



Downe House
Muscat

Sixth Form Options Guide



Welcome

I am delighted to welcome you to Downe House Muscat, Sixth Form.

At Downe House Muscat, our Sixth Form is a dynamic stepping stone to life beyond school, designed to equip each girl with the skills, knowledge, and confidence needed to achieve their dreams. Here, students are supported with a carefully tailored programme, encompassing rigorous academic pathways, dedicated careers guidance, and individualised pastoral care and study support—when it matters most.

The Sixth Form, provided an experience designed to prepare girls for a life beyond Downe House Muscat.

We aim to create a culture which will inspire your daughter to reach her very best academically, but also find personal fulfilment, experience the joy of in-depth learning and have the confidence and ambition to aim for the highest possible standards she can achieve.

Making decisions about the future is a complex and daunting task for anyone, but the key to success lies in making informed decisions. To enable girls to choose a course, a career or an alternative pathway, Downe House Muscat offers Sixth Form girls a comprehensive higher education and careers guidance programme specifically tailored to your daughter's individual needs.

As students embark on this pivotal stage of their education, they will find a wealth of options that allow

them to follow their passions and excel in their chosen fields, leading to some of the world's most esteemed universities and careers. We aim to prepare the girls for the brightest of futures, grounded in the principles of ambition, resilience, and a commitment to excellence.

Dual Pathway

To support the vision of the individual, there are two personalised pathways to choose from.

- the internationally accredited A Level programme (AS in Grade 11 , A-Level in Grade 12)*
- Ministry of Oman's bilingual GED programme

Whether you choose the International A Level programme or the GED pathway, our teachers at Downe House Muscat bring a wealth of experience and expertise to support the girls at every step of the way. Our dedicated teaching and tutoring teams are committed to providing high-quality teaching and personalised guidance, ensuring each Sixth Form student can thrive academically and personally.

With their support, together we will build the foundation for a successful future, equipped with the skills and confidence to pursue the highest aspirations.

I very much look forward to welcoming you into our wonderful Sixth Form.

Mr Graham Roberts
Head of Sixth Form





The General Education Diploma (GED) Programme

Course Structure and Certification

Students must study 8 subjects (5 of them are compulsory and 3 are elective) and successfully pass all 8 subjects to obtain the General Education Diploma Certificate.

COMPULSORY SUBJECTS (5 subjects)

- Advanced Maths or
- Basic Maths
- English
- Arabic
- Islamic Studies*
- Social Studies*

ELECTIVE SUBJECTS (CHOOSE 2 or 3)

- English Language Skills
- Biology
- Chemistry
- Physics
- ICT
- Business Studies
- Economics

**exemptions to be applied through MOE*

INDIVIDUAL SKILLS SUBJECTS (only 1 choice)

- PE
- Art
- Music

Grade 11 and 12 GED

- Individual Skills subjects: The student chooses only one subject from the Individual Skills subjects, with the possibility of changing the subject to another elective subject in Grade 12 according to the rules for changing options.

GED subjects currently offered at DHM

- English:
The GED English course allows students to improve their abilities and confidence in the key skills of speaking, listening, reading and writing. Students have the opportunity to analyse and produce a variety of text types, as well as studying literature.
- Mathematics:
GED Mathematics builds on the knowledge acquired in iGCSE Maths but stretches students to levels needed for university. Students will be required to demonstrate knowledge, application and reasoning skills to answers different types of questions which will stand them in good stead for the next phase of their education.
- Arabic:
اللغة العربية شريان حضارتنا النابض ووجه ثقافتنا المشرق، وهي مفتاح الفهم للقرآن والسنة، وتعلمها يساعد الطالبات على فهم الشريعة الإسلامية والثقافة العربية فهما صحيحا. ويتضمن منهاج اللغة العربية للصف الثاني عشر بعض الأساليب النحوية والبلاغية التي تساعد الطالبات في التعبير والتحدث بالفصحى بشكل صحيح، كما يتضمن العديد من النصوص الأدبية في فرع الأدب والتي تهدف إلى تعريف الطلبة بالتراث الأدبي للغتهم بما يشتمل عليه من قيم جمالية واجتماعية وظروف تاريخية.
- Islamic:
يؤكد منهج التربية الإسلامية دور الطالب في التعامل مع المعرفة، بحثا وفهما وتحليلا، واستخلاصا للدروس والعبر، ويدعو إلى الاستمسك بالقيم الإنسانية النبيلة، التي يدعو إليها الإسلام، والتخلق بمكارم الأخلاق، ويربط كافة مفردات المنهج بالسلوك وواقع الحياة، مما يسهم في بناء شخصية الطالب المسلم بناء متكامل في أبعاده النفسية والعقلية والروحية. وهذا ما يتم رؤيته من خلال الوحدات التعليمية المطروحة في المنهج.
- Social Studies:
إن الدراسات الاجتماعية بشقيها الجغرافي والتاريخي تسعى لربط الطالبة بالبيئة المحيطة وفهم الأحداث الجارية، لتتخرج وهي واعية للتطورات المتسارعة في العالم من حولها، مدركة أهمية تطوير وتنمية قدراتها وصقل مهاراتها، لتواكب هذا التطور المتسارع من حولها. وهذا ما تسعى إليه الوحدات في مواضيعها لتعليمه للطلبة.

- Biology:
 The content of GED Biology is a combination of both AS and A-level Cambridge topics. The syllabus focuses on skills such as knowledge and comprehension, information analysis and evaluation, and scientific inquiry. Additionally, GED Biology prepares students for careers in biological, agricultural, environmental, medical, paramedical and applied science.
- Chemistry:
 GED chemistry is very compatible to the IAL curriculum. There is a combination between physical chemistry, inorganic and organic chemistry, leaving the student the chance to exceed and go through the exam with more confidence.
- Physics:
 Physics, as a scientific discipline, explores the systems, laws, models, principles and theories that elucidate the physical phenomena in our world and the broader universe. Rooted in inquiry, this field integrates practical and investigational skills with theoretical knowledge. This syllabus underscores the practical application of scientific concepts and principles.
- Business:
 Business GED students gain knowledge and analytical skills of the four main components of the Business Studies curriculum: business and its environmental, human resources management, finance and accounting, and marketing. This gives them the basis for all Business courses they may wish to study in the future.
- ICT:
 GED Information Technology aims to develop a broad range of IT skills, knowledge and understanding and covers both theoretical and practical content. Topics for Grade 11 include, data processing and Information, Monitoring and control, Spreadsheets (Excel), e-securities, digital divide, expert systems, sound and video editing (Audacity and Adobe Premiere Pro). Grade 12 topics include; IT in society, Mail Merge (Microsoft Word), Programming for the Web (HTML, CSS and Java Scripting), System life cycle and Graphic Creation (Adobe photoshop and illustrator). In both Grade 11

and Grade 12 students complete a portfolio worth 60% of their end of year grade comprising of short written tests, a practical assignment and a practical test. The final 40 % is from the end of semester written assessments (in grade 12 this is set by the Ministry of Education).

- PE:
 In GED PE students are exposed to a range of practical sporting activities including fitness, athletics, basketball and volleyball to name a few. They will also be guided through some theoretical aspects including the rules of these activities, the fitness requirements and how to organise sporting events.
- Art:
 Art GED exposes students to a range of media and disciplines. The course is made up of 6 different projects including, mosaic making, traditional crafts, and calligraphy. Following the same process as IGCSE and ALevel art, work is developed through experimentation and exploration towards a final outcome.

Careers Guidance Programme

Our careers programme empowers our students to make rational careers decisions and secure academic or vocational opportunities post DHM.

Subject Assessment

The breakdown of marks varies by course but is typically 30-40% internal assessment and 60-70% externally examined. The continuous assessment marks changes termly based on the content and on what the MOE (assessment and evaluation department) sees best for the student.

For example, this is the breakdown of weighting assessment for ICT:

Examination Format:

- Carries a weightage of 40 % of the assessment for each semester.
- It shall be prepared by the MOE and held at an MOE exam centre

Question Types:

Question	Question Type	Percentage	Marks
1	Multiple Choice	20%	8
2	Short Response	35%	14
3	Extended Response	30%	12
4	Scenario based	15%	6
Total Marks:		100%	40

Assessment Objectives

Title	Weights	Multiple Choice		Short Answer		Long Answer		Scenario Based		Assessment Objective				Total
		No of Items	Mark	No of Items	Mark	No of Items	Mark	No of Items	Mark	Knowledge & Understanding (40 %)	Application (25 %)	Analysis (20 %)	Evaluation (15 %)	
IT in Society	80%	5	5	5	10	3	12	3	6	13	8	6	6	33
Programming for the Web	20%	3	3	2	4	-	-	-	-	3	2	2	-	7
Total	100%	8	8	7	14	3	12	3	6	16	10	8	6	4

Assessments and Final Exams

Courses are internally assessed throughout Grade 11.

While in Grade 12 there are external Ministry exams in January-February for Term 1 and in May-June for the End of Course.

Term 1	Term 2
End of December until beginning of February	End of May until End of June

The GED is endorsed by the Omani Ministry of Education. Successful completion of the GED gives students the right to submit applications through the Unified Admissions system and apply for internal and external scholarships.

Advanced Levels at Downe House

Advanced Levels (A Levels) at DHM are 2-year courses beginning in Grade 11 and finishing in Grade 12. DHM has gained approval to be an examination centre for both Cambridge International and Pearson Edexcel International programmes. Aimed at 16–19 year old students before university study, Cambridge International A Levels are taken by over 175 000 students in more than 125 countries every year. Pearson Edexcel International A Levels are taken by 100, 000 students in over 80 countries each year. Both of these examination boards are the UK’s largest awarding educational bodies delivering international qualifications for more than 150 years.

Cambridge International qualifications are recognised by universities and employers worldwide. Students use Cambridge International A Levels to gain places at leading universities worldwide including the UK, Ireland, USA, Canada, Australia, New Zealand, India, Singapore, Egypt, Jordan, South Africa, the Netherlands, Germany and Spain. In countries such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit.

The Cambridge International syllabuses are international in outlook but retain local relevance. They have been created specifically for international students with content to suit a wide variety of schools and avoid cultural bias. The contexts or examples used in syllabuses and exam question papers are culturally sensitive in an international setting. Cambridge A Levels have been offered since 1951 and these qualifications are administered by Cambridge Assessment International Education (CAIE), a part of the University of Cambridge.

Cambridge International subjects develop unique skills, knowledge and understanding through:

- in-depth subject content
- learning to work independently
- applying knowledge and understanding to new as well as familiar situations
- handling and evaluating different types of information sources
- thinking logically and presenting ordered and coherent arguments and explanations
- studying and communicating in English.

Pearson Edexcel International is a worldwide recognised qualifications aligned to the British educational system and accepted by top universities across the world, including Oxford, Cambridge, Columbia University and Yale University, leading on to prestigious employment opportunities.

Pearson Edexcel International qualifications go through a rigorous world class assessment design process, which ensures that the content is relevant for international learners, and that there is a clear and consistent relationship between command words, marks and skills.

Pearson Edexcel International A levels use the popular and flexible modular approach which mean exams are taken at the end of each unit of study, or throughout the programme of study when a student feels prepared and ready, or all together at the end the course. This flexibility means that students have more opportunities to get feedback to improve their performance and get the grade they need to progress.

- This 'building blocks' approach means that students can 'bank' their unit exam results throughout their period of study.
- Students benefit from more exam practice and familiarity. Unit exam results provide formal feedback earlier on in their studies, so students understand the standard required to reach the final level of achievement they are aiming for.
- This understanding motivates them to improve and builds a sense of ownership through bite-size, short-term goals.
- The opportunity to resit individual units means students can improve their overall grade.

The grading and assessment system for international A level subjects outlines the percentage of the overall grade given to each paper or component in each subject (see subjects below for breakdown).

Overall, the A level grades are awarded on a grade scale of A* to E (U means 'unclassified'). The Percentage Uniform Mark (PUM) is a numerical mark provided for some countries that appear alongside grades for each subject and show the achievement range within the grade.

A Level grade	PUM range
A*	90-100
A	80-89
B	70-79
C	60-69
D	50-59
E	40-49
U	Below 40



Science: Biology, Chemistry and Physics courses

Containing up to date and engaging content, the Pearson Edexcel International Advanced Level qualifications in Biology, Chemistry and Physics are designed to enhance students’ future educational and employment prospects.

Overview

Students are expected to demonstrate and apply the knowledge, understanding and skills described in the content for all Science courses . They are also expected to analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills.

To demonstrate their knowledge, students should be able to undertake a range of activities, including the ability to recall, describe and define, as appropriate.

To demonstrate their understanding, students should be able to explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.

Students should develop their ability to apply mathematical skills to the science sources. These mathematical skills include the ability to change the subject of an equation, substitute numerical values and solve algebraic equations using decimal and standard form, ratios, fractions and percentages. Students should also be familiar with *Système Internationale d’Unités* (SI) units and their prefixes, be able to estimate physical quantities and know the limits of physical measurements.

Practical work is central to any science course. For this reason, all the science courses include practical activities that form a thread linking theoretical knowledge and understanding to practical scenarios. In following this thread, students will build on practical skills learned at

GCSE (or equivalent), becoming confident practical scientists, handling apparatus competently and safely. Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions.

Questions in examination papers will aim to assess the knowledge and understanding that students gain while carrying out practical activities, as well as in novel practical scenarios. Success in questions that indirectly assess practical skills will come more naturally to those candidates who have a solid foundation of laboratory practice and who, having carried out practical skills, have a thorough understanding of practical techniques. Where possible, teachers add additional experiments to the core practical activities to ensure students can apply their knowledge in this way.

When data handling, candidates will be expected to use significant figures appropriately, to process data and to plot graphs and they are encouraged to use information technology throughout the course.

The aims and objectives of the Science qualifications are to enable students to develop:

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

Biology

Grade 11 Biology Modules

The first half of the International Advanced Level Biology qualification is normally delivered in Grade 11 and consists of units 1, 2 and 3 and contributes 50 % towards the International Advanced Level qualification.

Unit 1 Molecules, Diet, Transport and Health	Unit 2 Cells, Development, Biodiversity and Conservation	Unit 3 Practical Skills in Biology I
<ul style="list-style-type: none">• Written examination• 1 hour 30 minutes• 80 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour 30 minutes• 80 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour 20 minutes• 50 marks• 10% of A level• Externally assessed• Availability: January, June and October
<p>Content</p> <ul style="list-style-type: none">• Molecules, transport and health• Membranes, Proteins, DNA and Gene Expression <p>The paper may include multiple-choice, short-open, open-response, calculations, and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p>	<p>Content</p> <ul style="list-style-type: none">• Cell Structure, Reproduction and Development• Plant Structure and Function, Biodiversity and Conservation <p>The paper may include multiple-choice, short-open, open-response, calculations, and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p>	<p>Content</p> <p>Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experiments and investigations while they study units 1 and 2.</p> <p>This unit will assess students’ knowledge and understanding of experimental procedures and techniques that were developed in units 1 and 2.</p>

Calculators may be used in the examination.

Grade 12 Biology Module

The second half of the International Advanced Level Biology qualification is usually delivered in Grade 12 and consists of units 4, 5 and 6 and contributes 50% towards the qualification. Students must complete all six units to complete Biology A levels.

Unit 4 Energy, Environment, Microbiology, and Immunity	Unit 5 Respiration, Internal environment, Coordination and Gene Technology	Unit 6 Practical Skills in Biology II
<ul style="list-style-type: none">• Written examination• 1 hour and 45 minutes• 90 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 45 minutes• 90 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour 20 minutes• 50 marks• 10% of A level• Externally assessed• Availability: January, June and October
<p>Content</p> <ul style="list-style-type: none">• Energy Flow, Ecosystems and the Environment• Microbiology, Immunity and Forensics <p>Assessment overview</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from units 1 and 2.</p>	<p>Content</p> <ul style="list-style-type: none">• Respiration, Muscles and the Internal Environment• Coordination, Response and Gene Technology <p>Assessment overview</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p> <p>Pre-released reading (scientific article) will be provided for this assessment.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from units 1 and 2.</p>	<p>Content</p> <p>Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques they acquired in units 1 and 2, by carrying out a range of practical experiments and investigations while they study units 4 and 5.</p> <p>This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in units 1, 2, 4 and 5</p>

Calculators may be used in the examination.

Chemistry

Grade 11 Chemistry Modules

The first half of the International Advanced Level Chemistry qualification is normally delivered in Grade 11 and consists of units 1, 2 and 3 and contributes 50 % towards the International A Level qualification.

Unit 1 Structure, Bonding and Introduction to Organic Chemistry	Unit 2 Energetics, Group Chemistry, Halogenoalkanes and Alcohols	Unit 3 Practical Skills in Chemistry I
<ul style="list-style-type: none">• Written examination• 1 hour and 30 minutes• 80 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 30 minutes• 80 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 20 minutes• 50 marks• 10% of A level• Externally assessed• Availability: January, June and October
<p>Content</p> <ul style="list-style-type: none">• Formulae, Equations and Amount of Substance• Atomic Structure and the Periodic Table• Bonding and Structure• Introductory Organic Chemistry and Alkanes• Alkenes <p>Assessment overview</p> <p>This paper has two sections:</p> <ul style="list-style-type: none">• Section A: multiple choice questions• Section B: mixture of short-open, open-response and calculation questions. <p>Students will be expected to apply their knowledge and understanding of experimental methods in familiar and unfamiliar contexts.</p>	<p>Content</p> <ul style="list-style-type: none">• Energetics• Intermolecular Forces• Redox Chemistry and Groups 1, 2 and 7• Introduction to Kinetics and Equilibria• Organic Chemistry: Alcohols, Halogenoalkanes and Spectra <p>Assessment overview</p> <p>This paper has three sections:</p> <ul style="list-style-type: none">• Section A: multiple choice questions• Section B: mixture of short-open, open-response, calculations and extended-writing questions• Section C: contemporary context question. <p>This paper will contain questions that require information from the Data Booklet.</p> <p>Students will be expected to apply their knowledge and understanding of experimental methods in familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from Unit 1.</p>	<p>Content</p> <p>Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experi-ments and investigations while they study Units 1 and 2.</p> <p>This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.</p>

Grade 12 Chemistry Modules

The second half of the International Advanced Level Chemisty qualification is usually delivered in Grade 12 and consists of units 4, 5 and 6 and contributes 50% towards the qualification. Students must complete all six units to complete Chemistry A levels.

Unit 4 Rates, Equilibria and Further Organic Chemistry	Unit 5 Transition Metals and Organic Nitrogen Chemistry	Unit 6 Practical Skills in Chemistry II
<ul style="list-style-type: none">• Written examination• 1 hour and 45 minutes• 90 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 45 minutes• 90 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 20 minutes• 50 marks• 10% of A level• Externally assessed• Availability: January, June and October
<p>Content</p> <ul style="list-style-type: none">• Kinetics• Entropy and Energetics• Chemical Equilibria• Acid-base Equilibria• Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality <p>Assessment overview</p> <p>This paper has three sections:</p> <ul style="list-style-type: none">• Section A: multiple choice questions• Section B: mixture of short-open, open-response, calculations and extended-writing questions• Section C: data or calcula-tion question. <p>This paper will contain questions that require infor-mation from the Data Booklet.</p> <p>This paper will include a minimum of 22 marks that target mathematics at Level 2 or above. Students will be expected to apply their knowledge and understanding of experimental methods in familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from Units 1 and 2.</p>	<p>Content overview</p> <ul style="list-style-type: none">• Redox Equilibria• Transition Metals and their Chemistry• Organic Chemistry: Arenes• Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins• Organic Synthesis <p>Assessment overview</p> <p>This paper has three sections:</p> <ul style="list-style-type: none">• Section A: multiple choice questions• Section B: mixture of short-open, open-response, calculations and extended-writing questions• Section C: contemporary context question. <p>This paper will contain questions that require information from the Data Booklet.</p> <p>Students will be expected to apply their knowledge and understanding of experimental methods in familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from Units 1, 2 and 4.</p>	<p>Content overview</p> <p>Students are expected to develop further the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 (tests for anions and cations, gases and organic functional groups) by carrying out a range of practical experiments and investigations while they study Units 4 and 5.</p> <p>This unit will assess students’ knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.</p>

Physics

Grade 11 Physics Modules

The first half of the International Advanced Level Physics qualification is normally delivered in Grade 11 and consists of units 1, 2 and 3 and contributes 50 % towards the International A Level qualification.

Unit 1 Mechanics and Materials	Unit 2 Waves and Electricity	Unit 3 Practical Skills in Physics I
<ul style="list-style-type: none">• Written examination• 1 hour 30 minutes• 80 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour 30 minutes• 80 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour 20 minutes• 50 marks• 10% of A level• Externally assessed• Availability: January, June and October
<p>Content</p> <ul style="list-style-type: none">• Mechanics• Materials <p>Assessment overview</p> <p>The paper may include multiple-choice, short open, open-response, calculations and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p>	<p>Content</p> <ul style="list-style-type: none">• Waves and Particle Nature of Light• Electric Circuits <p>Assessment overview</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p>	<p>Content</p> <p>Students are expected to develop experimental skills, and a knowledge and understanding of experimental techniques, by carrying out a range of practical experi-ments and investigations while they study Units 1 and 2.</p> <p>This unit will assess candidates’ knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.</p> <p>Assessment overview</p> <p>The paper may include short-open, open-response, calculations and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding of practical skills to familiar and unfamiliar situations.</p>

Grade 12 Physics Modules

The second half of the International Advanced Level Physics qualification is usually delivered in Grade 12 and consists of units 4, 5 and 6 and controbute 50% towards the A level qualification. Students must complete all six units to complete the Physics A levels.

Unit 4 Further Mechanics, Fields and Particles	Unit 5 Thermodynamics, Radiation, Oscillations and Cosmology	Unit 6 Practical Skills in Physics II
<ul style="list-style-type: none">• Written examination• 1 hour and 45 minutes• 90 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 45 minutes• 90 marks• 20% of A level• Externally assessed• Availability: January, June and October	<ul style="list-style-type: none">• Written examination• 1 hour and 20 minutes• 50 marks• 10% of A level• Externally assessed• Availability: January, June and October
<p>Content overview</p> <ul style="list-style-type: none">• Further Mechanics• Electric and Magnetic Fields• Nuclear and Particle Physics <p>Assessment overview</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing ques-tions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from Units 1 and 2.</p>	<p>Content overview</p> <ul style="list-style-type: none">• Thermodynamics• Nuclear Decay• Oscillations• Astrophysics and Cosmology <p>Assessment overview</p> <p>The paper may include multiple-choice, short-open, open-response, calculations and extended-writing ques-tions.</p> <p>Candidates will be expected to apply their knowledge and understanding to familiar and unfamiliar contexts.</p> <p>This paper may contain some synoptic questions which require knowledge and understanding from Units 1, 2 and 4.</p>	<p>Content overview</p> <p>Students are expected to further develop the experimental skills and the knowledge and understanding of experimental techniques that they acquired in Units 1 and 2 by carrying out a range of practical experiments and investigations while they study Units 4 and 5.</p> <p>This unit will assess candidates' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.</p> <p>Assessment overview</p> <p>The paper may include short-open, open-response, calculations and extended-writing questions.</p> <p>Candidates will be expected to apply their knowledge and understanding of practical skills to familiar and unfamiliar situations.</p>

Calculators may be used in the examination.



Mathematics

Pearson Edexcel International A Level Mathematics is a modular qualification. A variety of 14 equally weighted units allow for many different combinations of Mathematic units and results in flexible delivery options. Students study a variety of units, some of which are compulsory but ultimately following a unique pathway to their desired qualification.

Students are encouraged to take responsibility for their own learning and mathematical development. They are expected to use their knowledge and skills to apply mathematics to real-life situations, solve unstructured problems and use mathematics as an effective means of communication.

The aims and objectives of the International Mathematics A Level qualification are to enable students to:

- develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- extend their range of mathematical skills and techniques and use them in more difficult,

- unstructured problems
- develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- recognise how a situation may be represented mathematically and understand the relationship between ‘real-world’ problems and standard and other mathematical models and how these can be refined and improved
- use mathematics as an effective means of communication
- read and comprehend mathematical arguments and articles concerning applications of mathematics
- acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- take increasing responsibility for their own learning and the evaluation of their own mathematical development.

Content and assessment overview

- Each unit:
- is externally assessed
 - has a written examination of 1 hour and 30 minutes
 - has 75 marks

Qualification	Compulsory units	Optional units
International A Level in Mathematics	P1, P2, P3, P4	M1 and S1 or M1 and D1 or M1 and M2 or S1 and D1 or S1 and S2

Unit	Exam Availability	Weighting % of A leve	Content
M1 Mechanics 1	January and June	16⅓%	Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.
M2 Mechanics 2			Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
M3 Mechanics 3			Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.
S1 Statistics 1			Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.
S2 Statistics 2			The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.
S3 Statistics 3			Combinations of random variables; sampling; estimation, confidence intervals and tests; goodness of fit and contingency tables; regression and correlation.
D1 Decision Mathematics 1			Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming.

Calculators may be used in the examination.



Arabic

This Pearson International A Level requires students to read and respond to a variety of Arabic-language written texts, including authentic sources, covering different contexts, registers, styles and genres. Students learn to adapt their written Arabic language appropriately for different situations and purposes. They will learn how to use the Arabic language accurately to express facts and ideas, and to present explanations, opinions and information in writing, whilst understanding the grammatical system and a range of structures of the Arabic language. In the second year of the course, students apply this learning to present viewpoints, develop arguments, analyse and evaluate in writing. Students study a wide range of units (shown below) to engage with aspects of the contemporary society, cultural background and heritage of one or more of the Arabic-language countries or communities.

The knowledge and understanding requirements of this Advanced Subsidiary and Advanced Level specification are inextricably linked to the two language skills of reading and writing in Arabic in line with the requirements of the subject criteria. Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification

This qualification consists of two externally-examined units. The International Advanced Level consists of the two IAS units (Units 1 and 2). Students wishing to take the International Advanced Level must, therefore, complete both units.

Content and Assessment Overview

IAS Unit 1: Understanding the Written Response	*Unit code: WAA01/01	
Externally assessed Written examination: 2 hours and 30 minutes Availability: January and June First assessment: June 2017	100% of the total IAS	50% of the total IAL
Content overview This unit consists of three sections. <ul style="list-style-type: none">• Section A: Reading• Section B: Grammar• Section C: Essay		

Assessment overview 2 hour 30 minute examination in three sections.
Section A: Reading Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. In addition, marks will be given for vocalisation of text produced in response to one of the questions.
Section B: Grammar Students will be assessed on their ability to manipulate Arabic language, grammar and lexis. They will be assessed on their ability to vocalise Arabic vowels and select the right word form over three distinct tasks focusing on a topic area to provide contextualisation.
Section C: Essay Students will write a 240-280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.

IAS2 Unit 1: Writing and Research	*Unit code: WAA02/01	
Externally assessed Written examination: 3 hours Availability: January and June First assessment: June 2018 80 marks	100% of the total IA2	50% of the total IAL
Content overview This unit consists of three sections. <ul style="list-style-type: none">• Section A: Translation• Section B: Creative/Discursive Essay• Section C: Research-based Essay		
Assessment overview 3 hour examination in three sections.		
Section A: Translation Students will be expected to undertake a short translation from English into Arabic.		
Section B: Creative/Discursive Essay Students will write a 240-280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively or discursively on the topic through two options provided. The assessment rewards students for		

communicating relevant information effectively as well as for the quality of the Arabic language produced.
Section C: Research-based Essay Students must answer one question, in Arabic, that relates to a topic or a text chosen from the prescribed list featured in Section 2.4 (Set topics, texts and films). A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300-400 words.

The following topics are learnt throughout the two year course:

IAS General Topic Areas	
What student need to learn:	
Youth matters	<ul style="list-style-type: none">• Family relationships and friendships• Peer pressure and role models• Music and fashion• Technology and communication
Lifestyle, health and fitness	<ul style="list-style-type: none">• Food and diet• Sport and exercise• Health issues• Urban and rural life
Environment and travel	<ul style="list-style-type: none">• Tourism, travel and transport• Natural disasters and weather• Climate change and its impact• Energy, pollution and recycling
Education and employment	<ul style="list-style-type: none">• Education systems and types of schooling• Student/student life• Volunteering and internships• Jobs and unemployment

IA2 General Topic Areas	
What student need to learn:	
Youth matters	<ul style="list-style-type: none">• Family relationships and friendships• Peer pressure and role models• Music and fashion• Technology and communication
Lifestyle, health and fitness	<ul style="list-style-type: none">• Food and diet• Sport and exercise• Health issues• Urban and rural life

Environment and travel	<ul style="list-style-type: none">• Tourism, travel and transport• Natural disasters and weather• Climate change and its impact• Energy, pollution and recycling
Education and employment	<ul style="list-style-type: none">• Education systems and types of schooling• Student/student life• Volunteering and internships• Jobs and unemployment
Technology in the Arabic-speaking world	<ul style="list-style-type: none">• Scientific advances• Technological innovations• Impact on life and environment
Society in the Arabic-speaking world	<ul style="list-style-type: none">• Migration• Equality• Politics• Customs
Ethics in the Arabic-speaking world	<ul style="list-style-type: none">• Beliefs• Law and order• Moral issues (e.g. euthanasia, adoption, genetic modification)

Assessment Objectives and Weightings

		% in IAS	% in IA2	% in IAL
A01	Understand and respond, in writing, to written language.	28.1	15.6	43.7
A02	Show knowledge of and apply accurately the grammar and syntax prescribed in the specification.	21.9	28.1	50.0
A03	Respond critically to themes and ideas from selected topics, cultural texts or films.	0	6.3	6.3

English Literature

Pearson International English Literature for A levels is a course where students read widely and independently from a range of set texts as well as choosing titles themselves from a list that is designed to engage the international learner. Students are expected to engage critically and creatively with a substantial body of literature and find ways to respond to them. This course develops an approach to literature that enables students to effectively apply their knowledge of literacy analysis and evaluation and the interpretations of texts. Students in the English Literature course will deepen their appreciation and understanding of literature including its changing traditions.

The variety and breadth of texts studied in the International English Literature A Level course is exemplified through the course offerings where students;

- Choose between two drama texts, one pre-1900 and one post-1900
- Study a selection of post-2000 poems as well as a one post-2000 novel
- Are examined on an unseen questions on post-1900 poetry and one prose theme from a choice of *Growing up, Colonisation and After, Science and Society and Women and Society*
- Study one pre-1900 literary poetry movement
- Study a Shakespearian play from a choice of *Hamlet, King Lear, Measure for Measure and The Taming of the Shrew*

Unit 1 Post-2000 Poetry and Prose	Unit 2 Drama
<ul style="list-style-type: none">• Written examination:• 2 hours• 50 marks• 25% of A level• Externally assessed• Availability: January and June	<ul style="list-style-type: none">• Written examination:• 2 hours• 50 marks• 25% of A level• Externally assessed• Availability: January and June
<p>Content overview Students will study:</p> <ul style="list-style-type: none">• a selection of post-2000 poetry from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002–2011• one post-2000 prose fiction text from a choice of five texts. <p>Assessment overview Open book examination.</p> <p>Section A: Post-2000 Poetry</p> <ul style="list-style-type: none">• Students answer one essay question from a choice of two on the prescribed poems.• The essay questions will be comparative covering one named poem, plus a free choice of second poem from the prescribed list of poems.• 25 marks, AO1, AO2 and AO4 are assessed. <p>Section B: Post-2000 Prose</p> <ul style="list-style-type: none">• Students answer one essay question from a choice of two on their chosen prose fiction text.• 25 marks, AO1, AO2 and AO3 are assessed	<p>Content overview Students will study:</p> <ul style="list-style-type: none">• one pre-1900 drama text from a choice of five and• one post-1900 drama text from a choice of five. <p>Assessment overview</p> <ul style="list-style-type: none">• Open book examination. <p>Section A: Pre-1900 Drama</p> <ul style="list-style-type: none">• Students answer one essay question from a choice of two on their chosen drama text.• 25 marks, AO1, AO2, AO3 and AO5 are assessed. <p>Section B: Post-1900 Drama</p> <ul style="list-style-type: none">• Students answer one essay question from a choice of two on their chosen text.• 25 marks, AO1, AO2, AO3 and AO5 are assessed.

Unit 3 Poetry and prose	Unit 4 Shakespeare and Pre-1900 Poetry
<ul style="list-style-type: none">• Written examination:• 2 hours• 50 marks• 25% of A level• Externally assessed• Availability: January and June	<ul style="list-style-type: none">• Written examination:• 2 hours• 50 marks• 25% of A level• Externally assessed• Availability: January and June
<p>Content overview Students will study:</p> <ul style="list-style-type: none">• post-1900 unseen poetry• two prose fiction texts, from a choice of three texts, covering one theme (choice of four themes). <p>Assessment overview Open book examination</p> <p>Section A: Poetry</p> <ul style="list-style-type: none">• Students answer one essay question on a post-1900 unseen poem.• 20 marks, AO1 and AO2 are assessed. <p>Section B: Prose</p> <ul style="list-style-type: none">• Students answer one comparative essay question, from a choice of two, on their two chosen texts from their chosen theme.• 30 marks, AO1, AO2, AO3 and AO4 are assessed.	<p>Content overview Students will study:</p> <ul style="list-style-type: none">• one Shakespeare text from a choice of four• one specified collection of pre-1900 poems from one literary movement, from a choice of three. <p>Assessment overview Open book examination.</p> <p>Section A: Shakespeare</p> <ul style="list-style-type: none">• Students answer one essay question from a choice of two on their chosen text.• 25 marks, AO1, AO2, AO3 and AO5 are assessed. <p>Section B: Pre-1900 Poetry</p> <ul style="list-style-type: none">• Students answer one essay question from a choice of two on their chosen movement.• 25 marks, AO1, AO2, AO3 and AO5 are assessed.

English Literature Assessment Objectives					
	AO1 Articulate informed, personal and creative responses to literary texts, using associated concepts and terminology, and coherent, accurate written expression	AO2 Analyse ways in which meanings are shaped in literary texts	AO3 Demonstrate understanding of the significance and influence of the contexts in which literary texts are written and received	AO4 Explore connections across literary texts	AO5 Explore literary texts informed by different interpretations
Unit 1	7.5%	7.5%	5%	5%	-
Unit 2	5%	5%	7.5%	-	7.5%
Unit 3	7.5%	7.5%	5%	5%	-
Unit 4	7.5%	7.5%	5%	-	5%
Total for A Level	27.5%	27.5%	22.5%	10%	12.5%

Prescribed texts at a glance

Unit 1	Section A	One post-2000 poem text chosen from: <i>Eat Me</i> <i>Chainsaw Versus the Pampas Grass</i> <i>Material</i> <i>History</i> <i>An Easy Passage</i> <i>The Deliverer</i> <i>The Map Woman</i> <i>The Lammas Hireling</i> <i>To My Nine-Year-Old Self</i> <i>A Minor Role</i> <i>The Gun</i> <i>The Furthest Distances I've Travelled</i> <i>Giuseppe</i> <i>Out of the Bag</i> <i>Effects</i> <i>Genetics</i> <i>From the Journal of a Disappointed Man</i> <i>Look We Have Coming to Dover</i> <i>Please Hold</i> <i>On Her Blindness</i> <i>Ode on a Grayson Perry Urn</i> Patience Agbabi Simon Armitage Ros Barber John Burnside Julia Copus Tishani Doshi Carol Ann Duffy Ian Duhig Helen Dunmore U A Fanthorpe Vicki Feaver Leontia Flynn Roderick Ford Seamus Heaney Alan Jenkins Sinéad Morrissey Andrew Motion Daljit Nagra Ciaran O'Driscoll Adam Thorpe Tim Turnbull
	Section B	One post-2000 prose fiction text chosen from: <ul style="list-style-type: none">• <i>Brooklyn</i>, Colm Tóibín• <i>The Kite Runner</i>, Khaled Hosseini• <i>The Life of Pi</i>, Yann Martel• <i>Purple Hibiscus</i>, Chimamanda Ngozi Adichie• <i>The White Tiger</i>, Aravind Adiga.
Unit 2	Section A	One pre-1900 drama text chosen from: <ul style="list-style-type: none">• <i>Doctor Faustus</i>, Christopher Marlowe• <i>Othello</i>, William Shakespeare• <i>The Rover</i>, Aphra Behn• <i>She Stoops to Conquer</i>, Oliver Goldsmith• <i>Twelfth Night</i>, William Shakespeare.
	Section B	One post-1900 drama text chosen from: <ul style="list-style-type: none">• <i>A Raisin in the Sun</i>, Lorraine Hansberry• <i>A Streetcar Named Desire</i>, Tennessee Williams• <i>Death of a Salesman</i>, Arthur Miller• <i>Top Girls</i>, Caryl Churchill• <i>Waiting for Godot</i>, Samuel Beckett.
Unit 3	Section A	Post-1900 unseen poem <i>The unseen poem will be printed in a Source Booklet in the examination</i>

Continued on the next page

	Section B	Two prose fiction texts chosen from one of the following four themes: Theme 1: Growing Up <ul style="list-style-type: none">• <i>The Color Purple</i>, Alice Walker• <i>Great Expectations</i>, Charles Dickens• <i>What Maisie Knew</i>, Henry James. Theme 2: Colonisation and After <ul style="list-style-type: none">• <i>Heart of Darkness</i>, Joseph Conrad• <i>The Lonely Londoners</i>, Samuel Selvon• <i>A Passage to India</i>, E. M. Forster. Theme 3: Science and Society <ul style="list-style-type: none">• <i>Frankenstein</i>, Mary Shelley• <i>The Handmaid's Tale</i>, Margaret Atwood• <i>Never Let Me Go</i>, Kazuo Ishiguro. Theme 4: Women and Society <ul style="list-style-type: none">• <i>Beloved</i>, Toni Morrison• <i>Mrs Dalloway</i>, Virginia Woolf• <i>Wuthering Heights</i>, Emily Brontë
Unit 4	Section A	One Shakespeare drama chosen from: <ul style="list-style-type: none">• Hamlet• King Lear• Measure for Measure• The Taming of the Shrew.
	Section B	One specified collection of pre-1900 poems from one literary movement – the prescribed literary movements are: <ul style="list-style-type: none">• <i>Metaphysical Poets</i>: prescribed poems from <i>Metaphysical Poetry</i>, Editor Colin Burrow, (Penguin, 2006)• <i>The Victorians</i>: prescribed poems from <i>The Oxford Book of Victorian Verse</i>, Editor Christopher Ricks, (OUP, 2008)• <i>The Romantics</i>: prescribed poems from <i>English Romantic Verse</i>, Editor David Wright, (Penguin Classics, 1973).

Art and Design

Cambridge International A level Art and Design provides opportunities for learners to develop their personal practice, enrich their understanding of key concepts and improve their practical skills in a wide range of tradition and contemporary techniques. It allows leaners to explore and build on their interests. The syllabus encourages independent expression and the development of a critical, reflective practice. It is designed to accommodate a wide range of abilities, materials and resources, and allows the different skills of teachers to be fully exploited to deliver bespoke programmes to students.

Key concepts are used throughout the 2-year Art and Design course. These are essential ideas that help students develop a deep understanding of their subject and make links between different aspects. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned.

The key concepts identified below, carefully introduced and developed, will help to underpin the course.

Communication

An essential purpose of any piece of art and design is to communicate, from the simplest skitch to the most complex work. Artis and designers need to understand that the relationship their work build with the audience is influences by many things, including their chosen media and methods. Effective communication is also essential for operating in today's art and design world, which demands collaboration and engagement with wider cultures and movements.

Creativity

Creativity is at the heat of an artist or designers' processes. It pushed them to question, investigate, experiment and take risks to create work that is original and meaningful. Creative practitioners use curiosity, imagination and innovation to solve art and design problems in new ways.

Intention

An intention is the starting point of any project, from which an arti or designer starts to develop ideas. An intention or purpose can come from a brief, proposal or research, while at other times it might begin as an idea or feeling. Though an intention is the reason to start a project, it is important to understand that the intention can evolve as work develops.

Materials and processes

Experimentation with materials and processes builds confidence, and helps develop awareness of spatial, textural and colour relationships, which as fundamental to art and design. A skillful artist or designer selects the materials and processes that communicate their message in the most effective way.

Critical reflection

Critical reflection is the ongoing process that helps artists and designers to learn what works and what doesn't. Artists and designers need to evaluate how the materials, techniques and processes they choose affects how their work communicates meaning. This process can help work become more relevant and coherent.

Research and context

First-hand research helps artists and designer to develop their ideas and refine their practice. Actively researching and responding to other practitioners, cultures and creative movements gives the artist or designer a broad view of the world. An artist or designer can use this to improve their practice and understand how their work connects with its intended audience.

The aims of the Art and Design A Level course are to enable students to:

- develop an inquisitive, creative approach to research and problem-solving
- develop the ability to record from first-hand observation, personal experience and other sources
- effectively communicate their personal response by improving technical skills in a range of processes and media
- develop independent expression by analysing, evaluating and applying concepts and techniques
- articulate ideas and responses to their work and the work of others using relevant vocabulary
- develop a clear contextual framework that aids critical reflection of their work
- develop a critical understanding of important concepts and formal elements of art and design
- develop the skills needed to study art and design at higher education

Content

Cambridge international A level Art and Design encourages learners to explore a range of processes and techniques appropriate to their chosen are of study. The syllabus encourages personal responses that are based on knowledge and understanding and skills in art, craft and design.

The four areas of the study within Art and Design are listed below. Within the four areas students may focuses on one, or combine several of the approaches or mediums within those four areas.

Fine Art	Graphic Communication	3-D Design	Textiles and fashion
<ul style="list-style-type: none">• Painting• Drawing• Sculpture Photography• Print making• Mixed media• Experimental- assemblage/ construction	<ul style="list-style-type: none">• Illustration• Print making• Packaging design• Branding• Advertising• Signage• Typography	<ul style="list-style-type: none">• Sculpture• Ceramics• Interior and exterior architecture• Environmental design• Jewellery and fashion accessories• Product design• Interior design• Set design	<ul style="list-style-type: none">• Fashion design and/or illustration• Constructed textiles• Batik• Digital-printed textiles• Surface pattern• Costume design• Screen printing

Component 1	Component 2	Component 3
<ul style="list-style-type: none">• Coursework• 100 marks• 25% of A level• Externally assessed <p>Candidates research, develop and realise a project from one area of study in the syllabus content.</p> <p>There are two parts to the coursework:</p> <ul style="list-style-type: none">• a portfolio• a final outcome	<ul style="list-style-type: none">• Externally set assignment• 100 marks• 25% of A level• 15 hours• Externally assessed <p>Candidates choose one starting point to develop into a personal response.</p> <p>There are two parts:</p> <ul style="list-style-type: none">• supporting studies, created during the preparation period and• a final outcome, produced during a supervised test of 15 hours' total duration	<ul style="list-style-type: none">• Personal Investigation• 100 marks (weighted to 200 marks)• 50% of A level• Externally assessed <p>Candidates investigate a theme, idea or concept or process that is personal to them.</p> <p>There are two parts to the investigation</p> <ul style="list-style-type: none">• practical work• written analysis (1000-1500 words). <p><i>The practical work and written analysis must form an integrated submission</i></p>

Assessment Objectives	Weighting in A Level %
AO1 Record Record ideas, observation and insights relevant to intentions, reflecting critically on work and progress	25
AO2 Explore Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops	
AO3 Develop Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding	
AO4 Present Present a personal and coherent response that realizes intentions and, where appropriate, makes connections between visual and other elements.	

Business Studies

Cambridge International A Level Business allows students to experience the diverse and dynamic world within which businesses exist. With a focus on how decisions are made, students will gain the knowledge to understand how businesses operate within real contexts, analyse alternative courses of action and develop the ability to make justified recommendations. These transferable skills are essential for anybody working in a business environment and can facilitate further study within business related fields.

Key concepts are essential ideas that help students develop a deep understanding of business and make links between different aspects of the course. Key concepts may open up new ways of thinking about, understanding or interpreting the important things to be learned about business.

The key concepts for Cambridge International A Level Business are:

Change
Change is the only constant. New enterprises and opportunities are created in response to change in the external environment. Change can also happen within a business, leading to success when change is handled correctly.

Context
Context is the basis for every business decision. What might be a suitable solution in one situation may be unsuitable in another. Businesses must understand and research their context to be able to make good decisions.

Decision-making
Decision-making affects all levels in a business. Stakeholders in businesses use their knowledge, apply it to a scenario, analyse the data, evaluate the arguments and then come to a decision.

Enterprise
Enterprise is the ability to seek out and successfully develop business opportunities.

Innovation
Innovation enables a business to re-invent itself and stay ahead of the competition. The business world is dynamic and companies must seek to innovate through product development, more efficient processes and finding better ways to do business.

Strategy
Strategy is about knowing where you are, where you want to get to and how you are going to get there. Being able to analyse a business situation, make choices given relevant data and then implement this effectively is key to running a successful business.

The aims of Cambridge Business A levels are to enable students to:

- understand and appreciate the role of enterprise and the contribution of business to society – locally, nationally and internationally
- develop critical understanding of business organisations, the markets they serve and the process of adding value
- evaluate business behaviour from the perspective of a range of stakeholders and consider their relative influence on business organisations
- develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues that influence or may be influenced by business activity
- apply quantitative, problem-solving, decision-making and communication skills
- develop skills and knowledge needed for further study or employment in business.

Marketing	<ul style="list-style-type: none">• The nature of marketing• Market research• The marketing mix	<ul style="list-style-type: none">• Marketing analysis• Marketing strategy
Operations management	<ul style="list-style-type: none">• The nature of operations• Inventory management• Capacity utilisation and outsourcing	<ul style="list-style-type: none">• Location and scale• Quality management• Operations strategy
Finance and accounting	<ul style="list-style-type: none">• Business finance• Sources of finance• Forecasting and managing case flows• Costs	<ul style="list-style-type: none">• Financial statements• Analysis of published accounts• Investment appraisal• Finance and accounting strategy

Paper 1 (Grade 11)	Paper 2 (Grade 11)	Paper 3 (Grade 12)	Paper 4 (Grade 12)
<p>Business Concepts 1</p> <ul style="list-style-type: none">• 1 hour 15 minutes 40 marks• 20% of the A Level• Externally assessed <p>Section A: four short answer questions. There are two parts to the first three questions. Section B: one essay from a choice of two. There are two parts to each essay.</p> <p>Questions are based on the Grade 11 subject content.</p>	<p>Business Concepts 2</p> <ul style="list-style-type: none">• 1 hour 30 minutes 60 marks• 30% of the A Level• Externally assessed <p>Two data response questions. There are six parts to each question. Questions are based on the Grade 11 subject content.</p>	<p>Business Decision-Making</p> <ul style="list-style-type: none">• 1 hour 45 minutes 60 marks• 30% of the A Level• Externally assessed <p>Five questions based on a case study. There are three parts to Question 3 and two parts to Question 4.</p> <p>Questions are based on the Grade 12 subject content; knowledge of material from the Grade 11 subject content is assumed.</p>	<p>Business Strategy</p> <ul style="list-style-type: none">• 1 hour 15 minutes 40 marks• 20% of the A Level• Externally assessed <p>Two essay questions based on a case study. Questions are based on the Grade 12 subject content; knowledge of material from the Grade 11 subject content is assumed.</p>

Subject Content	Grade 11 Topics	Grade 12 Topics
Business and its environment	<ul style="list-style-type: none">• Enterprise• Business structure• Size of business• Business objectives• Stakeholders in business	<ul style="list-style-type: none">• External influences on business activity• Business strategy
Human resource management	<ul style="list-style-type: none">• Human resource management• Motivation• Management	<ul style="list-style-type: none">• Organisational structure• Business communication• Leadership• Human resource management strategy

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Media Studies

Cambridge International A level Media Studies enables students to develop skills and understanding in a range of media context across the 2-year course. They will be required to study a variety of media forms as well as media platforms and apply their knowledge and understanding of these mediums to case studies. Students will be expected to apply practical skills creatively to developing and publishing their own media products as well as to analyze their own and others’ work. This will require students to have the both the terminology and the critical knowledge of key concepts in language and representation in media forms, as well as a comprehensive understanding of the media industry and audiences.

- The aims of Media Studies A level are to enable students to:
- develop critical understanding of international media through engagement with media products and concepts.
 - develop critical understanding of international media through engagement with the creative application of practical skills.
 - explore production processes, technologies and contexts.
 - develop independence in research skills and their application.
 - enjoy and appreciate the media and its role in their daily lives.
 - appreciate and engage with a variety of global and local media texts.
 - explore the impact of the media within a variety of cultures and how this influences social values

Content

- The topics within Media Studies includes.
- Media texts
 - Technical elements of media
 - Media contexts
 - Media regulation
 - Postmodern media
 - Power and the media
 - Media ecology

- Students will also be expected to study two topics in addition to those listed above from the choice of
- Film
 - Music
 - Print
 - Radio and podcasts
 - Video games

Portfolio

There is a portfolio element of the course where students are expected to demonstrate that they can apply knowledge and understanding of media language, representation, media industries and audiences to a media production. They must also demonstrate that they can use appropriate media language to express and communicate meaning to an intended audience and use technical skills effectively to express and communicate meaning to an intended audience. Finally, they must be able to reflect critically on their creative decision making and final outcomes.

Key Concepts

There are 4 key concepts in Media Studies

Language	Representation	Industry	Audience
Exploring how the media communicate meanings through the use of forms, codes, conventions and techniques	Understanding how the media construct the social world, the portrayals of ideas, individuals and groups	Discovering how and why media texts are produced distributed and consumed	Examining how audience are constructed and addressed by media texts and how audiences interpret and respond to media texts

Assessment

Component 1	Component 2	Component 3	Component 4
Grade 11	Grade 12	Grade 11	Grade 12
Foundation Portfolio 50 marks 25%	Advanced Portfolio 50 marks 25%	Media Texts & Contexts Exam 2 hours 50 marks 25%	Critical Perspectives Exam 2 hours 60 marks 25%
Candidates produce a media product that includes digital evidence of the process of their work and a creative critical reflection. Individual/Group option.	Candidates produce a campaign of media products, digital evidence Of the process of their work and reflect upon their finished products, in the form of an evaluative essay of around 1,000 words. Individual/Group option	Section A: Candidates answer one question based on an unseen moving image extract (25 marks)	Section A: Media Debates: candidates answer two question from a choice of three (30 marks)
Internally assessed Externally moderated	Internally assessed/ externally moderated	Section B: Candidates answer one question from a choice of two (25 marks)	Section B: Media Ecology: Candidates answer one question (30 marks)

Assessment Objectives

Objectives	Weighting %			
	Component 1	Component 2	Component 3	Component 4
AO1 Demonstrate knowledge and understanding of media concepts, contexts, and critical debates, using terminology appropriately	0	60	0	60
AO2 Analyse media products. And evaluate their own work, by applying knowledge and understanding of theoretical and creative approaches, supported with relevant textual evidence	20	40	20	40
AO3 Research, plan and construct critically informed media products, including the creative critical reflection, using appropriate technical and creative skills	80	0	80	0
Total	100			

IT

Information Technology (IT) is the application of technology to process information. In a world where IT is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather, process and manipulate data. Impacts of IT on society is enormous and as the percentage of businesses and households connected to communication networks such as the internet grows, so does the need for individuals who understand these new technologies.

This syllabus encourages learners to become effective and discerning users of IT. It helps them to develop a broad range of IT skills, knowledge and understanding. Learners study the structure and use of IT systems within a wide range of organisations, including the use of a variety of computer networks. As a result, learners gain an understanding of IT system life cycles, and how these affect the workplace. They also learn about the wider impact of IT on society in general. At A level, learners also study simple programming for the web relevant to their own use of IT.

The key concepts identified below, carefully introduced and developed, underpin the IT course.

Impact of IT

The application of tchnologu to process information impacts all aspects of our lives. The enormity of the impact can be seen in industry and commerce, transport, leisure, medicine, in the workplace and the home. Communications using technologies have made the world seem smaller.

Hardware and software

Hardware and software interact with each other in an IT system. It is important to understand how these work, and how they work together with each other and with us in our environment.

Networks

Computer systems can be connected together to form networks allowing them to share data and resources. The central role networks play in the internet, mobile and wireless applications and cloud computing has rapidly increased the demand for network capacity and performance.

The internet

The internet is a global communications network that uses standardized communications protocols to allow computers worldwide to connect and share information in many different forms, The impact of the internet on our lives is profound. While the services the internet supports can provide huge benefits to society, they have also introduced issues, for example security of data.

Systems life cycle

Information systems are developed within a planned cycle of stages that cover the initial development of the systems and continue through to its scheduled updating or redevelopment.

New technologies

As the information industry changes so rapidly, it is important to keep track of new and emerging technologies and consider how they might affect everyday life

The aims of the Cambridge International UT syllabus are to enable students to:

- develop a broad range of IT skills
- develop an understanding of the parts, use and applications of IT systems within a range of organisations, including the use of networking technology
- develop an understanding of how IT systems affect society in general
- develop a broad knowledge of the use of IT in workplace situations and the potential risks
- develop an understanding of the system life cycle and apply this understanding to workplace situations
- develop an understanding of project management skills
- be aware of new and emerging technologies
- apply their knowledge and understanding of IT to solve problems

Content Overview

There are 20 topics that are studied in the IT course. Students are expected to use hardware and software and applications for a range of practical tasks throughout the following topics:

Paper 1 & 2 Topics	Paper 3 & 4 Topics
<div>1. Data processing and information</div> <div>2. Hardware and software</div> <div>3. Monitoring and control</div> <div>4. Algorithms and flow charts</div> <div>5. eSecurity</div> <div>6. The digital divide</div> <div>7. Expert systems</div> <div>8. Spreadsheets</div> <div>9. Modeling</div> <div>10. Database and file concepts</div> <div>11. Sound and video editing</div>	<div>12. IT in society</div> <div>13. New and emerging technologies</div> <div>14. Communication technology</div> <div>15. Project management</div> <div>16. System life cycle</div> <div>17. Mail merge</div> <div>18. Graphics creation</div> <div>19. Animation</div> <div>20. Programming for the web</div>

Assessment

Paper 1	Paper 2	Paper 3	Paper 4
<div>• Theory</div> <div>• 1 hour 45 minutes</div> <div>• 70 marks</div> <div>• 25% of A level</div> <div>• Externally assessed</div>	<div>• Practical</div> <div>• 2 hours 30 minutes</div> <div>• 90 marks</div> <div>• 25% of A level</div> <div>• Externally assessed</div>	<div>• Advanced Theory</div> <div>• 1 hour 45 minutes</div> <div>• 70 marks</div> <div>• 25% of A level</div> <div>• Externally assessed</div>	<div>• Advanced Practical</div> <div>• 2 hours 30 minutes</div> <div>• 90 marks</div> <div>• 25% of A level</div> <div>• Externally assessed</div>
Questions are based on topics 1-11 of the subject content. Candidates answer all questions on the paper	The tasks in this practical paper test topic 8-11 subject content. Candidates apply knowledge and understanding from 1-7 of the subject content. All tasks are compulsory.	Questions are based on topics 12-20 of the subject content. Topics 1-11 are assumed knowledge and understanding Candidates answer all questions on the paper.	The tasks in this practical paper test topics 17-20 subject content. The paper includes tasks from topics 8-10 within a problem-solving content. Candidates apply knowledge and understanding of all subject content. All tasks are compulsory. Candidates select the most appropriate software and must use the most efficient methods to solve each task.

Assessment Objectives	Weighting in A Level %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and Understanding Demonstrate knowledge and understanding of business concepts, terms and theories	35	30	20	15
AO1 Application Apply knowledge and understanding of business concepts, terms and theories to problems and issues in a variety of familiar and unfamiliar business situations and contexts.	30	30	27	10
AO1 Analysis Analyse business problems, issues and situations by: <ul style="list-style-type: none">• using appropriate methods and techniques to make sense of qualitative and quantitative business information• searching for causes, impact and consequences• distinguishing between factual evidence and opinion or value judgement• drawing valid inferences and making valid generalisations	20	20	23	40
AO1 Evaluation Evaluate evidence in order to make reasoned judgements, present substantiated conclusions and, where appropriate, make recommendations for action and implementation	15	20	30	35
Total	100			

Drama

Cambridge International A level Drama provides opportunities for learners to develop their skills as theatrical practitioner, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres. Through their student learners will develop as skilled, well-informed, reflections practitioners, able to research ideas and create and interpret meaning through drama. Key concepts are essential ideas that help students develop a deep understanding during their Drama studies whereby they can make connections between different areas of the course content they are learning.

The key concepts for A level Drama are:

Communication
Drama is about communicating meaning to an audience through verbal and physical performance. Such a performance requires a company of actors, designers, and director to stage a production in a chosen performance space at a given time.

Performance processes
A performance may consist of a realization of an existing play, an original piece of devised work, or a combination of the two. It require all members of the company to work collaboratively to interpret or create dramatic materials, to negotiate the journey through rehearsing and refining this material, and to present the final performance with confidence and authority to an audience.

Practical skills
The staging of a successful dramatic performance require a wide range of well-developed practical skills, the overall theatrical vision for the performance is realized through performers playing a role bringing their characters to life, and the integral work of designers.

Genre, style and structure
Drama practitioners work in a style that expresses the concerns of their own time and cultures, or they adopt conventions from other contexts. The choose the genre, style and structure that best suits their dramatic intention, which may variously promote, challenge, or influence aspects of the cultures in which they live and practice.

Research and critical reflection
Drama practitioners use research and critical reflection to prepare, refine and evaluate their work. Research and critical reflection is the ongoing process that helps performers, directors and designers to discover what works and what does not. They need to research the work of established practitioners, estimating

its significance and evaluating their own success in achieving a vision for performance.

The aims of the Cambridge International A level Drama course are to enable students to:

- Develop interest in, and lasting enjoyment of, drama and theatre as a unique means of human communication and expression
- Appreciate the aesthetic power of drama and theatre, and expand their ability to stage imaginative interpretations of existing repertoire and devise creative practical work of their own
- Develop their practical skills in drama, and understand the contribution of actors, designers and directors in a production situation
- Develop the critical and theoretical apparatus necessary for in-depth analysis of drama
- Expand their knowledge and understanding of practitioners, performance texts, style and genres, and increase their appreciation of the social, cultural and historical dimensions of drama and theatre
- Form a suitable preparation for higher educations, whether at university, drama school or elsewhere

Cambridge International A level Drama encourages students to explore a range of practical and theoretical approaches to drama from script to performance The syllabus encourages students to develop the ability to apply practical skills effectively and to analyse and evaluate both their own work and the work of others.

In Grade 11, the course is focused on the following three key areas:

- The exploration, interpretation, and analysis of the potential of dramatic texts in a performance context
- The develop of dramatic skills and their application to the process of devising based on a selected stimulus
- The development of acting skills and their application to scripted performance

In Grade 12, the focus shifts to the following key areas:

- Theatre-making and performance through the process of devising and presenting a piece inspired by selected practitioners or tradition or style
- Structuring individual performance work from materials on a chosen theme selected and lined by the student
- Exploration of an research into performance texts, practitioners, styles, and genres

Skills developed through drama are all highly transferable. They can help students in other subject areas and can help equip them for higher education or employment.

Component 1	Component 2	Component 3	Component 4
<ul style="list-style-type: none">• Written exam• 2 hours• 60 marks• 25% of the A Level• Externally assessed	<ul style="list-style-type: none">• Practical drama• Coursework• 60 marks• 25% of A level• Internally assessed and externally moderated	<ul style="list-style-type: none">• Theatre-making and performing• Coursework• 60 marks• 25% of A level• Internally assessed and externally moderated	<ul style="list-style-type: none">• Theatre in context• Coursework• 60 marks• 25% of A level• Externally assessed
Candidates answer two questions: <ul style="list-style-type: none">• One from Section A• One from Section B Open book examination	<p>There are two compulsory parts:</p> <ul style="list-style-type: none">• Devising• Performing <p>Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus.</p> <p>There are two parts of the devising coursework:</p> <ul style="list-style-type: none">• 10-15-minute devised piece• 3-minute self-evaluation <p>Candidates work in a group to prepare and perform an extract from a published play of their own choice.</p> <p>There is one part to the performing coursework:</p> <ul style="list-style-type: none">• 10-25-minute scripted performance	<p>There are two compulsory parts:</p> <ul style="list-style-type: none">• Devising• Performing <p>Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus</p> <p>There are two parts to the devising coursework</p> <ul style="list-style-type: none">• 15-20-minute group devised performance• 800-word analysis and evaluation <p>Candidates individually create a programme of thematically linked materials and perform it.</p> <p>There is one part of the performing coursework</p> <ul style="list-style-type: none">• 6-8-minute individual performance	Candidates explore performance texts, a theatre genre, a theatre practitioner's work or a performance style. There is one part to the research coursework: <ul style="list-style-type: none">• 2500-3000 work research essay



Assessment Objectives	Weighting in A Level %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding Candidates demonstrate their knowledge and understanding of drama text and its performance context, and of theatre-making traditions and theatre practice.	100	0	0	65
AO2 Devising Candidates demonstrate skills and creativity in devising original pieces of theatre for group performance.	0	33	50	0
AO3 Performing Candidates demonstrate acting skills in performing a range of text-based materials	0	50	33	0
AO4 Analysing and evaluating Candidates demonstrate the ability to analyse and reflect on their own performance practice and devising processes: candidate evaluate their own work and that of playwrights, performers or theatre-makers	0	17	17	35
Total	100			



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