

# British West Indies Collegiate



## Sixth Form Programme

2010 – 2012

*This booklet provides an overview of the two-year Advanced Level programme, curriculum and subjects studied*

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# Introduction

The British West Indies Collegiate is situated on a 12 acre site on the Turks and Caicos Island of Providenciales. The school has grown steadily since its opening in 1993 and its reputation for excellence is well established. The school has over 160 students at present with continuing plans for further expansion.

New buildings have been constructed annually, resulting in a well-appointed campus. There are separate laboratories for Biology, Chemistry and Physics, a well-equipped Art room, a large computer suite and the largest library on the island. All rooms are air-conditioned. Brayton Hall, a state-of-the-art auditorium was completed in 2002, providing both extra classrooms and the opportunity for more cultural events such as concerts and performances. A spacious and well resourced dedicated Sixth Form Common Room, complete with computers, wireless internet access, bathrooms and kitchen area was completed in October 2006 to allow Sixth Form students a greater degree of independence and freedom during private study periods.

## The Sixth Form (Years 12 & 13)

“Leadership confers privileges and responsibilities. At the British West Indies Collegiate, we aim to give both to our Sixth Form students in the confident belief that they will be the next generation of leaders in the Turks & Caicos Islands’ community”

It is no exaggeration to say that the wellbeing of the TCI community is intimately connected to that of the post-16 education offered in the Sixth Form of the British West Indies Collegiate which, in many ways, is the *raison d’être* for the school itself. Consequently, the Collegiate is uniquely placed to service the needs of students and employers.

As the only school in the Turks and Caicos Islands offering an international Advanced Level programme that provides the necessary qualifications for access to university, the Collegiate allows Belongers and other residents to complete their secondary education while remaining within the islands. This does much to encourage our young people to return to TCI after completing their university education - able and willing to contribute to the country’s future development. The school also plays a vital role in attracting key workers from abroad, by providing for their children an opportunity for continuous secondary education up to university age.

At the Collegiate, we offer a high quality education, with effective support and guidance, which encourages our students to set high personal goals and gives them the opportunity to achieve them. Our success is based upon a team of experienced specialist staff in post-16 education, capable of delivering both a wide range of Advanced Level subjects and offering advice on appropriate university courses. The Cambridge International Examinations (CIE) A Levels taught at the Collegiate are held in particular high esteem in the academic world, and are a very effective currency for gaining access to top universities in the United Kingdom, Europe, North America and the Caribbean. To assist students in preparing for the transition both into the Sixth Form and university, each Sixth Former is assigned a teacher to act as a personal mentor who will, through weekly meetings, provide pastoral and academic guidance and assist them in the process of applying for further education courses.

We believe that, at the Collegiate, we are educating the next generation of leaders in Business, Conservation, Education, Engineering, Government, Healthcare, Law and Tourism, within the TCI. This is a task not to be undertaken lightly and it is imperative that we prepare students for this challenge by establishing an ethos in which they are encouraged to see the world as a place where their contribution can make a positive difference. We promote a strong sense of community in which all members are valued and in which our Sixth Formers play an important part.

We also make our Sixth Formers very aware that we see them as leaders in the school. With leadership comes certain privileges. Students are accommodated in a purpose-built Common Room; they are no longer required to wear school uniform; they are allowed to bring in personal electronic study aids; they are allowed to leave the school premises at lunchtime and their timetables allow for more non-teaching periods in which to consolidate good independent study habits. These are areas of their lives where we recognize a greater degree of independence is necessary to prepare them for university and future careers.

However, with those privileges come responsibilities. Sixth Formers are expected to handle this freedom with restraint and judgement, and to set an example for younger students at all times in matters of dress, demeanour, behaviour and punctuality. We encourage them to see themselves as role models and to assist us in raising the aspirations of younger students. All Sixth Formers, therefore, take part in a reading programme in which they guide students in Years 6 and 7 on a one-to-one basis. They are also encouraged to play a leading role in fund-raising events for local good causes and to participate in extracurricular activities that contribute towards the island community.

### **Entry Requirements**

A minimum of five IGCSE/CXC/GCE passes at grade B/II or above is required for entry into the Advanced Level programme. It is expected that candidates will gain a B/II or higher in those subjects selected for Advanced Level study.

### **Applications**

All potential candidates must complete an application form and attend an interview with the Principal and the Head of Sixth Form. Offers will be given based on the application form, an interview, school reports and predicted grades.

The purpose of the interview is to discuss in detail the possible programmes of study a student wishes to pursue and the student's career plans. It is further intended to inform the student of tutorial arrangements, registration requirements, monitoring systems and extracurricular programmes. It is important that students have the opportunity to clearly ascertain whether or not they are capable of, and committed to, the demands and rigour of Sixth Form life.

The interview is designed to be friendly and informative, and will last approximately 30 minutes. At the end of the interview we may make a conditional offer. Final decisions are mostly based on examination results, which students are required to communicate to the school as soon as they become available. In addition to the interview, students will have the opportunity to view the campus and its facilities, and meet with teachers and students.

### **Conditions of Offer**

- Minimum of 5 IGCSE/CXC/GCE of grade B/II, or above
- Passes to include English and Mathematics
- Acceptance of attendance requirements
- Acceptance of a minimum of 15 hours of study at home per week

### **Advanced Level & Advanced Subsidiary Level Courses**

The school follows the British-based National Curriculum, leading towards General Certificate of Education (GCE) Advanced (A) Levels from Cambridge International Examinations (CIE). These are well respected and established qualifications; universally recognised. Advanced Levels are the most widely used qualification for entry to British universities, and are also widely accepted by universities around the world, including the USA, Canada, Australia and New Zealand. Many students who pass their Advanced Levels with good grades are eligible for an accelerated programme at North American universities, usually joining programmes in the second year. Requirements and guidelines from specific universities and colleges around the world are listed in "A/AS Recognition Handbook", published by CIE (May, 2006), which can be downloaded from the 'Departments' page of the school website, [www.bwic.tc](http://www.bwic.tc).

Full Advanced Level courses are studied over two years; an AS (Advanced Subsidiary) Level in the first year and an A2 Level in the second. Most students study four AS Levels in the first year and continue to study three or four subjects at A2 Level in the second year. Exceptionally capable students may study five AS Levels in the first year and four A2 Levels in the second year. New AS subjects may also be started in the second year to run alongside A2 subjects; all in all a great deal of flexibility is possible. Some subjects are assessed only by examination whilst others use coursework and/or practical assessments alongside examinations.

CIE will introduce a new A\* grade to the Cambridge International A Level in 2010 in line with UK Government recommended changes to the domestic A Level. The A grade will remain as the highest achievable grade at AS Level. From 2010, A Levels will receive pass grades of A\* to E (A to E for AS Levels), based on the following mark boundaries:

A Level		AS Level	
<b>A*</b>	90% - 100%	<b>A</b>	80% - 100%
<b>A</b>	80% - 89%		
<b>B</b>	70% - 79%	<b>B</b>	70% - 79%
<b>C</b>	60% - 69%	<b>C</b>	60% - 69%
<b>D</b>	50% - 59%	<b>D</b>	50% - 59%
<b>E</b>	40% - 49%	<b>E</b>	40% - 49%

A mark below 40% will be classified as 'Ungraded' (U) and no certificate will be issued.

### Options available for 2010-2012

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Band A</b>	Chemistry	Biology	Physics	Math	English Lang
<b>Band B</b>	Geography / ICT	Business	History	English Lit	Art

The above options provide students with the flexibility to specialise or follow a broad programme of study. For example, a student may take all three Science subjects and Mathematics from Band A, or they could take Business, ICT, Art and History from Band B. Advice will be given at interview about the best subjects to follow with regard to ability and specific career ambitions.

### Additional Information

The British West Indies Collegiate is a Cambridge International Centre (No. TC100), independent and fully accredited to administer examinations offered by the CIE Board. The school also maintains active links with other educational establishments, and is proud to be recognised as an Associate School with the distinguished University of McGill in Montreal, Canada.

The great majority of our Sixth Form students apply to further their studies at universities around the world. To date, the Collegiate has achieved 100% placement of students who have applied to study at university. Teachers give advice on choosing the right university and on the application process to the UK, Canada and the USA. They will also help in finding information on other destinations, and will assist students in applying for scholarships. The school provides assistance for the SAT 1 and 2 examinations, and is the only institution in the Turks and Caicos accredited as a centre (No. 91-976) by the US College Board.

All students are encouraged to show initiative and develop leadership skills. They have opportunities to take on extra responsibilities both in their role as prefects and through election to House Captains and Vice Captains. It is important to us that students leave the British West Indies Collegiate not only academically competent but also well prepared for the world beyond school. Students are given guidance on career choices and participate in a Work Exposure Programme. This programme gives students the opportunity to visit work places and work alongside professionals.

The school day commences at 8:00 am and ends at 3:20 pm and currently comprises 9 periods of 40 minutes each, with 40 minutes for lunch and a 20 minute break after the first 3 periods. Sixth Form students follow a reduced timetable (usually 8 periods per subject), leaving a number of Study Periods spread throughout the week. During this time students are expected to prepare for lessons, complete homework, research and prepare university requirements. Sixth Form students also meets with senior staff members, 2-3 sessions per week, for student development and university preparation sessions.

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# Applied Information and Communication Technology (ICT)

**Course Title:** Advanced Level in Applied Information & Communication Technology (Syllabus 9713)

## Overview

Students following this syllabus will develop, and learn to apply, a broad range of ICT skills, while also gaining an understanding of the way ICT is used in the world of work. The syllabus introduces students to the structure and use of ICT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, students learn about ICT system life cycles, and how these affect the workplace. They also gain an understanding of the wider impact of ICT on society in general.

## Entry Requirements

Minimum grade I at CXC IT (Technical Proficiency) or grade B at IGCSE, together with good written English skills are required. Students inexperienced in the use of Microsoft Office applications (particularly 'Excel' and 'Access') will be severely disadvantaged. Acceptance on the course will be based on the above criteria and on performance in short practical and written entry tests.

## Aims

The aims of the Advanced Subsidiary GCE curriculum in Applied ICT are to:

- help develop a broad range of ICT skills and knowledge of the uses of ICT in vocational contexts, as a basis for progression into further learning in ICT-related fields, including progression from AS to A2;
- develop an understanding of the constituent parts, uses and applications of ICT systems within a range of organisations, including the use of basic computer networks;
- develop an understanding of the effect of these ICT systems on society in general;
- develop an understanding of the main systems life cycle and apply this understanding to workplace scenarios.

In addition, the aims of the Advanced GCE curriculum in Applied ICT are to encourage candidates to:

- apply their knowledge and understanding of ICT and use these skills in vocational contexts;
- develop an understanding of the constituent parts, uses and applications of ICT systems within a wide range of organisations, including the use of a range of computer networks;
- develop an understanding of project management skills and other problem solving skills.

## Assessment Objectives

The two Assessment Objectives in Applied Information and Communication Technology are:

### A Practical Skills

### B Knowledge and understanding

A description of each assessment objective follows.

## **A Practical Skills**

At AS level candidates should be able to:

1. select appropriate software for the task;
2. communicate effectively with other ICT users using e-mail and search for appropriate information using the internet;
3. prepare, create, amend and edit documents and interactive presentations;
4. create both flat-file and relational database structures, add data, check the data entry, perform searches, reorganise data by sorting and present calculated values based on the data;
5. create graphs and charts;
6. integrate data from several sources;
7. output data in different forms;
8. create and test a data model using a spreadsheet, extract and summarise data in a variety of forms.

## **B Knowledge and Understanding**

At AS level candidates should be able to demonstrate knowledge and understanding in relation to:

1. the functions and uses of the main hardware and software components of ICT systems including portable communication systems;
2. the ways in which organisations use ICT;
3. the impact on society of the use of ICT in the home;
4. the stages of the systems life cycle and the methods used within each of these stages;
5. ICT and computing terminology.

## **A Practical Skills**

At A2 level candidates should be able to fulfil all of the practical skills from AS level and:

1. create a mail merged document using a word processor and data handling package;
2. create an automated procedure which enables a user to select both the required document and the data to merge it with.

## **B Knowledge and Understanding**

At A2 level candidates should be able to demonstrate all the knowledge and understanding from AS level and extend their knowledge and understanding to take into consideration:

1. the ways in which an extensive range of organisations use information and communication technology;
2. the impact on society of the use of a wide range of ICT on-line applications;
3. the networking of information-processing systems and the use of on-line services.

## **Scheme of Assessment**

### **AS Level**

<b>Paper</b>	<b>Type</b>	<b>Duration</b>	<b>Maximum Mark</b>	<b>Weight</b>
<b>11</b>	Written A	1 hr 15 mins	80	20%
<b>2</b>	Practical Test A	2 hrs 30 mins	120	30%

## A Level

In addition to Papers 1 and 2.

Paper	Type	Duration	Maximum Mark	Weight
31	Written B	1 hr 15 mins	80	20%
4	Practical Test B	2 hrs 30 mins	90	30%

Candidates start with AS and progress to A2 to do the full Advanced Level.

## AS Level

All candidates will be entered for Papers 11 and 2.

**Paper 11** - A written paper assessing the knowledge and understanding in sections 1 to 4 below. This paper will consist of compulsory questions. Candidates will answer in the spaces provided on the question paper. The questions will generally test sections 1 to 4 of the curriculum content, although knowledge and understanding demonstrated in the practical test may also be assessed.

**Paper 2** - A practical test assessing selected skills, and may assess some underpinning knowledge and understanding from sections 1 to 4 below.

## A2 Level

All candidates will be entered for Papers 31 and 4.

**Paper 31** - A written paper assessing the knowledge and understanding in sections 1 to 7 below. This paper will consist of compulsory questions. Candidates will answer in the spaces provided on the question paper. The questions will generally test sections 1 - 7 of the curriculum content, although knowledge and understanding demonstrated in the practical test may also be assessed.

**Paper 4** - A practical test assessing selected skills, and may assess some underpinning knowledge and understanding from sections 1 to 7 below.

## Practical Tests

The two practical tests will each comprise a number of tasks to be taken under controlled conditions. The practical tests focus on the candidates' ability to carry out practical tasks and to show the appropriate knowledge and understanding to enable them to complete the tasks efficiently. Candidates are assessed on their ability to complete these tasks using the most appropriate software and with the most appropriate methods.

## Curriculum Content

The subject content is set out in six interrelated curriculum areas. These sections should be read as an integrated whole and not as a progression. The six areas are as follows:

1. ICT systems including portable communication devices
2. How organisations use ICT
3. Impact of ICT on society
4. Computer Networks
5. Problem solving using ICT
6. Systems life cycle

The six areas are split into seven sections to enable a balance between AS level and A2 level. The seven sections are as follows:

### **At AS Level**

1. ICT systems including portable communication devices
2. How organisations use ICT – Part 1
3. Impact of ICT on society – Part 1
4. Systems life cycle

### **At A2 Level**

5. How organisations use ICT – Part 2
6. Impact of ICT on society – Part 2
7. Computer networks

Candidates should be familiar not only with the types of software available and the range of Information Technology knowledge and skills detailed in the course syllabus, but also with their uses in practical contexts.

No marks will be awarded for using brand names of software packages or hardware.

Teaching methods include: self-study materials; practical demonstrations and workshops; and formal lectures.

### **Career Opportunities**

Whatever your intended career path, good ICT skills and knowledge are increasingly becoming a standard requirement. Universities and Colleges acknowledge this, and now integrate ICT elements within most 'traditional' subject courses. Your ICT AS or A Level can therefore be applied to a variety of courses at the higher level. Wherever you apply to work or study, ICT skills will be viewed positively and will help you carry out your work or studies more effectively. Although the Applied ICT A Level is not designed to provide you with the advanced knowledge of programming and system architecture that Advanced Level 'Computing' would, it does prepare you for many ICT-based careers, and careers that have become heavily ICT dependent.

# Art & Design

**Course Title:** Advanced Level Art & Design (Syllabus 9704)

Art A/AS Level is a studio based course in which students work creatively, in a friendly, dynamic atmosphere using a variety of media to pursue individual, creative solutions to a range of stimuli.

IGCSE Art is preferred, but is not an essential qualification.

The student who is committed to hard work both inside and outside the studio may be considered for this course.

## Aims

To actively develop the following abilities and qualities:

1. The ability to perceive, understand and express concepts and feelings.
2. The ability to record from direct observation and personal experience.
3. The ability to communicate by using appropriate materials and techniques in a disciplined way.
4. Experimentation, innovation and the use of intuition and imagination.
5. Critical and analytical faculties; the ability to identify, research and evaluate problems in a systematic way.
6. Confidence, initiative and a sense of adventure and achievement
7. The acquisition of a relevant working vocabulary.
8. An awareness and appreciation of the interdependence of art and design within individual cultural and historical contexts.

## Assessment Objectives

For each AS & A Level component:

Personal Qualities 25%      Manipulative, Artistic & Analytical Skills 25%  
Aesthetic Qualities 25%      Knowledge & Critical Understanding 25%

## Schemes of Assessment

### AS Level:

Candidates will be expected to submit work for Units 1 & 2 and will need to reach a certain aggregate mark in the subject as a whole in order to qualify for the Advanced Subsidiary Award.

**Component (unit) 1**      Controlled Test = 30% Externally Assessed

**Component (unit) 2**      Coursework A = 20% Internally Assessed

### A Level:

Candidates will be required to follow a staged assessment route to A Level by taking Units 3 & 4

**Component (unit) 3**      Coursework B = 30% Internally Assessed

**Component (unit) 4**      Related Study = 20% Externally Assessed

## Entry Requirements

### AS Level

#### Component 1 Paper 9704/01 Controlled Test

This component is concerned with developing the candidate's response to visual stimuli and encourages the process of direct observation from primary sources. The candidate will choose one stimulus from the examination paper from which to make studies in any suitable medium, process or technique.

**Controlled Test:** This is an externally set assignment that will be marked by CIE. The examination paper will provide candidates with the opportunity to respond in a variety of ways, for example interpretative, design, abstract, photography, etc.

**Preparatory Work:** The preparatory work must consist of no more than 4 sides of paper no larger than A1 or equivalent on which a number of smaller works may be suitably attached.

#### Component 2 Paper 9704/02 Coursework A

The intention of this unit is to allow candidates to pursue a field of study in research, development and realisation in depth. Emphasis, (unlike unit 3) will be placed on the development of ideas and the use of processes rather than the resolution of the final coursework project itself.

**Coursework:** One coursework project from one area of study will be pursued during the course. The coursework project should be the candidate's individual response presented in whichever one area of study is considered appropriate for the realisation of his/her idea.

**Supporting Work:** This should be selective and should show research, recording, development and critical evaluation undertaken during the study. One coursework project and up to 4 sheets of supporting work (maximum A2 size or equivalent) must be presented.

**Note:** *An overall pass is required at AS Level to progress to A Level*

### A Level

#### Component 3 Paper 9704/03 Coursework B

The intention of this unit is to allow candidates to pursue a field of study in research, development and realisation in depth. However, unlike unit 2 as much emphasis will be placed on the resolution of the final piece as on the development of ideas and the use of processes.

**Coursework:** One coursework project from one area of study will be pursued during the course. The work may or not be from the same area of study submitted for Unit 2. If the same area is selected then candidates are advised to investigate a different process. The coursework project should be the candidate's individual response presented in whichever one area of study is considered appropriate for the realisation of his/her ideas.

**Supporting Work:** This should be selective and should show research, recording, development and critical evaluation undertaken during the study. The folder of supporting work should not exceed A1 in size and may contain up to 10 sheets of mounted or equivalent work.

**Sketchbook:** Should consist of recordings over the period of the course whether relating to direct observation, the use of processes or visits to sites,

workshops and exhibitions. It should not be a scrapbook for material from secondary sources.

One coursework project and up to 4 sheets of supporting work (maximum A2 size or equivalent) must be presented.

#### **Component 4 Paper 9704/04** Related Study

The intention of this unit is to allow students to explore in detail any aspect of the visual arts that relates to their coursework for either component 2 or 3. First hand experience should form part of the study.

**Presentation:** This may take any format that is deemed appropriate. If a balance of visual and written analysis is presented, it should not exceed 3,500 words. An introduction, a conclusion and a bibliography are expected to be included in each type of presentation.

#### **Careers Involving Art as a Primary Discipline**

- Advertising Industry
- Architectural Design
- Automotive Design
- Computer Graphics
- Fashion Design
- Film & Video Industry
- Graphic Design
- Industrial Design
- Interior Design
- Product Design
- Theatre Design
- Photography
- Printing Industry
- Teaching
- Television
- Web Design

# Biology

**Course Title:** Advanced Level in Biology (Syllabus 9700)

## Aims

1. To provide, through well designed studies of experimental and practical biological science, a worthwhile educational experience for all students so that they can acquire sufficient knowledge and understanding:
  - 1.1. to become confident citizens in a technological world and able to take or develop an informed interest in matters of scientific import;
  - 1.2. to recognise the usefulness, and limitations, of the scientific method and to appreciate its applicability in other disciplines and everyday life;
  - 1.3. to be suitably prepared for studies beyond Advanced Level in biological sciences, in further or higher education, and for professional courses.
2. Develop abilities and skills that:
  - 2.1. are relevant to the study and practice of biological science;
  - 2.2. are useful in everyday life;
  - 2.3. encourage efficient and safe practice;
  - 2.4. encourage effective communication using universal scientific conventions.
3. Develop attitudes relevant to science such as:
  - 3.1. concern for accuracy and precision;
  - 3.2. objectivity;
  - 3.3. integrity;
  - 3.4. the skills of enquiry;
  - 3.5. initiative;
  - 3.6. inventiveness.
4. To stimulate interest in, and care for, the global environment, and understand the need for conservation.
5. To promote an awareness:
  - 5.1 that scientific theories and methods have developed, and continue to do so, as a result of co-operative activities of groups and individuals and that biological science transcends national boundaries;
  - 5.2 that the study and practice of Biology are subject to social, economic, technological, ethical and cultural influences and limitations;
  - 5.3 that the implications of biological science may be both beneficial and detrimental to the individual, the community and the environment;
  - 5.4 of the importance of the use of ICT, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.
6. To stimulate students and create a sustained interest in Biology so that the study of the subject is enjoyable and satisfying.

## Scheme of Assessment

Paper	Type of paper	Duration	Marks	Weighting	
				AS	A
<b>11</b>	Multiple Choice	1 hr	40	31%	15%
<b>21</b>	AS Structured Questions	1¼ hrs	60	46%	23%
<b>31/32</b>	Advanced Practical Skills	2 hrs	40	23%	12%
<b>41</b>	A2 Structured Questions	2 hrs	100		38%
<b>51</b>	Planning, Analysis and Evaluation	1¼ hrs	30		12%

## Combinations of Papers

- Candidates for Advanced Subsidiary (AS) certification will take Papers 11, 21 and 31 (or 32) at a single examination session.
- 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 41 and 51 in the examination session in which they require certification.
- Candidates taking the complete Advanced Level qualification at the end of the course take all the papers in a single examination session.

## Curriculum Content

Section	AS	A2
A Cell Structure	X	
B Biological Molecules	X	
C Enzymes	X	
D Cell Membranes and Transport	X	
E Cell and Nuclear Division	X	
F Genetic Control	X	
G Transport	X	
H Gas Exchange	X	
I Infectious Diseases	X	
J Immunity	X	
K Ecology	X	
L Energy and Respiration		X
M Photosynthesis		X
N Regulation and Control		X
O Inherited Change		X
P Selection and Evolution		X
<b>Applications of Biology</b>		
Q Biodiversity and conservation		X
R Gene Technology		X
S Biotechnology		X
T Crop Plants		X
U Aspects of Human Reproduction		X

## Career Opportunities

Students following the field of biological sciences have many career options. Advanced Level Biology is a requirement for any medical based degree, including dentistry, physiology, anatomy, microbiology and pharmacology. It is strongly recommended that Chemistry is studied alongside Biology for these courses.

Other careers using Biology include those within ecological or environmental industries, laboratory or field based analytical work and formal scientific research.

# Business Studies

**Course Title:** Advanced Level in Business Studies (Syllabus 9707)

## Overview

This is a 2 year course, in which the Advanced Subsidiary (AS) element is completed in the first year and the Advanced (A2) element is completed in the second year. The pace of work is rapid in order to ensure all course content is covered thoroughly. This is an interesting course which does require a pro-active approach from the students, in terms of additional reading and research.

## Aims

The syllabus is intended to lead to courses that will encourage students:

1. to understand and appreciate the nature and scope of business, and its role in society;
2. to develop critical understandings of organizations, the markets they serve and the process of adding value;
3. to be aware that business behaviour can be studied from a range of stakeholders including customers, managers, creditors, owner/shareholders and employees;
4. to be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity;
5. to develop skills in:
  - decision making and problem solving in the light of evaluation;
  - the quantification and management of information, where appropriate;
  - effective communication.

The emphasis should be on the application of concepts and issues to the local context where appropriate.

## Assessment Objectives

1. Knowledge and critical understanding of the specified course content.
2. Application of this knowledge.
3. Analysis of problems, issues and situations by:
  - distinguishing between statements of fact, statements of value and hypothetical statements;
  - making valid inferences from materials presented;
  - examining the implications of a hypothesis;
  - organizing ideas;
  - making valid generalizations.
4. Evaluation of reliability of material, checking that conclusions drawn are consistent with given information and discriminating between alternative explanations and assessing the role of the main concept and models in business analysis.

## Scheme of Assessment

### ADVANCED SUBSIDIARY QUALIFICATION (Core syllabus)

Paper	Type	Duration	Number of questions	Maximum mark	Weight (% of total marks for the syllabus)
1	Short answer	1 h 15 mins	4	20	20
	Essay (Core)		1 from choice of 3	20	20
2	Data Response	1 h 30 mins	2	60	60

### ADVANCED LEVEL (Core syllabus plus Extension topics)

Paper	Type	Duration	Number of questions	Maximum mark	Weight (% of total marks for the syllabus)
1	Short answer	1 h 15 mins	4	20	10
	Essay (Core)		1 from choice of 3	20	10
2	Data Response	1 h 30 mins	2	60	30
3	Case Study	3 h	5 + one essay from choice of two	100	50

The Advanced Level syllabus will INCLUDE the Core (AS) syllabus as well as the additional Advanced Level material.

## Course Content

1. Business and the Environment
2. People in Organisations
3. Marketing
4. Operations Management
5. Business Finance
6. Business Accounting
7. Information for Decision-making

## Career Opportunities

Business Management  
Law  
Business Ownership  
Economics and Politics  
Accounting  
Stock Broking and Banking

# Chemistry

**Course Title:** Advanced Level in Chemistry (Syllabus 9701)

## Overview

Advanced Level Chemistry is a two-year programme, with two distinct components.

- Advanced Subsidiary (AS) Chemistry      Core Chemistry, Year 12.
- Advanced Level (A2) Chemistry            Advanced Chemistry, Year 13.

Candidates follow a staged assessment route to the Advanced Level by taking the AS Chemistry in Year 12. Subject to satisfactory performance, candidates take the final part of the assessment, A2 Chemistry, leading (in combination with AS) to the full A Level, in Year 13.

Students are assessed by external examinations at the end of each level. These consist of theoretical papers and a practical examination.

## Aims

Advanced Level Chemistry seeks to:

1. provide, through well designed studies of experimental and practical chemistry, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level and, in particular, to enable them to acquire sufficient understanding and knowledge to become confident citizens in a technological world;
2. develop skills and abilities that are relevant to the study and practice of science, and are useful in everyday life;
3. develop attitudes such as accuracy, precision, objectivity, integrity, enquiry, initiative and insight, all of which are relevant to science;
4. stimulate interest in, and promote care for the environment;
5. promote an awareness that the study and practice of science are co-operative and cumulative activities, its applications may be both beneficial and detrimental to the individual, community and environment, and all are subject to social, economic, technological, ethical and cultural influences and limitations;
6. stimulate students, create and sustain their interest in Chemistry, and understand its relevance to society.

## Scheme of Assessment

Paper	Type of Paper	Duration	Marks	Weighting	
				AS	A
<b>11</b>	Multiple Choice	1hrs	40	31%	15%
<b>21</b>	AS Structured Questions	1¼ hrs	60	46%	23%
<b>31</b>	Advanced Practical Skills	2 hrs	40	23%	12%
<b>41</b>	A2 Structured Questions	1¾ hrs	100		38%
<b>51</b>	Planning, Analysis and Evaluation	1¼ hrs	30		12%

## Combinations of Papers

- Candidates for Advanced Subsidiary (AS) certification will take Papers 11, 21 and 31 at a single examination session.
- 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 41 and 51 in the examination session in which they require certification.
- Candidates taking the complete Advanced Level qualification at the end of the course take all the papers in a single examination session.

## Curriculum Content

### AS Chemistry

Atomic Structure  
Bonding  
Chemical Energetics (1)  
Periodic Table (1)  
Equilibria  
Organic Chemistry (1)

### A2 Chemistry

Chemical Energetics (2)  
Periodic Table (2)  
Electrochemistry  
Organic Chemistry (2)  
Applications of Chemistry

## Methodology/Evaluation

The assessment objectives used to evaluate the students are:

1. Knowledge with understanding
2. Handling, applying and evaluating information.
3. Experimental skills and investigations

The development of each topic is promoted via:

1. Theory – classroom teaching, class discussions, group work, independent study, research and projects.
2. Experimental investigations – appropriate practical assignments, selected to enhance the development of each topic, and done on a weekly basis.
3. Ongoing evaluation is done via class work, investigative and homework assignments, end-of-topic tests and internal examinations.

## Entry Qualifications

Students wishing to pursue studies in Advanced Level Chemistry must attain the following grades:

- IGCSE Grades A\* to B
- CXC Grades I or II

## Career Opportunities

Agriculture, Archaeology, Biochemistry, Bio-medical engineering, Chemical Engineering, Dentistry, Environmental Studies/Research, Food Technology, Forensic Science, Industrial Chemistry, Medicine, Nutrition, Pharmacology, Quality Control Sciences, Soil Science, Teaching, Veterinary Science as well as many, many others.

# English Language

**Course Title:** Advanced Subsidiary Level in English Language (Syllabus 8693)

## Overview

CIE does not offer a full Advanced Level qualification in this subject.

AS English Language is a one-year course of study. The course encourages students to produce critical and informed responses to writing in a range of forms, styles and contexts; develop the interdependent skills of reading, analysis and communication and be able to write effectively and appropriately.

## Scheme of Assessment

Internally, student progress will be assessed continually via homework, class assignments and internal examinations. Additionally, students will be expected to give a number of oral presentations to the class; they have to engage with the material and find resources of their own. Ultimately, they will take two equally weighed papers which both last two hours. Paper 1 tests their analytical and directed writing skills; Paper 2 tests the quality of their narrative/ descriptive/ imaginative writing and their argumentative/ discursive writing.

## Curriculum Content

This course builds upon the IGCSE/CXC Language Course. Students will study and analyse a wide range of material from speeches, to travel writing and fiction. They will have to engage with this material on a professional and personal level, and respond creatively to it. For Paper 2 students will study the various genres closely in order to develop their skills, and will take steps to improve their written proficiency.

## Learning

Clearly, the course involves a great deal of reading and analysing. Students must already have a good level of technical accuracy if they wish to pursue, and be successful in, this course. Students who are interested in world affairs and philosophical issues are most successful in this area.

## Career Opportunities

Students with excellent reading and writing skills will be appreciated by all future employers. This course would be most useful to future journalists, broadcasters, lawyers, politicians, teachers, psychologists, managers and writers. However, a good grade in this subject would be of assistance to any student!

# English Literature

**Course Title:** Advanced Level Literature in English (Syllabus 8695)

## Overview

AS Level Literature is a one-year course of study. A Level Literature adds a subsequent year, making it a two-year course of study. Both encourage students to appreciate an informed personal response to Literature in English in a range of texts in different forms and from different periods and cultures; to recognize the interdependent skills of reading, analysis and communication; to understand effective and appropriate communication; and to develop a wider reading and understand how it may contribute to personal development.

## Scheme of Assessment

Internally, student progress is assessed continually through homework assignments, timed in-class assignments and internal examinations.

Externally, students are assessed through Cambridge International Examination Papers: AS Level students take Paper 3 on Poetry and Prose and Paper 4 on Drama; candidates for A Level add Paper 5 on Shakespeare and Other pre-20th Century Texts and Paper 6 on 20th Century Texts. For each paper, students must write on two different texts in the form of two one-hour essays, a passage-based essay or a general essay. The papers are equally weighted.

## Curriculum Content

Students study texts in the three main literary forms of Prose, Drama and Poetry. The reading list from which texts for study are chosen changes annually. Texts currently under study are:

### AS Level

*A View from the Bridge, The Importance of being Earnest and Twelfth Night*, ten short stories from *Stories of Ourselves* and a selection of poems from *Songs of Ourselves*.

### A Level

*David Copperfield, Homecoming, King Lear* and a selection of poems by Les Murray.

Through their courses of study, students build on the knowledge and skills gleaned in IGCSE/CXC Literature: understanding Prose, Drama and Poetic Techniques and how a writer achieves his or her effects, writing a critical analysis integrating apt quotations, communicating considered personal responses and appreciating varying opinions of literary works.

## Learning

Students learn through a variety of interactive methods from traditional note taking to various group activities. There is an immense volume of text under review in these courses, so it cannot be stressed enough that students must love reading and be pleased with the challenge of academic rigour. They will be required to write many essays, to annotate texts and to discuss texts in depth.

## Career Opportunities

Students with a good understanding of Literature and who have excellent writing and speaking skills may find careers in journalism, broadcasting, technical writing, editing, law, the social sciences and any of the Humanities.

Good grades in English are required for any future academic venture, including Mathematics, Computing/ICT and Science.

# Geography

**Course Title:** Advanced Level in Geography (Syllabus 9696)

## Aims

The aims of this syllabus describe the educational purposes of a course in Geography at Advanced Level. They include references to a number of attributes and qualities which cannot or should not be assessed by examination, but which nevertheless form an essential part of any Geography course. In this respect, the Aims differ from the Assessment Objectives, which all refer to abilities which can be assessed.

## Geography as a Subject Discipline; its Content, Role and Value

The aims are to:

- develop awareness of the relevance of geographical analysis to understanding and solving contemporary human and environmental problems;
- introduce students to the main components of Physical and Human Geography and the interrelationships between these components;
- encourage an understanding of the principal processes operating at different scales within Physical and Human Geography;
- develop a sense of relative location, including an appreciation of the complexity and variety of natural and human environments;
- demonstrate and explain the causes and effects of change over space and time on the natural and human environment;
- demonstrate the importance of scale in understanding Physical and Human Geography;
- make students aware of the problems of explanation (including data collection and processing) in Physical and Human Geography, and to give them an appreciation of the nature, value, limitations and importance of different approaches to analysis and explanation in Geography.

## Skills and Attitudes

The aims are to:

- increase knowledge of, and ability to use and apply, appropriate skills and techniques relevant to the greater understanding and interpretation of facts and relationships in Physical and Human Geography;
- encourage a concern for accuracy and objectivity in collecting, recording, processing, analysing, interpreting and reporting data in a spatial context;
- develop the ability to handle and evaluate different types and sources of information;
- develop the skill to think logically, and to present an ordered and coherent argument in a variety of ways;
- promote an appreciation of the need for understanding, respect and co-operation in conserving the environment and improving the quality of life at both a global scale and within the context of different cultural settings.

## Assessment Objectives

An Assessment Objective is an intended area of competence within the subject. Four are identified in Geography:

1. Knowledge
2. Understanding and Application
3. Skills and Enquiry
4. Evaluation and Decision-Making

## **Scheme of Assessment**

AS candidates will sit Paper 1 only. If they choose to progress to A2 they must sit two further papers (Papers 21 and 31) to achieve the full A Level.

## **Description of Papers**

**Paper 11:** Core Geography (3 Hours)

**worth 50%**

The paper will be split into three sections which will assess the core topics. Candidates will answer five out of six questions in Section A, one question from Section B and one question from Section C.

**Paper 21:** Advanced Physical Options (1½ Hours)

**worth 25%**

Candidates will be required to answer two questions, each on a different topic. Two questions will be set on each topic.

**Paper 31:** Advanced Human Options (1½ Hours)

**worth 25%**

Candidates will be required to answer two questions, each on a different topic. Two questions will be set on each topic.

## **Curriculum Content**

**Paper 11:** Core Geography

Physical Core

These units are compulsory and will be assessed in Sections A and B of Paper 11.

1. Hydrology and Fluvial Geomorphology
2. Atmosphere and Weather
3. Rocks and Weathering

Human Core

1. Population Change
2. Migration
3. Settlement Dynamics

**Paper 21:** Advanced Physical Geography Options

Candidates must study two physical options which will be assessed in Paper 21.

Two questions will be set on each option topic in each examination session

1. Coastal Environments
2. Hazardous Environments

**Paper 31:** Advanced Human Geography Options

Candidates must study two human options, which will be assessed in Paper 31.

Two questions will be set on each option topic in each examination session.

1. Environmental Management
2. Global Interdependence

## **Career Opportunities**

Meteorology; Surveying; Environmental and Coastal protection; Education; Volcanology; Aviation; Archaeology; Geology; Urbanisation and Planning; Civil Engineering; Travel and Tourism.

# History

**Course Title:** Advanced Level in History (Syllabus 9697)

## Overview

In a rapidly changing world, Advanced Level History gives students the opportunity not only of studying aspects of the past, but also of developing an understanding of the complexity of human societies and of acquiring a range of skills which are useful in everyday life.

### AS Level

This syllabus requires candidates to study one area and period of History. It includes source-based studies through which candidates will develop their skills of interpreting and evaluating evidence.

### A Level

This syllabus requires candidates to study two different areas and periods of History, thus encouraging them to identify patterns in, and connections between, apparently contrasting events and developments. It includes source-based studies through which candidates will develop their skills of interpreting and evaluating evidence.

Both Advanced Subsidiary and Advanced Level History encourage students to use independent study skills, to read widely, write fluently, and to develop the capacity to formulate and justify their own ideas about the past.

## Aims

1. To develop an interest in the past and an appreciation of human endeavour.
2. To acquire an understanding and a sound knowledge of selected periods or themes.
3. To gain an awareness of historical concepts such as change and continuity, cause and effect.
4. To appreciate the nature and diversity of historical sources and methods used by historians.
5. To grasp a variety of approaches to aspects and periods of History and differing interpretations of particular historical issues.
6. To think independently and make informed judgments of issues.
7. To cultivate empathy with people living in diverse places and at different times.

## Scheme of Assessment

AS Level candidates enter for one of the components listed below; A Level candidates enter for the two components listed below:

**Paper 11:** Modern European History, 1789-1939

**Paper 51:** US History, 1840-1941

Both papers will be of 3 hours in duration, and carry the same number of marks. In each paper candidates will answer a compulsory source-based question (Section A), and three essay questions from a choice of seven questions (Section B). Currently, BWIC offers Papers 11 and 51, although CIE offers a total choice of six Papers in this subject.

## Weighting Structure of Questions (Total 100 marks)

<b>Essay</b> (3 from choice of 7)	25 marks x 3	75
<b>Source Question</b> (compulsory)	25 marks	25

## Weighting Structure of Examinations

<b>AS Level</b>	100%	
<b>A Level</b>	50% AS	50% A2

## Curriculum Content

**Paper 11** focuses on the key developments that shaped European History from 1789 to 1939. To provide candidates with an holistic understanding of Europe as a region, these key developments will be studied in relation to the wider European context and in the light of broader issues: revolution, nationalism, imperialism, war and totalitarianism.

**Paper 51** focuses on the history of the United States. It includes an analysis of the Old West, de-bunking many of its myths; the foreign policy of the USA; the 'Boom and Bust' years of the 1920s and 30s; the origins of the American Civil War; the Civil War (1861-65) and the Civil Rights Movement of the 20<sup>th</sup> Century.

## Career Opportunities

History can lead to a wide variety of careers. The subject is highly prized for developing analytical and critical thinking skills. Historians can be found in all walks of life, including:

- Law
- Diplomacy and Politics
- Archaeology and Anthropology / Museums
- Education: Primary, Secondary and Tertiary

# Mathematics

**Course Title:** Advanced Level in Mathematics (Syllabus 9709)

## Overview

Whatever your future plans, studying A Level Mathematics would be an excellent choice. This is because Mathematics combines well with almost all other subjects and is highly regarded for entry into most careers and higher education courses. The course of study is split between Pure Mathematics and Applied Mathematics.

**Pure Mathematics:** Here you will build upon the work you did at IGCSE/CXC in Algebra, Trigonometry and Vectors. You will also meet new topics in Algebra such as Functions and Complex Numbers, and start new branches of Mathematics such as Calculus and Coordinate Geometry. This section of the course is designed to give you the techniques and methods to enable you to solve a range of problems.

**Applied Mathematics:** Here you will investigate how, why and when things move in the way that they do, or why they do not move at all. The former is called Dynamics and the latter is called Statics. This gives scientists and engineers the know how to consider practical situations in a mathematical way, and the techniques to solve the real-life problems that arise from them.

## Aims

The aims are to enable students to:

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

## Assessment Objectives

The fundamental requirement that is to be assessed can be summarised as 'technique with application'. The examination will test the ability of candidates to:

1. understand relevant mathematical concepts, terminology and notation;
2. recall accurately and use successfully appropriate manipulative techniques;
3. recognise the appropriate mathematical procedure for a given situation;
4. apply combinations of mathematical skills and techniques in solving problems;
5. present mathematical work, and communicate conclusions, in a clear and logical way.

## Scheme of Assessments

There are 7 units in the A Level scheme. They are:

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

If you study Mathematics up to AS Level, you will be assessed on two units: Pure Mathematics (unit P1) and Mechanics (unit M1) on Applied Mathematics. If you study Mathematics up to A Level you will be assessed on four examination papers, two units of Pure Mathematics (P1 and P3), one unit of Mechanics (M1) and one unit of Probability and Statistics (S1).

### **Course Content**

Each week you will have a total of eight forty-minute periods of tuition. Two times each week, you will be given a homework assignment containing a selection of questions, some chosen from past examination papers, on the work you have been doing. If you have understood and have learnt the work you have been doing that week, then each homework assignment should take you one hour.

It is intended that you will spend at least another two hours each week reviewing your textbooks and notes for clarification and amplification of the work being studied. You should take the time to thoroughly learn the new techniques and formulae that have been introduced to you. Mastering these techniques will improve your chances of obtaining a top grade in this subject.

### **Course Entry Requirements**

To be accepted onto the AS/A Level Mathematics course students will need to have a grade A or above at IGCSE or a grade I at CXC. However, because of the demanding nature of this course, acceptance is discretionary.

### **Career Opportunities**

Mathematics is important in all fields of industry and commerce and will allow you to choose from a wide range of careers. Numerical skills are required in many degree courses and without Mathematics, further study of most sciences and engineering becomes very difficult.

# Physics

**Course Title:** Advanced Level in Physics (Syllabus 9720)

## Aims

1. To provide, through well designed studies of experimental and practical science, a worthwhile educational experience for all students so that they can acquire sufficient knowledge and understanding:
  - 1.1 to become confident citizens in a technological world and able to take or develop an informed interest in matters of scientific import;
  - 1.2 to recognise the usefulness, and limitations, of the scientific method and to appreciate its applicability in other disciplines and everyday life;
  - 1.3 to be suitably prepared for studies beyond Advanced Level in Physics, in Engineering or in Physics-dependent vocational courses.
2. Develop abilities and skills that:
  - 2.1 are relevant to the study and practice of science;
  - 2.2 are useful in everyday life;
  - 2.3 encourage efficient and safe practice;
  - 2.4 encourage effective communication.
3. Develop attitudes relevant to science such as:
  - 3.1 concern for accuracy and precision;
  - 3.2 objectivity;
  - 3.3 integrity;
  - 3.4 the skills of enquiry;
  - 3.5 initiative;
  - 3.6 inventiveness.
4. To stimulate interest in, and care for, the environment in relation to the environmental impact of Physics and its applications.
5. To promote an awareness:
  - 5.1 that the study and practice of Physics are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations;
  - 5.2 that the implications of Physics may be both beneficial and detrimental to the individual, the community and the environment;
  - 5.3 of the importance of the use of ICT, as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.
6. To stimulate students and create a sustained interest in Physics so that the study of the subject is enjoyable and satisfying.

## Scheme of Assessment

Paper	Type of paper	Duration	Marks	Weighting	
				AS	A
<b>11</b>	Multiple Choice	1 hr	40	31%	15%
<b>21</b>	AS Structured Questions	1 hr	60	46%	23%
<b>31/32</b>	Advanced Practical Skills	2 hr	40	23%	12%
<b>41</b>	A2 Structured Questions	1¾ hrs	100		38%
<b>51</b>	Planning, Analysis and Evaluation	1¼ hrs	30		12%

## Combinations of Papers

- Candidates for Advanced Subsidiary (AS) certification will take Papers 11, 21 and 31 (or 32) at a single examination session.
- 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 just Papers 41 and 51 in the examination session in which they require certification.
- Candidates taking the complete Advanced Level qualification at the end of the course take all the papers in a single examination session.

## Curriculum Content

Section	Part	AS	A2
I General Physics	1. Physical Quantities and Units	X	X
	2. Measurement Techniques	X	X
II Newtonian Mechanics	3. Kinematics	X	
	4. Dynamics	X	
	5. Forces	X	
	6. Work, Energy, Power	X	
	7. Motion in a circle		X
	8. Gravitational Field		X
III Matter	9. Phases of matter	X	
	10. Deformation of solids	X	
	11. Ideal Gases		X
	12. Temperature		X
	13. Thermal Properties of Materials		X
IV Oscillations and Waves	14. Oscillations		X
	15. Waves	X	
	16. Superposition	X	
V Electricity and Magnetism	17. Electric Fields	X	X
	18. Capacitance		X
	19. Current of Electricity	X	
	20. D.C. Circuits	X	
	21. Magnetic Fields		X
	22. Electromagnetism		X
	23. Electromagnetic Induction		X
	24. Alternating Currents		X
VI Modern Physics	25. Charged Particles		X
	26. Quantum Physics		X
	27. Nuclear Physics	X	X
VII Gathering and Communicating Information	28. Direct Sensing		X
	29. Remote Sensing		X
	30. Communicating Information		X

## Career Opportunities

Students interested in applying their A or AS Physics qualification to a related career have numerous options. These include astronomy; aeronautics; piloting; medicine; radiography; metrology; teaching; research and development; computing; electrical engineering; mechanics, and many more.