



Prince of Wales Island
International School

Sixth Form Options

Subject Information

Booklet.

2021 - 2023

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Prince of Wales Island International School

Dear Parents/Guardians,

As your child approaches the end of their secondary education the time has come to think about what happens next. Here at POWIIS 6th Form (P6) we offer a wide range of International A Level (IAL) qualifications. A Levels are challenging courses, therefore, progress into the sixth form is conditional on IGCSE results. The general requirement for entry is a minimum of 5 A* to C or 9 to 4 grades, with at least A / 7s in subjects related to their choice of A Levels. POWIIS sixth formers are role models for other students, therefore, a student's general attitude to learning will also be considered.

Normally, students begin with three or four subjects and in most cases these will be assessed by examinations in year 12 leading to an AS level (equivalent to half an A level). When they move into year 13 they have an option to drop to three subjects to complete their A level qualifications.

The subjects that we offer can be found on the next page and details of the individual subject syllabus and code can be found in the accompanying booklet. For more information about each examination board please visit Cambridge International Examinations at www.cie.org.uk, Edexcel at www.edexcel.com or OxfordAQA at www.oxfordaqaexams.org.uk

As well as A Levels we also offer the opportunity for students to take a qualification in a language. This is an internationally recognised qualification available in French, Spanish, Japanese and Mandarin. We are also very proud to offer the Independent Project Qualification (IPQ). Offered by OxfordAQA this is an individual research project that students carry out under the guidance of a selected teacher and is a good introduction to a degree level dissertation.

Choosing which A levels to take is a very important decision and ultimately it has to be your child that makes it. They should consider what their strengths and weaknesses are and what they are interested in pursuing after POWIIS. It is important to note that students do well in subjects that they enjoy as they tend to be more motivated to study.



All students will start with 4 A Level Subjects with the option to drop to 3 at the end of year 12. Further maths counts as two A levels as it includes maths A level, it must be taken in option B **and** E. Students can only choose one subject from an option block and they can only choose Business Studies **or** Economics, not both.

| A Level Options | | | | |
|---|---------------|--|------------------|------------------|
| A | B | C | D | E |
| Art | Biology | Chemistry | Chemistry | Further Maths |
| Biology | DT | Computer Science | Economics | Maths |
| Business Studies | Further Maths | English Literature | Geography | Music |
| Drama | History | Physical Education | Japanese* | Physics |
| Mathematics | Mandarin* | Physics | French* | Psychology |
| | Spanish* | | English Support* | English Support* |
| *Non. A Level Qualifications | | | | |
| <u>Languages</u> French, Spanish, Japanese, Mandarin | | Independent Project Qualification English support (incl. IELTS preparation) | | |

Everything will be done to accommodate first choices but in some cases this may not be possible and an alternative will need to be selected.

It is important that we have your options choices as soon as you accept your place at POWIIS. Whilst this will be a provisional decision based on predicted IGCSE results, we ask all students to make a serious and considered choice. They should talk to their current subject teachers and read the information booklet. The timetable will be created based upon the subject choices made here. Therefore in September some subject combinations may not be possible.

Thank you for your continued support

Yours faithfully

Mrs Clarke

Deputy Principal (curriculum)

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AS/A Level Subject Information

Art

Course Code and Syllabus: Edexcel [8FA0](#), [9FA0](#)

Studying art equips students with a whole set of transferable skills both for life and for a wide range of vocational areas. These include lateral thinking, creative problem solving, analytical and critical thinking, verbal reasoning, communication, risk taking, the ability to use their own initiative, time-management and organisation. This course will help students on their way to becoming a creative, imaginative and confident young person, prepared for the world of work with the ability to formulate opinions, make judgements and meet the challenges of a rapidly changing world. Many careers require artistic skills and a knowledge and appreciation of Art and Design. Every man-made object we see around us has been designed by someone and as fashion, styles and technology continue to change, so the opportunities for young people in the wide variety of design or art related jobs are increasing.

Course Aims

Successful candidates gain lifelong skills, including:

- Communication skills, especially the ability to communicate concepts and feelings;
- How to record from direct observation and personal experience;
- The ability and confidence to experiment, be innovative, intuitive and imaginative;
- The language and technical terms used in art and design;
- Research and evaluation skills;
- An appreciation of practical design problems and how to solve these

Course Content

A broad approach is taken, with drawing and painting at its centre, but it can also include printmaking, textiles, photography, mixed media and 3D work. Above all you will develop the necessary skills needed to produce creative, individual and high quality artwork.

You will be encouraged to be inventive, independent and involved. In the majority of lessons you will be engaged in practical work; however, you will also explore the work of artists and designers, visit exhibitions, undertake independent study and use DVDs, the Internet and books.

Assessment

AS Level

Component 1 Coursework (one project) sketch book based

Component 2 Controlled Test (10 hours)

A Level

Component 3 Coursework (one project and Personal Study) (3000 words)

Component 4 Controlled Test (15 hours)



Previous Knowledge Required

Art at A Level is an exciting and challenging subject. It is not a subject for the fainthearted nor is it for those who wish to be told what to do every step of the way. The level of commitment necessary is high and the practical nature of this course makes it time consuming. IGCSE Art or an equivalent is not a prerequisite for A Level but would be extremely helpful. The most important qualities needed at A Level are curiosity and commitment. Students should be able to demonstrate a good level of artistic ability, particularly observational drawing.

Subject Combinations

Art may be combined with both Arts and Science subjects.

Higher Education and Careers

It is the basic qualification for those hoping to follow degree courses in either Fine or Applied Arts: painting; printmaking; sculpture; graphic design, including advertising; scientific and technical illustration; information graphics and print technology; three dimensional design, including industrial design; furniture design; ceramics; interior design; theatre design; silversmithing and jewellery; fashion and textiles; film, photography and television. However, it should be noted that, at present, most Art colleges still prefer candidates to attend a Foundation course before selecting a degree course. Art is also valuable for a number of indirectly related careers such as architecture, museum work, Arts administration, exhibition research and teaching.



Biology

Course Code and Syllabus: Edexcel [X/YBI11](#)

The study of Biology is essentially the study of life and how it is scientifically explained. This means that all courses concentrate on the chemical and biological processes, which explain the formation of every aspect of life from individual cells to complex mammals. Courses also place emphasis on an understanding of how human actions affect other forms of life and the means by which these can be controlled. Students opting for Biology, therefore, need to recognise that they will not study just human biology but that much of their course will be concerned with plants and simple organisms as an understanding of these is essential if one is to understand more complicated life forms.

Course Aims

This course aims to:

- Enable students to become confident citizens in a technological world, with an informed interest in scientific matters;
- Enable students to be suitably prepared for further studies in biological sciences.
- Develop abilities and skills that are relevant to the study and practice of biological science
- Develop attitudes relevant to biological science
- Stimulate interest in, and care for, the local and global environment, and help students to understand the need for conservation.
- Make students aware:
 1. that scientific theories and methods have developed, and continue to develop, as a result of groups and individuals working together, and that biological science overcomes national boundaries;
 2. that the study and practice of biology are affected and limited by social, economic, technological, ethical and cultural factors;
 3. that the application of biological science may be both helpful and harmful to the individual, the community and the environment;
 4. of the importance of using IT for communication, as an aid to experiments and as a tool for interpreting experimental and theoretical results.
 5. stimulate students and give them a lasting interest in biology, so that they find studying biology to be enjoyable and satisfying.

Course Content

AS Level

Molecules, diet, transport, health, cells, development, biodiversity, conservation and practical skills.

A Level

Energy, environment, microbiology, immunity, respiration, internal environment, coordination, gene technology and practical skills.



Assessment

AS Level

Unit 1 (1 hour 30 mins) Molecules, Diet, Transport and Health

Unit 2 (1 hour 30 mins) Cells, Development, Biodiversity and Conservation

Unit 3 (1 hour 20 mins) Practical Skills in Biology I

A Level

Unit 4 (1 hour 45 mins) Energy, Environment, Microbiology and Immunity

Unit 5 (1 hour 45 mins) Respiration, Internal Environment, Coordination and Gene Technology

Unit 6 (1 hour 20 mins) Practical Skills in Biology II

Previous Knowledge Required

IGCSE Biology, IGCSE Double Award Science Grade B/6 or an equivalent experience of Biology is essential as many aspects of the course build on prior knowledge. Previous study of Chemistry at IGCSE Double Award or equivalent is also recommended.

Subject Combinations

Taking Chemistry with Biology can be a help, particularly in the small amount of biochemistry that is studied, but it is by no means essential; many cope very well at both AS and A2 studying Biology on its own. Biology is often taken as a stand-alone science amongst a selection of Arts subjects as well as in a combination of Sciences. Taking Biology A level without Chemistry usually limits progress beyond school level.

Higher Education and Careers

Biology is an important and sometimes essential A-level for further studies including Medicine, Veterinary Science, Dentistry and all degrees related to Biology. Chemistry is usually prerequisite for Biology degrees.



Business

Course Code and Syllabus: [CIE 9609](#)

Why is a Starbucks latte more expensive in China than New York? Why did Tesco form a joint venture with a Chinese food retailer? How can financial information be used to analyse the performance of a business? What motivates workers? These are the types of questions that would be answered in the study of Business at A Level. A case study approach is used as far as is possible and students will be able to develop problem solving skills by recommending solutions to the various issues affecting businesses and their owners in the rapidly changing world we face today.

Course Aims

The course aims to enable students to:

- Understand and appreciate the nature and scope of business, and the role of business in society.
- Develop critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and, in particular, the process of decision-making in a dynamic external environment. Be aware that business behaviour can be studied from the perspective of a range of stakeholders including customers, managers, creditors, owners/shareholders and employees.
- Be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
- Develop skills in:
 1. decision-making and problem solving in the light of evaluation;
 2. the quantification and management of information, where appropriate;
 3. effective communication.

Course Content

AS Level

Unit 1 Business Enterprise, structures, size, objectives and stakeholders

Unit 2 Management and leadership, motivation and human resource management

Unit 3 Marketing research and marketing mix

Unit 4 The nature of operations, operations planning and inventory management

Unit 5 Business finance, sources of finance, costs, accounting fundamentals, forecasting cash flows and managing working capital.

A Level

Unit 1 Business structure, size of business and external influence on business activity

Unit 2 Human resource management, organizational structure and business communication

Unit 3 Marketing planning, globalisation and international marketing



Unit 4 Operations planning, capacity utilization, lean production & quality management and project management

Unit 5 Costs, budgets, contents & analysis of published accounts and investment appraisal

Unit 6 Strategic management, analysis, choice and implementation

Assessment

AS Level

Paper 1 (1 hour 15 minutes) Short answer and essay - 40%

Paper 2 (1 hour 30 minutes) Data response - 60%

A Level

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

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

Paper 3 (3 hours) Case study - 50%

Previous Knowledge Required

No prior knowledge of the subject is required although it is essential that a student has a good command of the English language. There is an amount of new vocabulary and complexity of the language associated with the course.

Subject Combinations

Business can be combined with any subject, but it is usually advisable not to take both Economics and Business together because some admissions tutors are concerned about subject overlap and loss of breadth.

Higher Education and Careers

Studying business at A level is not a requirement for Business Studies or Management Science at university, whilst IGCSE mathematics at Grade B or even A often are required and mathematics A level is often a natural choice.



Chemistry

Course Code and Syllabus: [XYCH11](#)

Chemistry is the study of materials: how they are made, their properties, their uses and their interaction. Studying Chemistry at A Level provides students with a solid grounding in chemical concepts and numerous opportunities to experience how chemistry is used in modern society. Chemistry is a practical subject which involves higher order thinking skills and problem solving. It involves cooperation and collaboration as well as practical skills and research skills.

Course Aims

This aims of the International Advanced Level in Chemistry enable students to develop:

- An interest in, and enthusiasm, for chemistry including developing an interest in further study and careers in chemistry.
- An appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
- A deeper understanding of the skills, knowledge and understanding of How Science Works
- Essential knowledge and understanding of different areas of the subject and how they relate to each other.

Course Content

Unit 1 Structure, Bonding and Introduction to Organic Chemistry

Unit 2 Energetics, Group Chemistry, Halogenoalkanes and Alcohols

Unit 3 Practical Skills in Chemistry I

Unit 4 Rates, Equilibria and Further Organic Chemistry

Unit 5 Transition Metals and Organic Nitrogen Chemistry

Unit 6 Practical Skills in Chemistry II

Assessment

- The Pearson Edexcel International Advanced Level in Chemistry comprises six units and contains an International Advanced Subsidiary subset of three IAS units.
- The International Advanced Subsidiary is the first half of the International Advanced Level course and consists of Units 1,2 and 3. It may be awarded as a discrete qualification or contribute 50 per cent of the total International Advanced Level marks.

AS Level

Unit 1 Structured Questions (1 hour 30 mins, 20% of A Level)

Unit 2 Structured Questions (1 hour 30 mins, 20% of A Level)

Unit 3 Questions on Experimental Skills (1 hour 20 mins, 10% of A Level)



A Level

Unit 4 Structured Questions (1 hour 45 mins, 20% of A Level)

Unit 5 Structured Questions (1 hour 45 mins, 20% of A Level)

Unit 6 Questions on Experimental Skills (1 hour 20 mins, 10% of A Level)

Previous Knowledge Required

IGCSE Chemistry (or Science Double award) grade B/6 or above is essential as many aspects of the course build on prior knowledge.

Subject Combinations

As well as supporting other science subjects, Chemistry can be a useful asset for someone taking essentially Arts-based subjects. Students wishing to study architecture need to study science, mathematics and art for most Universities in the UK.

Higher Education and Careers

Chemistry is a very useful A level for any proposed science degree and also for most Arts-based degrees. A Chemistry degree can lead to a career in Science as well as many other fields such as Law, Finance or Management. Chemistry is a subject which is required for entry into many professions such as medicine, dentistry, pharmacy and chemical engineering. It also is required to support many fields such as biochemistry and environmental science.



Computer Science

Course Code and Syllabus: [CIE 9618](#)

Computer Science is the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems. This syllabus aims to encourage the development of computational thinking skills, by learning how to program. Students will develop an understanding of the main principles of solving problems using computers, and that every computer system is made up of subsystems. Students will also develop a detailed understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people. Students will gain an understanding of the different methods of communication and the functionality of networks and the internet, and learn the skills necessary to apply this understanding to develop computer based solutions to problems.

Course Aims

The course aims to enable students to:

- develop computational thinking, which is a set of fundamental skills that help produce a solution to a problem. Skills such as abstraction, decomposition and algorithmic thinking are used to study a problem and design a solution that can be implemented.
- understand programming paradigms, which are a way of thinking about or approaching problems. There are many different programming styles that can be used, which are suited to unique functions, tools and specific situations. An understanding of programming paradigms is essential to ensure they are used appropriately, when designing and building programs.
- understand the rules and methods of communication, and how devices transfer data.
- develop a detailed awareness of computer architecture and hardware, including the rules that dictate how components and data are organised, and how data are communicated between components, to allow hardware to function.
- Be able to interpret different representations of data, and understand a range of data structures for data storage.

Course Content

AS Level

- 1 Information representation
- 2 Communication
- 3 Hardware
- 4 Processor fundamentals
- 5 System software
- 6 Security, privacy and data integrity
- 7 Ethics and ownership
- 8 Databases
- 9 Algorithm design and problem-solving



10 Data types and structures

11 Programming

12 Software development

A Level

13 Data representation

14 Communication and Internet technologies

15 Hardware and virtual machines

16 System software

17 Security

18 Artificial Intelligence (AI)

19 Computational thinking and problem-solving

20 Further programming

Assessment

Component Weighting

Paper 1 Theory Fundamentals (1 hour 30 mins - 50% of AS Level, 25% of A Level)

Paper 2 Fundamental Problem Solving and Programming Skills (2 hours - 50% of AS Level, 25% of A Level)

Paper 3 Advanced Theory (1 hour 30 mins - 25% of A Level)

Paper 4 Practical (2 hours 30 mins - 25% of A Level)

Previous Knowledge Required

Candidates beginning this course are not expected to have studied Computer Science or ICT previously. However, the previous study and completion of IGCSE Computer Science would be advantageous. Whilst not essential, a good grasp of IGCSE Maths and Physics would help the aspiring student engage with many of the concepts in this course.

Subject Combinations

Computer Science combines particularly well with Mathematics and/or Physics, but is a suitable complement to all other subjects offered at POWIIS.

Higher Education

A Level Computer Science provides a suitable foundation for the study of Computer Science or related courses in higher education. Equally, it is suitable for candidates intending to pursue careers or further study in Computer Science or ICT, or as part of a course of general education.



Design and Technology:

Course Code and Syllabus: Edexcel [8/9DT0](#)

The Edexcel's GCE in Design and Technology: Product Design seeks to develop students' knowledge, understanding, skills and application for designing products. Product design encompasses a wide range of design disciplines but is firmly rooted in the skills required to design and make high quality products. Products that are fit for purpose satisfy wants and needs, enhance our day-to-day lives and, most importantly, give students the opportunity to demonstrate their design and technology capability.

Course Aims

The aims of the Edexcel Advanced Subsidiary and Advanced GCE in Design and Technology are to encourage students to: „

- Make use of tacit knowledge and reflective practices in order to work with tasks that are challenging and often require definition
- Develop and sustain their creativity and innovative practice
- Recognise and overcome challenges and constraints when working towards the production of high quality products
- Develop a critical understanding of the influences of the processes and products of design and technological activities and from a contemporary and historical perspective
- Draw on a range of skills and knowledge from other subject areas
- Draw on and apply knowledge, understanding and skills of production processes to a range of design and technology activities
- Develop an understanding of contemporary design and technology practices
- Use digital technologies and information handling skills to enhance their design and technological capability.

Course Content

This qualification emphasises two key factors — creativity and sustainability. We all want students to explore ideas of originality and value, to question and challenge, to envisage what could be, but equally we need them to achieve the results that will progress their careers. This qualification structure allows students to develop a range of skills and outcomes at Advanced Subsidiary (AS) which demonstrate their creativity and apply these to a design and make project at A2. All modern designers have to consider sustainable issues when designing new products. A sign of the modern technological age in which we live is that human actions have had a negative impact on our environment. New products provide solutions rather than add to the existing problems of extractions and use of natural resources, pollution from manufacturing and disposal of large amounts of waste products. Good design is vital to our world and economy.



Assessment

The Advanced Subsidiary GCE is the first half of the GCE course and consists of Units 1 and 2. It may be awarded as a discrete qualification or contribute 50 per cent of the total

Advanced GCE marks.

Unit 1: Portfolio of Creative Skills

Students will produce one portfolio with three distinct sections which will demonstrate their creativity and flair when investigating, designing and making product(s). Ideally different products should be chosen for the three distinct sections as students are not being asked to carry out one large design and make exercise but three smaller and more focused tasks which build up to provide a detailed portfolio of their skills. This unit has been designed to be as flexible as possible, offering students a wide range of valid approaches in producing their portfolio of creative skills. Students are encouraged to be as creative as possible and there are no barriers to choices of product investigation, product design or product manufacture, as long as the work submitted by students targets assessment criteria effectively and at the correct level of response for their abilities. When designing, students can be creative and adventurous. There is no requirement to realise the designs produced. There will be no material or manufacturing restrictions and no limitations to design possibilities.

This unit is internally set and marked by the centre and externally moderated by Edexcel.

Unit 2: Design and Technology in Practice

It is important for students, as designers, to learn about materials and processes so that they can develop a greater understanding of how products can be designed and manufactured. Students will also learn about industrial and commercial practices, and the importance of quality checks and the health and safety issues that have to be considered at all times.

1 hour 30 minutes' examination set and marked by Edexcel.

Unit 3: Designing for the Future

In this unit students will develop their knowledge and understanding of a range of modern design and manufacturing practices and contemporary design issues. The modern designer must have a good working knowledge of the use of ICT and systems and control technology in the design and manufacture of products. They must also be aware of the important contributions of designers from the past which may provide inspiration for future design.

2-hour examination paper set and marked by Edexcel.

Unit 4: Commercial Design

In this unit students are given the opportunity to apply the skills they have acquired and developed throughout this course of study, to design and make a product of their choice that comply with the requirements of graphic products. In order to reach high attainment levels, students must adopt a commercial design approach to their work, reflecting how a professional designer might deal with a design problem and its resolution.

This unit is internally set and marked by the centre and externally moderated by Edexcel.



Previous Knowledge Required

It is advisable that students would have studied Design and Technology at IGCSE level however some previous experience in related activities and topics to the units within the course, along with evidence of academic qualifications to the equivalent level may be adequate for enrolment.

Subject Combinations

As well as supporting other science subjects, students wishing to study architecture need to consider art as a good combination with this subject and for engineering most Universities in the UK would also like to see Physics and mathematics at Advanced Level.

Higher Education and Careers

Successful completion of this course could lead to acceptance on university degree courses in areas such as Graphic Design, Product Design, Engineering, Architecture, Interior Design, Landscaping and Advertising.



Drama

Course Code and Syllabus: Cambridge AS & A Level Drama [9482](#)

Drama can be roughly distinguished as a study of both text and performance, and the course is designed to develop students' interest in (and enjoyment of) theatre and drama through both practical exploration and academic understanding. The course structure allows students to experience theatre as a well-versed and critical / analytical spectator whilst continually developing their own practice as an informed and technically skilled practitioner. The course will also develop students' understanding of seminal classical and contemporary plays, whilst firmly placing them within their wider social and cultural context.

Course Aims

The course is designed to expand your academic understanding whilst stretching your practical application. Students will develop an interest in, and lasting enjoyment of, drama and theatre as a unique means of human communication and expression. They will 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. Furthermore, their practical skills in drama and understanding of the contribution of actors, designers and directors in a production situation will develop, along with their critical and theoretical analysis of drama

Students will also develop into a confident and independent interpreter of drama and theatre. They will also assimilate theatrical concepts through practical and analytical exploration of dramatic styles and theatrical methodologies. They will recognise the importance of ensemble via practical projects that require a variety of technical skills, such as design and or performance skills, movement, voice, improvisation, acting techniques and characterisation (as appropriate to the textual materials being explored). Theatre is an ever evolving collaborative art form which has been, and continues to be moulded by playwrights and theatrical practitioners who challenge accepted conventions and methodologies. Theatre is also a collaborative art form and it is important that students have a clear understanding of how different creative ideas are put into practice.

Students gain lifelong transferable skills which enable young people to face the demands of further and higher education, as well as the demands of the workplace.

Transferable skills that students will gain include:

Cognitive Skills: non-routine problem solving – expert thinking, metacognition, creativity; systems thinking – decision making and reasoning; and critical thinking – analysing, synthesising and reasoning.

Interpersonal Skills: communication – active listening, oral communication, written communication, assertive communication and non-verbal communication; relationship-building skills – teamwork, trust, intercultural sensitivity, service orientation, self-presentation, social influence, conflict resolution and negotiation; and collaborative problem solving – establishing and maintaining shared understanding, taking appropriate action, establishing and maintaining team organisation.

Intrapersonal Skills: adaptability – ability and willingness to cope with the uncertain, handling work stress, adapting to different personalities, communication styles and cultures, and physical adaptability to various indoor and outdoor work environments; and self-management and self-development – ability to work remotely, work autonomously, be self-motivating and self-monitoring, willing and able to acquire new information and skills related to work.



Course Content

Component 1: Written Exam (2 hours) 60 marks: 50% AS Level; 25% A Level

In this component students will develop their knowledge and understanding of drama through the study of published plays. They will explore play extracts in detail and justify their ideas, while taking into account the relationship of the extract to the play as a whole. Furthermore, they will learn about performance characteristics in relation to the play's original production period and understand how to approach a complete play from a performance perspective. They will explore how actors, designers and directors could interpret and present a play. Students will also learn about the genre and tradition of theatre from which a play comes along with the relevant aspects of its historical context and performance history. The emphasis is placed on developing the students' own ideas for performing, designing and directing in relation to the text while supporting their work with clear expression and making close reference to relevant detail.

Component 2: Practical Drama (60 marks) 50% AS Level; 25% A Level

There are two sections to this component: devising and performing scripted work; however the focus is on developing the practical skills of devising, building an ensemble, using props, set and costume and performing to a live audience.

In devising students will create an original performance in response to a given stimulus. Here they will research and explore the stimulus for its dramatic possibilities while they investigate structure and dramatic effectiveness, in addition to creating and communicating a role. They will evaluate their strengths and weaknesses of the produced work and reflect on their creative process and on the achievement of the artistic intentions of the devised performance.

In the scripted performance, the students will perform an extract of a scripted, published and professionally performed play. They will develop appropriate acting skills; learn vocal and physical skills, and appropriate characterisation in relation to the genre and style of the piece while learning how to pace their performance of the extract.

Component 3: Theatre-making and Performing (60 marks) 25% A Level

This component is an extension of Component 2, where the students continue to experience theatre and drama while reflecting their interests and abilities. There are also two sections: devising a group performance (either as a performer or designer) and performing an individual creative piece.

In the group devising, the students will explore their creative skills to devise an original performance. The starting point for this devising process will be an influential theatre practitioner, tradition or style from a set list; here they will gain an understanding of how a new performance could be developed through the practical exploration of the theatrical style, tradition and use of conventions of the chosen practitioner.

Students will develop and demonstrate theatre-making skills, appropriate to their role as a performer or designer. They will explore and conduct an investigation in order to support their devising, performing, analysing and evaluating. They will learn about the social-historical, cultural/theatrical contexts, purpose, political intention, artistic ideas, working methods, venues, as well as actor/audience configuration. Practically the students will be able to take this newfound knowledge and reflect its stylistic elements and present clear evidence of it being the source of inspiration while the content and themes of the original devised piece will be applied to realise their artistic intentions in performance.

The individual performance is an opportunity for students to present a solo performance created from a range of existing texts that are thematically linked. The students will select a range of material that is related to their



chosen theme and perform a connected and integrated piece with appropriate links. Appropriate lighting, sound and relevant technical resources may be used in addition to demonstrating a range of acting skills appropriate to the chosen materials and delivering their overall message to a live audience.

Component 4: Theatre in Context (60 marks) 25% A Level

This component is an individual research project where the students can select an area of theatre and drama of their own choice and can be built upon Component 2 or 3, or a topic which is entirely new and may stand alone. The entire focus of their work is on the practicalities of theatre-making and performance. The students can explore: performance texts, theatre genre, a theatre practitioner or a performance style. In addition to this they can explore: stage movement / choreography; dramatic use of music / dance; technical / design aspects; directing; production history; or performance roles / chorus. Research and written skills will be supported and gained by exploring the dramatic and theatrical possibilities of their choice while developing clarity of expression, reflection, evaluation and analysis.

Assessment

Component 1 Written Exam: This is an open book exam which is an externally assessed written examination, lasting 2 hours. (60 marks)

Component 2 Practical drama: This is internally assessed and externally moderated by Cambridge International (60 marks).

Part 1: Devising (30 marks)

- Group devised performance lasting 10 – 15 minutes to a live audience (20 marks)
- Individual spoken self-evaluation for devising lasting 3 minutes (10 marks)

Part 2: Scripted performance

- Group scripted performance of extract from a published play, lasting 10 – 25 minutes, to a live audience (30 marks)

Component 3 Theatre-making and performing: This is an internally assessed and externally moderated by Cambridge International (60 marks).

Part 1: Group devised performance (40 marks)

- Group devised performance lasting 15 – 20 minutes to a live audience (if a designer than a written portfolio) (30 marks)
- Written analysis and evaluation (800 words) (10 marks)

Part 2 Individual performance (20 marks)

- Individual created performance of thematically linked materials, lasting 6 – 8 minutes to a live audience (20 marks)



Component 4 Theatre in context: This is externally assessed by Cambridge International (60 marks)

Research essay (3000 words)

- Knowledge and understanding of the chosen area of drama and theatre (25 marks)
- Knowledge and understanding of practical aspects of theatre-making and performance (15 marks)
- Analysis and evaluation (20 marks)

Previous Knowledge Required

Candidates should have a strong command of English. Due to the practical component of the course, it is strongly advised that students have had some sort of previous performance experience. It is important to note that this is an academic discipline and requires a great deal of commitment. In addition, it is recommended that students have completed a course in drama equivalent to Cambridge IGCSE

Subject Combinations

Drama combines well with all Arts subjects, but would also work well as a contrast to Science, Math and Humanity subjects.

Higher Education and Careers

The majority of pupils go on to university courses in a wide range of subjects including Law, History, English, Psychology, Music, Politics, Philosophy and Languages. In addition, pupils who have taken this course have pursued many different theatrical paths, including university courses in Drama, of which there are now many good ones, Drama School, technical courses and straight into the theatre world.

Furthermore, A Level Drama enables those to progress to employment where people skills are essential, for example: management, retail, nursing, industry and business environments. The skills gained in Drama A Level are relevant to such employment where higher order thinking skills, analysis, critical thinking, problem solving, presenting ordered and coherent arguments, time management, confidence, the ability to work collaboratively and meeting essential deadlines are held in high esteem.



Economics

Course Code and Syllabus: [CIE 9708](#)

What factors influence the price of gold? Why does the exchange rate change so frequently? What is inflation? Why does the Government want the economy to grow faster? Why does the Malaysian Government impose high taxes on imported cars? Why do some governments subsidise fuel whilst others tax it very heavily? Why are some economies developing extremely rapidly whilst others linger in poverty? These are the types of questions you will consider in the study of Economics. Economics is the study of how scarce resources are allocated to satisfy human needs and wants and the choices that have to be made by individuals, firms and governments and the consequences of these choices. As far as is possible the Economics A Level Course is taught using real life examples and where appropriate is related to current economic events.

Course Aims

The aims are:

- To provide a basis of factual knowledge of economics
- To encourage the student to develop:
 - A facility for self-expression, not only in writing but also in using additional aids such as statistics and diagrammatical analysis where appropriate.
 - The habit of using works of reference as sources of data specific to economics
 - The habit of reading critically to gain information about the increasingly dynamic and interdependent economy we live in
 - An appreciation of the methods of study used by economists, and the most effective ways economic data maybe analysed, correlated, discussed, presented and evaluated

Course Content

Both the AS and A level examination require a knowledge of the following topic areas:

Basic Economic Ideas; Markets in Action and Business Behaviour; Government Intervention in Markets; International Trade; Theory and Measurement in the Macroeconomy; Macroeconomic Problems and Policies; Developments in the Global Economy.

Assessment

AS Level

Paper 1 Multiple choice - 40% (1 hour)

Paper 2 Data response and essay - 60% (1 hour 30 minutes)

A Level (+ 50% AS)

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

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



Previous Knowledge Required

No prior knowledge of the subject is required although it is helpful if students have good numeracy skills and an interest in current affairs. Also, a good command of the English language is required in order to cope with the large amount of new vocabulary and the complexity of the language associated with the study of the subject.

Subject Combinations

Economics has been combined with every other A level. As a Social Science it fits into almost any combination of subjects.

Higher Education and Careers

Economics A-level is not a requirement for entry to read Economics at university, but about 70% of Economics undergraduates do have A level. Most universities require an A level in Mathematics. Graduates in Economics are employed in almost all walks of life, with Management, Administration and Accountancy the most common professions.



English Literature

Course Code and Syllabus: [CIE 9695](#)

An A Level in English Literature is an ideal choice for anyone who loves reading and who wants to learn about human nature. The course includes a wide variety of literature from the seventeenth to the twenty-first centuries and is split into the study of drama, poetry and prose. Students will find themselves reading everything from Shakespeare to Chimamanda Ngozie Adichie and discussing the huge issues of love, hate, racism, life and death that the texts undoubtedly raise. Students will also gain a great deal of academic prowess through a subject that promotes the development of transferable skills. Students are taught to think analytically, to consider different interpretations and to listen and respond to one another sensitively in preparation for the seminar style environment they are likely to find at university. One of the most important skills they learn is how to write coherently and critically. This is an essential skill that will aid them in their other subjects and is invaluable in higher education and the world of employment. An enjoyment and appreciation of Literature will give students the ability to develop this into an interest in books and reading as they move away from their studies and into their adult lives. They will have the confidence to approach and tackle new forms of books and writing since they were exposed to a range of literature at school.

Course Aims

Successful English Literature students develop understanding and enjoyment of literary texts that are a pleasure for life and in addition gain skills for life, including:

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

Course Content

During the two year course students will be developing the ability to:

- develop an informed personal response to literature in English in a range of texts from different periods and cultures.
- create an appreciation of a range of forms of literature: poetry, prose and drama.
- cultivate interdependent skills of reading, analysis and communication.
- introduce a range of critical perspectives to inform the reading of a text.
- explore wider reading and an understanding of how it may contribute to personal development.



Assessment

AS Level

Paper 1 (2 hours) Drama and Poetry

Paper 2 (2 hours) Prose and Unseen

A Level

Paper 3 (2 hour) Shakespeare and Drama

Paper 4 (2 hour) Pre and Post 1900 Poetry and Prose

For each exam the student must choose between answering with an essay or answering a passage-based question for each of the texts that they have been studying.

Previous Knowledge Required

Students should have had some previous experience of studying literature, preferably at IGCSE or equivalent, although it is acknowledged that this opportunity may not have been available to all students and therefore interested students will be considered on an individual basis. A secure understanding of the English language is required.

Subject Combinations

English combines well with all other subjects offered at POWIIS.

Higher Education and Careers

A wide variety of university courses enables students to take their study of literature further, either on its own or in combination with other subjects such as Art History, American Studies, Film, Theatre Studies and Philosophy. Beyond that, the possibilities are numerous, especially as English is a non-vocational subject, e.g. Journalism, Broadcasting, Business, Advertising, the Arts, Publishing, the Civil Service and Teaching.



Geography

Course Code and Syllabus: [CIE 9696](#)

From causes of natural disasters such as landslides and hurricanes to the effects of international trade and globalization, Geography is a challenging subject that explores areas of knowledge that covers the socio-political, economic and environmental dimensions of our planet. Geography occupies a central position in understanding and interpreting social, economic, political and environmental conditions and change, in both space and time. This course encourages students to think about the specific contribution that they can make to understanding contemporary issues and also the complexity of natural systems, their linkages and their impact upon the human race. Students are also shown that it is equally important to understand the impacts of the human race upon the environment and how these impacts can be managed in achieving sustainable development. The study of environments is rooted in an understanding of physical processes, so this course emphasises studying real examples to show the variety and complexity of human and physical environments.

Course Aims

The aims are to:

- Increase your knowledge of, and ability to use and apply, appropriate skills and techniques relevant to 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 your ability to handle and evaluate different types and sources of information;
- Develop your ability to think logically, and to present an ordered and coherent argument in a variety of ways;
- Promote your awareness of the need for understanding, respect and co-operation in conserving the environment and improving the quality of life both at a global scale and within the context of different cultural settings.

Course Content

AS level

The AS level covers both Physical and Human Geography. The physical content includes: hydrology and fluvial geomorphology; atmosphere and weather and rocks and weathering. The human core includes: population; migration and settlement dynamics.

A Level

The A level covers options in Physical and Human Geography including tropical environments, coastal environments, hazardous environments and arid, semi-arid environments, production, location and change, environmental management, global interdependence and economic transition.



Assessment

AS Level

Paper 1 Physical Core Topics (1.5 hours)

Paper 2 Human Core Topics (1.5 hours)

A Level

Paper 2 Physical Geography Option Topic (1 hour 30 minutes)

Paper 3 Human Geography Option Topic (1 hour 30 minutes)

Previous Knowledge Required

We recommend that students who are beginning this course should have previously achieved a minimum of Grade C in an IGCSE course or Cambridge O Level in Geography, or the equivalent. However, students without such a background who also have a strong science background, will find the course an interesting and rigorous one which will help them build key geographical skills and knowledge, and these in turn will help them better understand the living world.

Subject Combinations

Geography combines well with Chemistry, Economics and Business A Level courses. It is a favourable subject for students looking to study Politics, Economics, Environmental Sciences and Law at university.

Higher Education and Careers

Geography studied with Sciences supports applications for almost any science-based university course like Engineering, Psychology and Environmental Sciences; studied with Humanities it supports university courses such as Business Management, Law, Media and Politics. Geography students have also gone on to courses and employment such as: Architecture, Graphic Design, Surveying, Medicine, Agriculture, Land Management, Journalism, Accountancy, Retail Management, Recreation and Tourism, Planning, Civil Service, Armed Forces, Teaching, Banking, Law, Accountancy, Hazard Management, Development and Charity work.



History

Course Code and Syllabus: [CIE 9489](#)

History is not a subject stuck in the past. Far from it, historical events have shaped our world into what it is today. Knowledge and understanding of how people lived in the past help us to understand why people act like they do today. Through studying A Level History you will develop a deeper understanding of social, cultural, religious and ethnic diversity. Further, its depth, variety and challenging nature means that the skills you develop will be of great assistance to you regardless of what you study at university or the career path you choose to follow in life. At POWIIS we study a wide range of international history and with option units chosen based on teacher expertise.

Course Aims

The syllabus aims to develop:

- An interest in the past and an appreciation of human endeavour
- A greater knowledge and understanding of historical periods or themes
- A greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity
- An appreciation of the nature and diversity of historical sources available, and the methods used by historians
- An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues
- The ability to think independently and make informed judgements on issues
- An empathy with people living in different places and at different times
- A firm foundation for further study of History

Course Content and Assessment

AS Level

Component 1 Document question

Component 2 Outline study

A Level

Component 3 Interpretations question (source-based)

Component 4 Depth study



Previous Knowledge Required

It is recommended that candidates who are beginning this course should have previously completed a GCSE, IGCSE or O level course in History or the equivalent, although this is not essential. A Level History is particularly suited to students with enquiring minds who enjoy reading extensively and relish the challenge of producing long, clear and logical arguments in the form of essays.

Subject Combinations

History is taken with a wide variety of other subjects. It combines well with other Arts subjects, Mathematics and Languages. In recent years sixth formers have mixed History with Sciences in order to study a broad range of subjects. It is a favoured subject for those wishing to study Law.

Higher Education and Careers

History forms a valuable element for Law, Politics, Economics and related subjects at university. A History degree itself is a marketable commodity; almost all careers outside specialist areas such as Medicine are open to the History graduate. The most popular in recent years include Merchant Banking, Accountancy, Law, Industrial Management, Advertising and Public Relations.



Mathematics

Course Code and Syllabus: [Edexcel IA Level YMA01](#)

Mathematics is a stimulating subject for those who enjoy a structured process of problem solving and a logical way of thinking. It is a common part of degree courses such as Business, Architecture, Chemistry, Biology, Psychology, Management Science and Computing and is essential for courses such as Engineering and Physics. The problem solving skills and statistical techniques are a useful tool to the study of a variety of scientific courses, such as Medicine, Nursing and Geology, but are also useful for Accounting and Finance, Sports Studies, Geography, Design to name but a few. Mathematics A level keeps many doors open and is valuable for almost every future career plan. The study of Mathematics is held in great esteem by employers, as it shows an ability to think logically, and can help to gain that chosen career or elusive university place.

Course Aims

The aims are to enable candidates 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.

Course Content

Pure Mathematics

This includes equations, graphs and transformations, coordinate geometry, logarithms and exponentials, sequences and series, trigonometry, differentiation and integration, and vectors.

Statistics

Students work with real data sets extending the work they have covered in GCSE maths, such as the calculation of the numerical measures mean, median and mode, and practical applications of correlation and regression. Elementary probability theory is also studied, and the Normal distributions is introduced.

Mechanics

This introduces mathematical modelling in physical situations, and studies motion in one or two dimensions (including the constant acceleration equations), forces on static objects, Newton's Law of Motion, momentum and projectiles.



Assessment

AS Level Pure 1 and Pure 2 (1 hour and 15 minutes each)

A Level Pure 3 and Pure 4 (1 hour and 15 minutes each)

Applied modules: Statistics 1 and Mechanics 1(1 hour 15 mins each)

Previous Knowledge Required

It is normally expected that students have achieved Mathematics IGCSE at a minimum of Grade A/7 or equivalent. There is considerable overlap between IGCSE Further Mathematics

Further Mathematics

Course Code and Syllabus: [Edexcel IA Level YFM01](#)

Further Mathematics is offered as an A Level for our strongest Mathematicians. Students taking Further Mathematics will complete their A Level in Mathematics by the end of Year 12. They will then study for Further Mathematics in year 13, completing an extra 6 modules that build upon their existing knowledge. This subject is strongly advised for those wishing to study Mathematics or Physics at university or Engineering at the competitive universities.

Course Aims

The course aims are the same as those for Mathematics, but at a more rigorous level.

Course Content

Students will cover the topics in A Level Mathematics to a much more advanced level in all three strands Pure Mathematics, Statistics and Mechanics. They will also study Decision Mathematics.

Assessment

Further Pure Mathematics 1, 2, 3

Decision 1

Mechanics 2, 3

Statistics 2, 3

All exams are 1 hour and 15 minutes each and 6 modules are required to gain a Further Maths A level qualification.

Previous Knowledge Required

It is expected that students have Mathematics IGCSE or equivalent at a minimum of Grade A*/8. IGCSE Further Mathematics IGCSE, or equivalent, is recommended but not essential.

Subject Combinations

Mathematics is popular with all combinations of subjects. It combines well with Sciences, where some skill with mathematical methods is important, but equally it can be a good contrasting subject to the Humanities.



Higher Education and Careers

A Level Mathematics is a useful qualification for anyone intending to study Economics, Engineering, Geography, Science, Architecture, Electronics, Computing, Accounting and all the Sciences, including Medicine and related subjects. For some of these subjects, e.g. Economics, certain Universities insist on Mathematics A level; even if this is not the case, it is often extremely useful where courses tend to assume a knowledge of A Level Mathematics. For anyone considering reading a Science, Engineering, Economics or Mathematics at Oxbridge, Further Mathematics A level would be a distinct advantage, both as a qualification and as good preparation for the course at university. Mathematics itself, which is offered by the vast majority of universities, is a very highly regarded degree course with an extremely good record of subsequent employment. Mathematics graduates enter a wide variety of careers from investment banking and company management to publishing and diplomacy. Further Mathematics A level is highly desirable for anyone wishing to do a Mathematics degree. Often Mathematics can be combined with another subject, such as Philosophy, Computing, Physics, Music, etc.



Music

Course Code and Syllabus: [CIE 9483](#)

Whether you are a committed musician and already considering a career in Music, a performer or an artist and enjoy playing and singing, or an academic with a keen interest in Music then the Music course at A Level has something for you.

Course Aims

The aims are:

- To foster a discriminating aural appreciation of, and an informed critical response to, music of the Western tradition from at least two representative genres and periods
- To encourage the development of creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions
- To deepen understanding of music in its wider cultural context
- To communicate understanding, supporting judgments by argument based on evidence

Course Content

At POWIIS, we are only offering A Level music. Students are required to complete all components according to the syllabus.

The course covers listening and practical musicianship. For the listening component students will study the score of a variety of works. Examples of previous works studies include: Haydn Symphony no. 55 (The Schoolmaster); Mozart Piano Concerto in G major; Beethoven Symphony no. 5 in C minor and Schubert Piano Quintet in A major (The Trout).

Another part of the syllabus contains options in performing and composition as well as the opportunity to undertake an investigation and write a report about the music that has been performed or composed.

Assessment and Coursework

Component 1 Listening (2 hours)

Component 2 Practical music which includes performing and composition.

Students will choose two from the following three components below:

Component 3 Extended Performance with a short research report

Component 4 Extended Composition with a short research report

Component 5 Investigating Music

***Component 1 - 2 are compulsory**

***Components 2 -5 are all coursework based.**



Previous Knowledge Required

Important Note: A-Level music is not relevant to the syllabus of ABRSM or Trinity Music programme. It requires higher level understanding in Western Music. A strong fundamental music background is required. Students will be studying performance, composition and musical understanding along the course. Students are required to have ongoing music activities outside school such as participating orchestra or choir, chamber, and individual instrumental lesson and theory lesson. During the A-Level course, instrumental lessons will not be provided during class time. It is beneficial for students to have at least a grade C in Music at IGCSE or equivalent, and Grade 6 in instrument. A full session of audition and interview will be arranged upon the application if necessary.

Subject Combinations

Music compliments all other A level subject choices.

Higher Education and Careers

An A level in this subject is essential for music degree courses. It is also possible to study this subject as part of a joint degree, e.g. Music and French, Music and Drama, etc. The top 10 careers for after music education include Music Producer, Recording Engineer, Session/Full time musician, Artist Manage, Tour Manager, Music Teacher, Booking Agent, Music Publicist, Music Composer, Music Arranger. Other career possibilities include Arts Management, Orchestra Management, Music Therapy, etc.



Physical Education

Course Code and Syllabus: Edexcel [9PE0](#)

Course Aims

To equip students with both a depth and breadth of knowledge, understanding and skills relating to scientific, socio-cultural and practical aspects of physical education.

Course Content

Component 1 Scientific Principles of Physical Education

Component 2 Physiological and Social Principles of Physical Education

Component 3 Practical Performance

Component 4 Performance Analysis and Performance Development Programme

Assessment

Component 1 Written Exam 2h 30m 40% of qualification

Component 2 Written Exam 2h 30% of qualification

Component 3 15% of qualification performed as a player/performer or as a coach

Component 4 15 % of qualification In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component). In the role of player/performer or coach analyse, implement and evaluate a Performance development programme

Previous Knowledge Required

It would be helpful to have completed GCSE PE and are involved in sport on a regular basis

Subject Combinations

Works well with Biology for a more depth knowledge of the mechanics of the body

Higher Education and Careers

Physiotherapy

Sport Science

Sport Medicine

Physical Education Teaching

Sport Psychology



Physics

Course Code and Syllabus: [OxfordAQA 9630](#)

From the very smallest to the very largest, from atoms and quarks to the Universe and black holes, Physics strives to come up with the answers to explain it all. Physicists study materials and try to predict and control their properties. They use this to help design, engineer and build a better world.

Course Aims

The aims of the International Advanced Level in Physics are to:

- Enable students to develop their interest in physics and its applications
- Develop an understanding of the link between theory and experiment and foster the development of skills in the design and execution of experiments
- Develop essential knowledge and understanding in physics and the applications of physics
- Prepare for higher educational courses in physics and related courses.

Course Content

AS Level

UNIT 1

MEASUREMENTS AND THEIR ERRORS Use Of SI Units And Their Prefixes, Error analysis and Uncertainties of Physical Measurements, Estimation Of Physical Quantities,

MECHANICS AND MATERIALS Scalars And Vectors, Moments, Motion Along A Straight Line, Projectile Motion, Newton's Laws Of Motion, Momentum, Work, Energy And Power, Conservation Of Energy, Bulk Properties Of Solids, The Young Modulus

PARTICLES, RADIATION AND RADIOACTIVITY Constituents Of The Atom, Elementary Particles, Radioactivity

UNIT 2

ELECTRICITY Current-voltage Characteristics, Resistivity , Potential Dividers , Electromotive Force And Internal Resistance

OSCILLATIONS AND WAVES Oscillating Systems, Forced Vibrations And Resonance, Progressive Waves, Longitudinal And Transverse Waves, Principle Of Superposition Of Waves And Formation Of Stationary Waves , Interference, Diffraction, Refraction At A Plane Surface

MODERN PHYSICS, Collisions Of Electrons With Atoms, Photoelectric Effect, Wave Particle Duality

A Level

UNIT 3 Further Mechanics, Electricity And Magnetism, Exponential Changes

UNIT 4 Thermal Physics, Kinetic Theory of Gases,

UNIT 5 Experimental skills.



Assessment

AS Level

Unit 1 Structured Questions (2 hours, 20% of A Level)

Unit 2 Structured Questions (2 hours, 20% of A Level)

A Level

Unit 3 Structured Questions (2 hours, 20% of A Level)

Unit 4 Structured Questions 2 hours, 20% of A Level)

Unit 5 Structured Questions on Experimental Skills and the 10 required practicals carried out during the course (2 hours, 20% of A Level)

Previous Knowledge Required

IGCSE Double or Triple Award Science or an equivalent experience of Physics is essential as many aspects of the course build on prior knowledge. An aptitude for Maths is also important. There is a large jump in difficulty level from IGCSE to IAL.

Subject Combinations

These can be as varied as you like. Students often take A Level Mathematics and Chemistry with Physics, but it is certainly no longer a disadvantage if they do not.

Higher Education and Careers

A Level Physics is a very well respected course and most Degree courses will accept students with this qualification. A Level Physics is essential for Engineering and is also very useful for Medicine or Veterinary Science. Mathematics is a requirement to study Physics at university.



Psychology

Course Code and Syllabus: [CIE 9990](#)

Psychology tries to answer the question “Why do I behave the way I do?” In appreciating the need to understand differences between individuals, psychology is also concerned with developing rules or generalisations about human behaviour in a scientific way. This course is concerned with how psychological investigations are carried out and our need to critically evaluate their findings. Along the way students will become acquainted with some of the most famous psychological studies ever carried out, including Milgram’s study of obedience, Dement and Kleitman’s study of dreaming, and Bandura’s study on aggression. Students are taught to appreciate that behaviour can have many causes; at the same time they tackle more complex issues such as free will and the relative influences of our genetics and our environment on our behaviour - the nature-nurture debate.

Course Aims

The aims are:

- To provide an introduction to psychological concepts, theories, research findings and applications
- To create an understanding of the range and limitations of psychological theory and practice
- To encourage candidates to explore and understand the relationship between psychological findings and everyday life
- To develop skills of analysis, interpretation, application and evaluation
- To promote an appreciation and understanding of individual, social and cultural diversity
- To develop an understanding of ethical issues in psychology, including the moral and ethical implications of psychological research
- To explore and understand the relationship between psychological findings and social, cultural and contemporary issues

Course Content

AS Level

Students study 12 psychological studies, three each from the four approaches: Social, Learning, Biological, and Cognitive. Students will also learn the different research methods used in psychology to investigate human and animal behaviour.

A Level

Students study two areas of how psychology is applied to everyday life. Currently we offer the options dealing with the psychology of health, and the psychology of abnormality.



Assessment

AS Level

Paper 1 60 marks. 1 hour and 30 minutes. Short answer questions and an essay question, based on core studies.

Paper 2 60 marks. 1 hour and 30 minutes. Short answer questions and structured questions, some based on core studies.

A Level

Paper 3 60 marks. 1 hour and 30 minutes. Structured and essay questions based on theories from two specialist options.

Paper 4 60 marks. 1 hour and 30 minutes. Structured and essay, application questions based on two specialist options.

Previous Knowledge Required

There are no specific previous requirements. Students must be willing to debate and to discuss both sides of an argument, and accept that there are good, but not definitive, answers to any question. There are no 'correct' answers at the back of the textbook.

Subject Combinations

There are no suggested combinations, nor any subjects that would exclude anyone from choosing Psychology. There is a small overlap with biology, but, for example, History and Geography have relevance to the cultural and social issues discussed. A level 6 or above at iGCSE is desirable but not essential.

Higher Education and Careers

Psychology is one of the most popular options at university. Whilst this course is not a prerequisite for applications to read Psychology, it will provide an educated insight into the subject and a thorough grounding in all that a first year undergraduate will face. Psychology degrees lead to careers in a multitude of disciplines, not least those in the health-related or caring professions, as well as Management, Education, Criminology, Media Studies and Advertising. Psychology supports university applications to both sciences (including medicine) and humanities, and psychology graduates are valued by employers as they are scientifically trained, numerate but clearly have an interest in humanity and the forces that shape our behaviour.



Other Qualifications

Languages

French or Spanish [Common European Reference Framework Languages \(CEFR\)](#)

Japanese [The Japanese-Language Proficiency Test \(JLPT\)](#)

Mandarin Chinese: [Chinese Proficiency Test \(HSK\)](#)

Course Aims

- 1) To learn or practice a (new) foreign language through 6th form, where language learning is sometimes neglected.
- 2) To acquire (or maintain) the necessary skills to communicate in the chosen target language.
- 3) To explore the culture of the country (or countries) where the chosen language is spoken and to create multi-cultural awareness.
- 4) To achieve an additional qualification (CEFR, JLPT or HSK certificate) which will be recognised by a university or any future employer.

Course Content

French and Mandarin can be studied either at beginner level or as a continuation from IGCSE. Other languages that are on offer, currently Spanish (A1) and Japanese (N5) are studied at beginner level. All language lessons will be oriented towards foreign language learners.

Students will acquire the 4 main skills: reading, writing, listening and speaking. At beginner level the main focus will be the ability to communicate in the target language in everyday life situations. For advanced courses, the topics and language structures will be more complex (e.g. world of work, global issues, youth and culture).

Apart from the language, the students will be introduced into the culture of the country (or countries) where the target language is spoken.

The Japanese-Language Proficiency Test (JLPT) has been offered by the Japan Foundation and Japan Educational Exchanges and Services (formerly Association of International Education, Japan) since 1984 as a reliable means of evaluating and certifying the Japanese proficiency of non-native speakers. At the beginning, there were approximately 7,000 examinees worldwide. In 2011, there were as many as 610,000 examinees around the globe, making JLPT the largest-scale Japanese-language test in the world.

Over time, test applicants have become more diverse, and use of JLPT results has expanded from skill measurement to include employment screening and evaluation for promotions and pay raises as well as use as a form of qualification.

To ensure the continuing relevance and accuracy of the JLPT, the Japan Foundation and Japan Educational Exchanges and Services introduced a revised version of the test in 2010. This new test takes full advantage of the most advanced research in Japanese pedagogy and testing theory, and reflects the vast wealth of data accumulated since the original JLPT was launched over 25 years ago.



Assessment

The students will enter an examination of one of the respective language institutions at a level that will be agreed upon by the individual student and the teacher upon exam registration. Students from the same level of course may choose different levels of assessment, according to their individual progress. Available levels are:

For European languages

CEFR: A1 (beginner), A2 (waystage/elementary), B1 (threshold/intermediate), B2 (vantage/upper intermediate)

For Mandarin Chinese

HSK Level I, Level II, Level III, Level IV, Level V and Level VI

Assessment for Japanese Level N5

Reading: One is able to read and understand typical expressions and sentences written in hiragana, katakana, and basic kanji.

Listening: One is able to listen and comprehend conversations about topics regularly encountered in daily life and classroom situations, and is able to pick up necessary information from short conversations spoken slowly.

Respective language institutions are Alliance Française (French), Instituto Cervantes (Spanish) [Penang Japanese Language Society](#) and HSK Test center (Mandarin Chinese)

Previous Knowledge

Any of the offered languages can be studied at beginner level, so no previous knowledge is required. If a continuation at IGCSE level is desired, IGCSE grades A-C would be recommended to enter the advanced courses.

Subject Combinations

The offered languages are not A Levels and do not take up one of the option choices. They will complement any of the A Levels. There is no specific combination necessary nor recommended. The choice of more than one language is not advised.



International Independent Project Qualification

Oxford AQA: [IIPQ](#)

Course Aims

The International Independent Project Qualification offers opportunities for students to:

- design an independent project based on an area of interest
- develop and improve their own learning and performance as critical, reflective and independent students
- develop and apply decision making and problem solving skills
- extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- develop and apply skills creatively, demonstrating initiative and enterprise
- use their learning experiences to support their aspirations for higher education and/or career development
- transfer skills developed as part of their independent project to other areas of study.

Course Content

The independent project will develop and extend from one or more of a student's study areas and/or from an area of personal interest or activity outside their main programme of study. It will be based on a topic chosen by the student and agreed as appropriate by the school.

Students are required, with appropriate supervision, to:

- choose an area of interest
- draft a title, aims and objectives for formal approval by the school
- plan, research and carry out the project
- write a report of 5,000 words
- deliver a presentation to a non-specialist audience
- provide evidence of all stages of project development and production for assessment in the production log.

The International Independent Project Qualification will require the teaching of necessary skills. 30 guided learning hours will be spent on this taught element. The remaining time, 90 hours, is allocated for the student's independent work and the individual supervision and guidance received.

Assessment

The school will allocate a supervisor to each student.

The supervisor assesses the potential project against the following checklist.

- 1** Does the working title of the project and proposed action allow the student to investigate and to access the higher-level concepts and skills in the assessment objectives, ie plan, research, analyse and evaluate, rather than simply describe and narrate?
- 2** Are the working title and proposed actions clear and focused on an issue which can be managed within the timescale, available resources and word total?
- 3** Do the working title and proposed action indicate that the student will be capable of investigating and researching the topic or carrying out the activity or task independently?
- 4** Is there a danger that the student will be unable to approach the project impartially and in a balanced way?



5 Is the student likely to face difficulties understanding the concepts associated with the project topic?

The evidence for assessment will comprise the following:

- the completed production log and assessment record including the project proposal form, presentation record and Candidate record form
- the written report and relevant appendices, depending on the topic or subject chosen.

All project submissions must include a 5,000 word report, with a word limit tolerance of +/- 10%, and a completed production log. Students who don't produce a report of appropriate length will not meet the grading criteria as outlined in 2.7.5 Grading process.

No interim assessment is permitted.

Previous Knowledge

No previous knowledge is required but students should have an excellent command of both written and spoken English and be well motivated in order to undertake an independent project.

Subject Combinations

The IPQ will enhance any subject combination.

Higher Education & Careers

The IPQ will prepare students for any extended essay or research work that they may have to complete as part of their next qualifications.