety of assessment techniques that will allow students to show what they know, understand and are able to do. The emphasis is on the development of psychological skills as well as the learning of psychological knowledge.

### **Course Content**

#### **Themes**

1. Methodology
2. Approaches and perspectives
3. Issues and debates

#### **Core content**

Cognitive psychology	Social psychology
Developmental psychology	Physiological psychology
The psychology of individual differences	

#### **Specialist choices**

Psychology and education	Psychology and health
Psychology and environment	Psychology and abnormality
Psychology and organisations	

### **Assessment at a glance**

AS Level - Candidates take Papers 1 and 2.

A Level - Candidates take Papers 1, 2 and 3.

**Paper 1** - (1 ½ Hours) Short-answer and structured essay questions, based on core studies Section (25%)

**Paper 2** – (1 ½ Hours) Structured essay questions. One question on methodology with a named core study, one question on approaches and perspectives, and issues and debates, with a named core study and one question on approaches, issues and debates (25%)

**Paper 3** – (3 hours) Short-answer and structured essay questions Candidates study two specialist options from a choice of five (50%)

### **Further Information**

For further information, please speak with Mr Ayres or visit the Cambridge International A-Level website.

## Religious Studies

***This subject is being delivered as an A Level administered by the Welsh Joint Education Committee (WJEC) as we feel it better suits the curriculum needs of our students in this subject area***

A Level Religious Studies is an exciting and engaging course that allows students to explore individual, moral, ethical, social, cultural and contemporary issues. The Religion and Ethics options, and the Religion in Contemporary Society options, are particularly focused on moral, ethical and social aspects.

Other options provide opportunities to:

- study relationships between religion and culture;
- consider moral values and attitudes of individuals, faith communities or contemporary society;
- develop skill in reasoning on matters concerning values, attitudes and actions;
- develop the ability to make responsible judgements on significant moral teaching and issues.

### **Course Content**

Unit 1 - An Introduction to the Study of Religion (study of one religion from a choice of six)

Unit 2 - An Introduction to Religion and Ethics and the Philosophy of Religion

Unit 3: A Study of Religion (study of one religion from a choice of six)

Unit 4: Religion and Ethics

Unit 5: Philosophy of Religion

Unit 6: Textual Studies (New Testament)

### **Assessment at a glance**

#### **AS level Compulsory study of Unit 1 and Unit 2**

Unit 1 – Written examination: 1 hour 15 mins (15%)

Unit 2 – Written examination: 1 hour 45 mins (25%)

#### **A2 Level Compulsory study of Unit 1, Unit 2 and unit 3 and a choice of any two other units**

Unit 3 - Written examination: 1 hour 30 mins (20%)

Unit 4 - Written examination: 1 hour 30 mins (20%)

Unit 5 - Written examination: 1 hour 30 mins (20%)

Unit 6 - Written examination: 1 hour 30 mins (20%)

### **Further Information**

For further information, please speak with Ms Williamson or visit the WJEC website.

## Spanish

### **Course Code: 9719**

Cambridge International AS and A Levels in languages other than English are accepted by universities and employers as proof of linguistic ability and understanding. Successful language students gain lifelong skills, including:

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

### **AS or A Level**

Candidates wishing to take a Cambridge International A Level must take all components of the assessment in the same examination series. It is not possible for candidates to follow a staged assessment of these qualifications. Therefore, it is likely that this qualification will only be offered as a full A level. We may be able to offer an AS qualification either as a stand-alone assessment if there is sufficient demand please contact the College to enquire about this.

### **Course Content**

All textual material used in the examinations will be drawn from the topic areas below, with reference to the country or countries where the language is spoken.

Human relationships Family Generation gap  
Young people Patterns of daily life Urban and rural life  
The media Food and drink Law and order  
Philosophy and belief Health and fitness Work and leisure  
Equality of opportunity Travel and tourism Sport  
Employment and unemployment Free time activities Education  
Cultural life/heritage War and peace Conservation  
Social and economic development Environment Pollution  
Scientific and medical advances Technological innovation  
Contemporary aspects of the country or countries where the language is spoken

### **Assessment at a glance**

Component 1 - Speaking Test

Component 2 - Reading and Writing

Component 3 - Essay

Component 4 - Texts

### **Further Information**

For further information, please speak with Ms Harry or visit the Cambridge International A-Level website

