



**BRUMMANA HIGH SCHOOL  
GRADE 11 A LEVEL  
COURSE DESCRIPTIONS**

**Academic Year 2023-2024**

## **Principal's Letter for A Level Booklet**

Dear Parents/Students,

Welcome to the world of A Levels. You will find in this booklet information and guidance as to the process of choice of A Levels, as to the content of each, and as to the possible subject combinations.

All students will follow three A Levels over the course of two years, (for which they have a free choice within the blocks provided), as well as a small number of other courses to ensure breadth and balance in their studies in Grades 11 and 12.

A Levels are the most common form of matriculation in the UK and are the currency for most students which admits them to most universities in the United Kingdom and overseas. Students sit for A Levels, (in our case run by the Cambridge Board, since we adhere to the Cambridge Curriculum), in over 140 countries and they are accepted internationally as entrance qualifications into the world of Higher Education. Three A Levels at Grade D in each, or better, enable students to enter Sophomore year at universities around the world, or first year in the UK. This means students can forego Freshman or Foundation year.

You should remember that choices are best made after careful study, research, thought, and consultation, and in viewing this booklet, you should regard it as part of a process rather than as an instruction to make choices now. Please consult teachers, advisors, and members of the administration, including the Head of Careers, so that the right decisions are made wisely with an eye to enjoyment, ability and career choice.

This is another stage on a long journey through education which continues throughout life. I wish you all a happy and successful trip.

Yours sincerely,

David Gray

(Principal)

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# AS Arabic (8680)

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## 4 periods per week

Cambridge International AS Levels in Arabic language typically take 180 guided learning hours = 2 years to complete and offer a flexible course of study that give learners the freedom to select subject that are right for them.

### Aims

- Cambridge International AS Levels Syllabuses in Arabic languages aim to:
- Develop the ability to understand a language from a variety of registers.
- Enable students to communicate confidently and clearly in the target language.
- Develop insights into the culture and civilization of the countries where the language is spoken.
- Encourage positive attitudes to language learning and a sympathetic approach to other Cultures and Civilizations
- Support intellectual and personal development by promoting learning and social skills.

### Assessment Objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of Contemporary society. In the exams, candidates will be expected to:

- Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- Select information and present it in the target language
- Organize arguments and ideas logically.

### Topic Areas

All textual material used in the examinations will be drawn from the topic areas below:

- Human relationships      - Family      - Generation gap      - Young people
- Patterns of daily life      - Urban and rural life      - The media      - Food and drink
- Law and order      - Philosophy and belief      - Health and fitness      - Work and leisure
- Equality of opportunity      - Employment and unemployment      - Sport      - Education
- Free time activities      - Travel and tourism      - Cultural life/heritage      - War and peace

- Social and economic development
- Scientific and medical advances
- Environment
- Technological innovation
- Conservation
- Pollution

### **Description of Components**

- **Component 1:** Reading and Writing (1 hour 45 minutes, 70 marks)

Two passages in the target language are set which deal with related themes.

Candidates answer specific and general comprehension questions on the two passages, and respond to a task requiring a summary or comparison of issues raised. The target language will be used for all questions and answers.

- **Component 2:** Essay (1 hour 30 minutes, 30 marks)

A list of five topics, selected from the topic areas in Section 3.

A question will be set on each of the five topics corresponding to the year of examination; candidates choose one question and write an essay in the target language of 250–400 words.

# Developmental Arabic

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## 4 periods per week

**Developmental Arabic** in Arabic language typically take 180 guided learning hours = 2 years to complete and offer a flexible course of study that give learners the freedom to select subject that are right for them.

### Approach

Our approach encourages learners to be:

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

### Aims

**Developmental Arabic** syllabuses in Arabic languages aim to:

- develop the ability to understand Arabic in a variety of registers
- enable students to communicate confidently and clearly in Arabic
- form a sound base of skills, language and attitudes required for further study, work and leisure
- encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilizations.
- support intellectual and personal development by promoting learning and social skills.

### Assessment Objectives

The examinations are designed to assess candidates' linguistic competence and their knowledge of contemporary society. In the exams, candidates will be expected to:

- Understand and respond to texts written in the target language, drawn from a variety of sources such as magazines, newspapers, reports, books and other forms of extended writing
- Manipulate the target language accurately in spoken and written forms, choosing appropriate examples of lexis and structures
- Select information and present it in the target language
- Organize arguments and ideas logically

### Topic Areas

All textual material used in the examinations will be drawn from the topic areas below:

- Human relationships      - Family      - Generation gap      - Young people - Patterns of daily life - Urban and rural life - The media - Food and drink - Law and order- Philosophy and belief - Health and fitness - Work and leisure - Equality of opportunity - Employment and unemployment - Sport - Education - Free time activities - Travel and tourism - Cultural life/heritage      - War and peace

- Social and economic development                      - Scientific and medical advances                      -  
Environment - Technological innovation - Conservation - Pollution - Contemporary aspects of the  
country or countries where the language is spoken.

# A Level Art & Design (0400)

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## 7 periods per week

Cambridge International A Level Art & 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 traditional and contemporary techniques.

### Aims

- The aims describe the purposes of a course based on this syllabus. The aims 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 a 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.

**Prerequisites:** IGCSE Grade 10.

### **Content Overview:**

- Fine art
- Graphic communication
- Three-dimensional design
- Textiles and fashion

### **Assessment Overview**

#### **- Component 1:**

Candidates research, develop and realize a project from one area of study in the syllabus content. There are two parts to the coursework: – a portfolio and – a final outcome.

#### **- Component 2:**

- Externally Set Assignment 15 hours and 100 marks. Candidates choose one starting point to develop into a personal

response. There are two parts to the assignment: – supporting studies, created during the preparation period and – a final outcome, produced during a supervised test of 15 hours' total duration.

#### **- Component 3:**

- Personal Investigation 100 marks (weighted to 200 marks) Candidates investigate a theme, idea, concept or process that is personal to them. There are two parts to the investigation: – practical work and – written analysis (1000–1500 words). The practical work and written analysis must form an integrated submission.



# A Level Biology (9700)

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**7 periods per week**

## **General Course Description**

This course ensures that students gain a thorough understanding of key concepts in biology, an in-depth knowledge of biology's most important themes and strong practical skills. The A Level Biology course helps students develop the knowledge and skills that will prepare them for successful university study. Students also develop lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.

## **Topics Covered (key concepts)**

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

## **Assessments**

**Paper 1** - Multiple Choice (1 hour 15 minutes) weighing 31% **Paper 2** - Structured Questions (1 hour 15 minutes) weighing 46% **Paper 3** - Advanced Practical Skills (2 hours) weighing 23%

# A Level Business (9609)

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7 periods per week

## **General Course Description**

The Business syllabus enables learners to understand and appreciate the nature and scope of business, and the role it plays in society. The syllabus covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organizations, the markets they serve and the process of adding value. Learners examine the management of organizations and, in particular, the process of decision-making in a dynamic external environment.

## **Content:**

- Business and its environment
- People in organizations
- Marketing
- Operations and project management
- Finance and accounting
- Strategic management

## **Aims**

- Understand and appreciate the nature and scope of business, and the role of business in society, internationally and within each candidate's own country.
- Develop critical understanding of organizations, the markets they serve and the process of adding value.
- Evaluate business behavior from the perspective of a range of stakeholders including owner/ shareholder, manager, employee, customer, supplier, lender and government
- Develop an awareness of the political, economic, social, technological, legal, environmental and ethical issues associated with business activity.
- Develop quantitative, problem-solving, decision-making and communication skills.

## **Assessments**

- 📄 Paper 1 Short answer and essay -1 hour 15 minutes
- 📄 Paper 2 Data response – 1 hour and 30 minutes
- 📄 Paper 3 Case Study – 3 hours

# A Level Chemistry (9701)

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7 periods per week

## General Course Description

The syllabus aims to provide, through well designed studies of experimental and practical chemistry, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level. It promotes awareness that the study and practice of science are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations. It also stimulates students, create and sustain their interest in Chemistry, and understand its relevance to society. The course provides preparation for the British examinations in Chemistry.

## Topics Covered

### Physical Chemistry:

- Atomic Structure
- Atoms, Molecules and Stoichiometry
- Chemical bonding and structure
- States of Matter
- Chemical Energetics
- Electrochemistry
- Equilibria
- Reaction Kinetics

### Inorganic Chemistry:

- Chemical Properties
- Group II
- Group VII
- Nitrogen and Sulfur

### Organic Chemistry and Analysis:

- Introduction to Organic Chemistry
- Hydrocarbons
- Hydroxy Compounds
- Carbonyl Compound
- Nitrogen compounds
- Carboxylic acids and derivatives
- Polymers
- Organic synthesis

## Assessments

**Paper 1** - Multiple Choice (1 hour 15 minutes) weighing 31%

**Paper 2** - Level Structured Questions (1 hour 15 minutes) weighing 46%

**Paper 3** – Advanced Practical Skills (2 hours) weighing 23%

# A Level Design & Technology (9705)

7 periods per week

## Objectives

The objectives of the Cambridge International A Level Design & Technology syllabus are to enable candidates to develop:

- The ability to be innovative and creative in design and technology and to recognize constraints and produce high quality products
- An awareness of the significance of design and technology to society
- The ability to apply essential knowledge, understanding and skills of design production processes to a range of technological activities and develop an understanding of industrial practices
- The ability to use information and communications technology (ICT), as appropriate, to enhance their design and technological capability
- Critical evaluation skills in technical, aesthetic, economic, environmental, social and cultural contexts
- The ability to make informed choices as a discerning consumer
- Positive attitudes of co-operation and citizenship and the ability to work collaboratively.

## Timeline and Assessment

The course is offered over the period of two academic years. With a minimum of 360 guided hours in classroom or lab setting. Assessment is administered after completion of the two-year coursework.

Component 1 (3 hours)	Component 2 (40-50 hours)
This is a written paper which tests knowledge, understanding, product analysis and design. There are three sections; in each section candidates answer one question from a choice of three.	This is a coursework project which involves an individual design problem and production of a design model.
Weighted at 30% of total marks	Weighted at 20% of total marks

Component 3 (3 hours)	Component 4 (40-50 hours)
This is a written paper which tests design, knowledge and understanding in three focus areas; candidates specialise in one of these areas. There are two sections in this paper. In Section A candidates answer two structured knowledge application questions from a choice of three on their chosen focus area. In Section B candidates answer the one design question on their chosen focus area.	This is a coursework project, and it can either be developed from the Component 2 project or be a completely new project covering Components 2 and 4 in a holistic way.
Weighted at 30% of total marks	Weighted at 20% of total marks

## **Topics**

Research	Specification	Concept	Modeling
Development	Implementation	Testing and evaluation	Design and Technology in society
Aesthetics	Ergonomics	Energy	Materials
Control	Materials Processing	Product Analysis	Health and Safety
Design Methodology	Production	Metal Properties	Processing
Tool Technology	Wood Properties	Plastic Properties	Analysis

# A Level Drama (9482)

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**7 periods per week**

## **Course Description:**

Cambridge International AS & A Level Drama encourages learners to develop their skills in performing, devising and researching a wide range of theatrical styles and genres. They learn to communicate with an audience through practical and creative work on performance texts and their own devised material, both as individuals and in groups. Underpinned by theoretical and practical study, they learn to research, analyze, create and interpret, and to become skilled, well-informed and reflective theatrical practitioners who enjoy drama.

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.

## **The key concepts:**

- **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 requires all members of the company to work collaboratively to interpret or create dramatic material, 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 requires 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 times and cultures, or they adopt conventions from other contexts. They choose the genre, style and structure that best suit 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.

## **Aims:**

- Develop interest in, and lasting enjoyment of, drama and theater as a unique means of human communication and expression.
- Appreciate the aesthetic power of drama and theater, 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, styles and genres, and increase their appreciation of the social, cultural and historical dimensions of drama and theater.
- Form a suitable preparation for higher education, whether at university, drama school or elsewhere.

## **Prerequisite:**

IGCSE Grade 10

## **Assessment Overview:**

**Component 1:** Written Open-book exam.

**Component 2:** There are two compulsory parts: devising and performing. Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus.

There are two parts to the devising coursework:

- 10–15 minute devised piece
- 3 minute self-evaluation

Candidates also work in a group to prepare and perform an extract from a published play of their own choice.

There is one part to the performing coursework:

- 10–25minute scripted performance

**Component 3:** Candidates work in a group to devise and perform a play inspired by one of the theater practitioners, traditions or styles prescribed in the syllabus.

There are two parts to the devising coursework:

- 15–20 minute group devised performance
- 800 word analysis and evaluation

Candidates individually create a program of thematically linked materials and perform it. There

is one part to the performing coursework:

- 6–8 minute individual performance.

**Component 4:** Candidates explore performance texts, a theater genre, a theater practitioner's work or a performance style.

There is one part to the research coursework:

- 2500–3000 word research essay.



# A Level English Literature (9695)

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## 7 periods per week

**Cambridge International AS & A Level Literature in English** develops a set of transferable skills. These include critical analysis, constructing arguments and presenting knowledge and understanding in a balanced, articulate and fluent manner. Learners of Literature in English will be well-equipped for progression to higher education or directly into employment; finding that the skills needed will support them in a wide range of subjects and real-world situations.

Our approach in Cambridge International AS & A Level Literature in English encourages learners to be:

1. **confident**, exploring texts and ideas with self-assurance, intellectual freedom and personal insight
2. **responsible**, committing to their learning and developing approaches to critical analysis to better understand ideas of culture, context and the community
3. **reflective**, considering literary ideas and concepts that are presented in a range of ever-changing contexts  
**innovative**, approaching tasks and texts with a combination of creative, original and flexible thinking
4. **engaged**, recognising and interrogating the role literature plays in matters of personal, social and global significance.

## Key concepts

Key concepts are essential ideas that help students develop a deep understanding of their subject and make links between different aspects.

The key concepts identified below, carefully introduced and developed, will help to underpin the course you will teach. You may identify additional key concepts which will also enrich teaching and learning.

The key concepts for Cambridge International AS & A Level Literature in English are:

- **Language**  
Exploring the variety and use of language in literary texts. Identifying literary techniques and explaining how their use contributes to a reader's analysis and understanding of the text.
- **Form**  
Considering the ways in which writers use – or depart from – conventions of literary forms of prose, poetry and drama and how those inform meaning and effects.
- **Structure**  
When analysed in reading: the organisation of a text or passage, its shape and development and how this contributes to the readers' understanding of its meaning and effects.  
When used in writing: the construction of a relevant and supported argument appropriate to the question.
- **Genre**  
Exploring the characteristics of different text types: for example, tragedy, comedy and satire.
- **Context**  
Exploring the relationship between a text and its historical, social and cultural backgrounds and the ways in which this can illuminate the reading of a text. In response to unseen texts, considering the ways in which a text's meaning is shaped by conventions of form alongside those of language and style.
- **Style**  
Analysing the ways in which choices regarding form, structure and language interact to create a distinctive style, for different forms and genres.
- **Interpretation**  
At AS Level: Evaluating and explaining different ideas within a text.  
At A Level: Evaluating and explaining different ideas within a text and using different critical readings to explore an understanding of texts and to help support literary arguments.

## Assessment overview

<p><b>Paper 1</b> Drama and Poetry 2 hours 50 marks Candidates answer two questions: one question from Section A: Drama and one question from Section B: Poetry. Externally assessed 50% of the AS Level 25% of the A Level</p>	<p><b>Paper 2</b> Prose and Unseen 2 hours 50 marks Candidates answer two questions: one question from Section A: Prose and one question from Section B: Unseen. Externally assessed 50% of the AS Level 25% of the A Level</p>
<p><b>Paper 3</b> Shakespeare and Drama 2 hours 50 marks Candidates answer two questions: one question from Section A: Shakespeare and one question from Section B: Drama. Externally assessed 25% of the A Level</p>	<p><b>Paper 4</b> Pre- and Post-1900 Poetry and Prose 2 hours 50 marks Candidates answer two questions: one question from Section A: Pre-1900 Poetry and Prose, and one question from Section B: Post-1900 Poetry and Prose. Candidates respond to both a poetry question and a prose question. Externally assessed 25% of the A Level</p>

## Assessment objectives

The assessment objectives (AOs) are:

1. AO1 Knowledge and understanding Respond with understanding to literary texts in a variety of forms, from different cultures; with an appreciation of relevant contexts that illuminate readings of the texts.
2. AO2 Analysis Analyse ways in which writers' choices of language, form and structure shape meanings and effects.
3. AO3 Personal response Produce informed independent opinions and interpretations of literary texts.
4. AO4 Communication Communicate a relevant, structured and supported response appropriate to literary study.
- AO5 Evaluation of opinion Discuss and evaluate varying opinions and interpretations of literary texts.

Assessment objectives as a percentage of each component

Assessment objective	Weighting in components %			
	Paper 1	Paper 2	Paper 3	Paper 4
AO1 Knowledge and understanding	25	25	20	20
AO2 Analysis	25	25	20	20
AO3 Personal response	25	25	20	20
AO4 Communication	25	25	20	20
AO5 Evaluation of opinion	0	0	20	20
Total	100	100	100	100

Set texts are announced in book lists and in class by the subject teacher.

# AS English Language and Literature (8695)

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## 5 periods per week

This course is given to students who do not pick A LEVEL ENGLISH LANGUAGE. As a prerequisite for graduation, this course is taken and the exam is also completed in grade 12.

## Course Objectives

Cambridge International AS Level Language and Literature in English develops a set of transferable skills. These include critical analysis, constructing arguments and presenting knowledge and understanding, and writing English in a balanced, articulate and fluent manner. Learners of Language and Literature in English will find that the skills needed will support them in a wide range of subjects and real-world situations.

AS Language and Literature in English encourages learners to be:

confident, exploring texts and ideas with self-assurance, intellectual freedom and personal insight  
responsible: committing to their learning and developing approaches to critical analysis to better understand ideas of culture, context and the community

reflective: developing a keen sense of themselves as students of language and literature in a range of ever-changing contexts.

innovative: approaching tasks and texts with a combination of creative, original and flexible thinking  
engaged: recognising and interrogating the roles language and literature play in matters of personal, social and global significance, and being prepared to apply this learning beyond the classroom.

## Key concepts

Key concepts 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.

Good teaching and learning will incorporate and reinforce a subject's key concepts to help students gain:

- a greater depth as well as breadth of subject knowledge
- confidence, especially in applying knowledge and skills in new situations
- the vocabulary to discuss their subject conceptually and show how different aspects link together
- a level of mastery of their subject to help them enter higher education. The key concepts identified below, carefully introduced and developed, will help to underpin the course you will teach. You may identify additional key concepts which will also enrich teaching and learning.

## **Students study:**

- Text and context
- Meaning and style
- Audience
- Creativity
- Language
- Form
- Structure
- Genre
- Context
- Style
- Interpretation
- Evaluating and explaining different ideas within a text.

## Aims

The aims describe the purposes of a course based on this syllabus. The aims are to enable students to:

- enjoy the experience of studying English language and reading literature
- communicate effectively, accurately and appropriately in writing
- develop the interdependent skills of reading, analysis and communication
- develop an appreciation of texts in a range of forms and styles produced for a variety of audiences and from different periods and cultures
- build a firm foundation for further study of language and literature
- an ability to discuss and evaluate different opinions and interpretations of texts.

## Assessment overview

DETAILS/PAPER	PAPER 1	PAPER 2
FOCUS	Writing	Drama, Poetry and Prose
DURATION	2 hours	2 hours
MARKS/WEIGHT	50 marks 50%	50 marks 50%
CONTENT	Candidates answer two questions: one compulsory question from Section A, and one question from a choice of three in Section B	Candidates answer two questions, each from a different section.

### **Candidates are eligible for grades A–E.**

#### **Paper 1**

**Writing In Paper 1**, candidates are primarily assessed on skills and techniques related to writing. Learners should explore and experiment with an extensive variety of genres, styles and contexts in their writing. In addition to refining their ability to express themselves with precision and clarity of purpose, learners should become increasingly reflective writers, capable of adapting the style of their writing to fit a diverse range of forms, audiences, purposes and contexts. The examples listed in the content below are suggested rather than prescribed ways in which candidates can demonstrate knowledge and understanding. These examples are not exhaustive.

#### **KNOWLEDGE AND UNDERSTANDING**

Candidates should be prepared to demonstrate knowledge and understanding of: • the conventions of a

wide range of written textual forms Examples: • advertisements, brochures, leaflets, editorials, news stories, articles, reviews, blogs, investigative journalism, letters, podcasts, (auto)biographies, travel writing, diaries, essays, scripted speech, narrative writing, and descriptive writing • the linguistic elements and literary features of texts • parts of speech / word classes, vocabulary, figurative language, phonology, morphology, rhetorical devices, voice, aspect, tense, modality, narrative perspective, word ordering and sentence structure, paragraph- and text-level structure, formality/informality of tone, pragmatics • the significance of audience in both the design and reception of texts • the ways in which genre, purpose and context contribute to the meaning of texts.

## **SKILLS AND TECHNIQUES**

Candidates should be prepared to demonstrate the following skills and techniques: Examples: • writing for a specified audience and purpose, to fulfil the brief provided • producing an appropriate structure for longer pieces of writing • Freytag's Pyramid in imaginative writing; dialectical structure in discursive writing; introductory, summary and evaluative sections in review writing • organising writing to achieve specific effects • withholding key information in imaginative writing; juxtaposing counterarguments in discursive writing; evidentiary logic in critical writing • structuring paragraphs • topic sentences, connectives, internal coherence, discourse markers • using a range of appropriate linguistic elements and literary features • imagery in descriptive writing; rhetorical devices in argumentative writing; evaluative lexis in critical writing • expressing ideas accurately and clearly at both sentence and word level • reflecting upon and evaluating the qualities of their own writing, including aspects relating to its purpose, form and audience.

### **Paper 2 Drama, Poetry and Prose**

Learners study two set texts, each from a different section. Candidates answer two questions in the examination, each from a different section of the question paper. The teacher informs students what they.

# AS Level French (8682)

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4 periods per week

## **About the Syllabus**

Universities and employers accept Cambridge International AS and A Level French as Proof of linguistic ability and understanding.

## **Guided Learning Hours**

The syllabus is designed around 180 guided learning hours for Cambridge International AS and A Level French.

## **Prior Learning**

We recommend that learners who are beginning this course should have previously Completed a Cambridge IGCSE assessment/course.

## **Syllabus Aims**

Among different objectives, Cambridge International AS and A Level syllabus in French language aims to:

- Develop the ability to understand a language from a variety of registers
  - Enable students to communicate confidently and clearly in the target language
- Encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilizations

## **Syllabus Content**

This Cambridge International AS and A Level French Language syllabus gives the teacher the flexibility to design a course that will interest, challenge and engage learners.

### **Set topics for examination in 2023:**

1. Family
2. Law and order
3. Travel and tourism
4. Technological innovation
5. Pollution

### **Topic areas: further guidance:**

- Human relationships – family – generation gap – young people
- Patterns of daily life – urban and rural life – the media – food and drink – law and order – Philosophy and belief – health and fitness
- Work and leisure – equality of opportunity – employment and unemployment – sport – Free time activities – travel and tourism – education – cultural life/heritage
- War and peace – social and economic development
- Medical advances – scientific and technological innovation
- Environment – pollution – conservation
- Contemporary aspects of the country/ies where French is spoken

**A Level Set texts for examination in 2023:**

<b>Section 1</b>		<b>Section 2</b>	
1.	Le Mariage de Figaro, Beaumarchais	5.	Un Secret, Philippe Grimbert
2.	Les jeux sont faits, Jean-Paul Sartre	6.	Petit Pays, Gaël Faye
3.	Eugénie Grandet, Honoré de Balzac	7.	La Maison de Claudine, Colette
4.	Bonjour Tristesse, Françoise Sagan	8.	No et moi, Delphine de Vigan

**Scheme of Assessment Summary**

	Component 1 Speaking Test		Component 2 Reading and Writing		Component 3 Essay		Component 4 Texts	
	duration	weighting	duration	weighting	duration	weighting	duration	weighting
AS Language	20 minutes	29%	1 hr 45 mins	50%	1 hr 30 mins	21 %	-	-
A Level	20 mins	20%	1hr45 mins	35%	1hr30 mins	15%	2hr30 mins	30%



# Global Perspectives and Research (9239)

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5 periods per week

## Course Description

This course develops a set of transferable skills which include critical thinking, deconstructing and differentiating arguments, evaluating claims and developing strong reasoning. Learners can apply these skills across a range of subjects and complex real-world issues. These skills equip students well for progression to higher education or directly into employment. Through the course's approach, learners will be encouraged to be:

- confident, through the explanation, analysis and evaluation of global issues and the communication of arguments;
- responsible, through researching extensively and selecting suitable material from a globally diverse range of sources, all while directing their own learning;
- reflective, through developing a critical awareness of their personal standpoint and how that impacts on their response to different opinions and diverse ways of thinking;
- innovative, through thinking creatively to propose solutions to issues;
- engaged, through working collaboratively to develop each individual's potential in pursuit of a common goal.

This is a skills-based subject and the class can make its own selection of global topics to study. Learners can draw upon knowledge and understanding gained from studying other subjects. They will develop skills that are interdisciplinary and highly transferable to other subjects.

## Course Aims

The aims are to enable students to:

- acknowledge and understand the diversity of perspectives on global issues
- develop the ability to evaluate claims and evidence
- make independent judgements supported by reasoning and evidence, and understand the importance of justifying their own opinions
- become effective researchers, using appropriate sources to support judgements and understanding of research processes
- develop their ability to reflect on their own learning and judgements and on their work with others
- develop a range of effective written and spoken communications skills.

## Assessment objectives

The general assessment objectives are to research, analyse, evaluate, reflect and communicate.

# AL International Option History (9489)

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**7 periods per week**

## **Overview:**

Cambridge International 'A' Level History is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus builds upon lifelong skills including understanding issues and themes within a historical period. The course develops analytical thinking skills which are highlighted as key skills for the future.

The emphasis is on both historical knowledge and the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference. Learners use complex historical evidence as part of their studies and to support the development of complex answers which operate in a real-world construct of solutions that take into account multiple perspectives.

## **Content:**

**Paper 1: The Source Paper. Paper 2:  
The Core Topics Paper.**

One of the four topics below will be examined by Paper 1. The remaining 3 topics will be examined by Paper 2.

International option: International history, 1870–1945

1. Empire and the emergence of world powers, 1870–1919
2. The League of Nations and international relations in the 1920s
3. The League of Nations and international relations in the 1930s
4. China and Japan, 1912–45

**Paper 3: The Interpretation Paper. 'The origins and development of the Cold War.'**

Students will study the differing interpretations that historians have produced, with a particular focus on the over-arching key question, 'Who was to blame for the Cold War?'

The course content will be considered from the:

- The Traditional approach.
- The Revisionist approaches.
- The Post-Revisionist approaches.

Key explorations will include:

- How have the perspectives on the Cold War of Russian historians differed from those in the West?
- Reinterpretations of the Cold War in the light of new archival sources.
- The emergence of the 'New' Cold War history.

#### **Paper 4: The Depth Study Paper. International history, 1945–92**

- Theme 1: US–Soviet relations during the Cold War, 1950–91.
- Theme 2: The spread of communism in East and Southeast Asia, 1945–91.
- Theme 3: Decolonisation, the Cold War and the UN in Sub-Saharan Africa, 1950–92.
- Theme 4: Conflict in the Middle East, 1948–91.

#### **Assessment**

Assessment will be by examination.

Paper 1: Source Question Paper. Students are expected to infer and answer questions using information from a range of given sources which is supported contextually by their knowledge gained from class.

Paper 2: Core topics Paper. Students use the knowledge they have gained to answer multiple faceted questions.

Paper 3 The Interpretation Paper. Students will be given historical documents. They will need to determine the bias of the documents and describe how this affected modern understanding of specific historical events.

Paper 4 The Depth Study Paper. Students use the knowledge they have gained investigating key historical events in depth to answer multiple faceted questions.

The assessment objectives of this course are centered around the student being able to:

1. Recall, select and deploy historical knowledge appropriately and effectively.
2. Demonstrate an understanding of the past through explanation, analysis and a substantiated judgement of key concepts: causation, consequence, continuity, change and significance within an historical context, the relationships between key features and characteristics of the periods studied.
3. Analyse, evaluate and interpret a range of appropriate source material.
4. Analyse and evaluate how aspects of the past have been interpreted and represented

# A Level Information Technology (9626)

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7 periods per week

## General Course Description

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 organizations, 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.

**Aims of this course** 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 organizations, 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

Candidates for Cambridge International A Level Information Technology study topic 1–11 AND the following topics 12–20.	
1 Data processing and information	12 IT in society
2 Hardware and software	13 New and emerging technologies
3 Monitoring and control	14 Communications technology
4 Algorithms and flow charts	15 Project management
5 E-Security	16 System life cycle
6 The digital divide	17 Mail merge
7 Expert systems	18 Graphics creation
8 Spreadsheets	19 Animation
9 Modelling	20 Programming for the web
10 Database and file concepts	
11 Sound and video editing	

## Course Materials and Resources

The textbook used is: Cambridge International AS and A Level IT by Cambridge University Press. The textbook and necessary resources are provided by the school.

## Previous Study

Learners starting this course should have completed a course in Information and Communication Technology equivalent to Cambridge IGCSE. The topics covered by Cambridge IGCSE Information and Communication Technology ICT (0417) are assumed knowledge for this syllabus.

## Assessment

Candidates for Cambridge International A Level Information Technology take Paper 1, 2 AND Paper 3 and 4

Paper 1	Paper 3
<ul style="list-style-type: none"> <li>• Theory 70 marks</li> <li>• 1 hour 45 minutes</li> <li>• Questions are based on sections 1–11 of the subject content.</li> <li>• Candidates answer all questions on the paper.</li> <li>• Externally assessed 25% of the A Level</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Theory</li> <li>• 1 hour 45 minutes 70 marks</li> <li>• Questions are based on sections 12–20 of the subject content. Sections 1–11 are assumed knowledge and understanding.</li> <li>• Candidates answer all questions on the paper.</li> <li>• Externally assessed 25% of the A Level</li> </ul>
Paper 2	Paper 4
<ul style="list-style-type: none"> <li>• Practical 90 marks</li> <li>• 2 hours 30 minutes</li> <li>• The tasks in this practical paper test sections 8–11 of the subject content. Candidates apply knowledge and understanding from sections 1–7 of the subject content. All tasks are compulsory.</li> <li>• Candidates select the most appropriate software and must use the most efficient methods to solve each task.</li> <li>• Externally assessed 25% of the A Level</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Practical 90 marks</li> <li>• 2 hours 30 minutes</li> <li>• The tasks in this practical paper test sections 17–20 of the subject content. The paper includes tasks from sections 8–10 within a problem-solving context. Candidates apply knowledge and understanding of all subject content. All tasks are compulsory.</li> <li>• Candidates select the most appropriate software and must use the most efficient methods to solve each task.</li> <li>• Externally assessed 25% of the A Level</li> </ul>

# A Level International Mathematics (9709)

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7 periods per week

## Structure

There are six components that can be combined in specific ways (please see below for details)

Paper 1: Pure Mathematics 1

Paper 2: Pure Mathematics 2

Paper 3: Pure Mathematics 3

Paper 4: Mechanics

Paper 5: Probability & Statistics 1

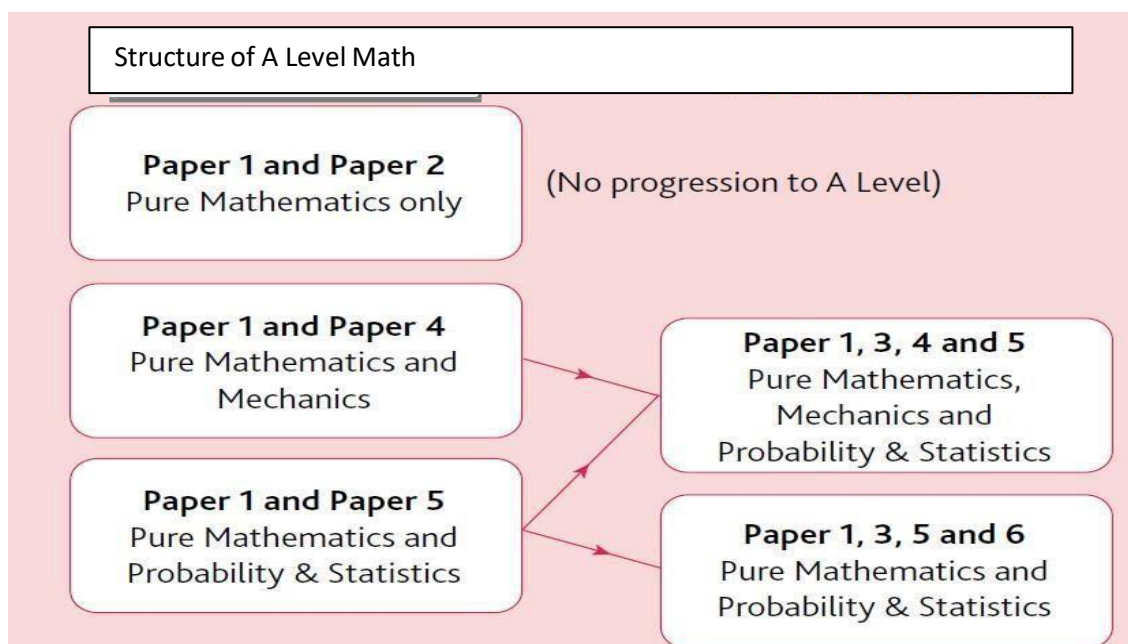
Paper 6: Probability & Statistics 2

## A Level Mathematics

The Cambridge International A Level Mathematics qualification offers two different options:

- Pure Mathematics, Mechanics and Probability & Statistics (Papers 1, 3, 4 and 5) or
- Pure Mathematics and Probability & Statistics (Papers 1, 3, 5 and 6).

Please note, it is not possible to combine Paper 4 and Paper 6. This is because Paper 6 depends on prior knowledge of the subject content for Paper 5.



## Content

Content Section	Assessment Component	Topics Included
Pure Mathematics 1	Paper 1	1.1 Quadratics 1.2 Functions 1.3 Coordinate geometry 1.4 Circular measure 1.5 Trigonometry 1.6 Series 1.7 Differentiation 1.8 Integration
Pure Mathematics 2	Paper 2	2.1 Algebra 2.2 Logarithmic and exponential functions 2.3 Trigonometry 2.4 Differentiation 2.5 Integration 2.6 Numerical solution of equations
Pure Mathematics 3	Paper 3	3.1 Algebra 3.2 Logarithmic and exponential functions 3.3 Trigonometry 3.4 Differentiation 3.5 Integration 3.6 Numerical solution of equations 3.7 Vectors 3.8 Differential equations 3.9 Complex numbers
Mechanics	Paper 4	4.1 Forces and equilibrium 4.2 Kinematics of motion in a straight line 4.3 Momentum 4.4 Newton's laws of motion 4.5 Energy, work and power
Probability & Statistics 1	Paper 5	5.1 Representation of data 5.2 Permutations and combinations 5.3 Probability 5.4 Discrete random variables 5.5 The normal distribution
Probability & Statistics 2	Paper 6	6.1 The Poisson distribution 6.2 Linear combinations of random variables 6.3 Continuous random variables 6.4 Sampling and estimation 6.5 Hypothesis tests

## Papers

<b>Paper 1</b>	<b>Paper 4</b>
Pure Mathematics 1 75 marks                      1 hour 50 minutes	Mechanics 50 marks                      1 hour 15 minutes
10 to 12 structured -questions based on the Pure Mathematics 1 subject content	6 to 8 structured -questions based on the Mechanics subject content
Written examination	Written examination
Externally assessed	Externally assessed
60% of the AS Level	40% of the AS Level
30% of the A Level	20% of the A Level
Compulsory for AS Level and A Level	Offered as part of AS Level or A Level
<b>Paper 2</b>	<b>Paper 5</b>
Pure Mathematics 2 50 marks                      1 hour 15 minutes	Probability & Statistics 1 50 marks                      1 hour 15 minutes
6 to 8 structured- questions based on the Pure Mathematics 2 subject content	6 to 8 structured- questions based on the Probability & Statistics 1 subject content
Written examination	Written examination
Externally assessed	Externally assessed
40% of the AS Level	40% of the AS Level
Offered only as part of AS Level	20% of the A Level
	Compulsory for A Level
<b>Paper 3</b>	<b>Paper 6</b>
Pure Mathematics 3 75 marks                      1 hour 50 minutes	Probability & Statistics 2 50 marks                      1 hour 15 minutes
9 to 11 structured-questions based on the Pure Mathematics 3 subject content	6 to 8 structured questions based on the Probability & Statistics 2 subject content
Written examination	Written examination
Externally assessed	Externally assessed
30% of the A Level only	20% of the A Level only
Compulsory for A Level	Offered only as part of A Level



# Mathematics Foundation

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## 2 periods per week

**General Course Description:** The course covers a range of math practices, with an emphasis on problem-solving, modeling and data analysis, using tools strategically, and using algebraic structures and geometric relationships. It also introduces students to Calculus.

### **Topics Covered**

#### **Algebra**

- Analyse and solve linear equations
- Analyse and solve systems of linear equations
- Create linear equations and inequalities to represent relationships between quantities
- Understand the relationship between linear equations and their graphs
- Solve systems of simultaneous equations
- Identify and create equivalent algebraic expressions
- Expand and factorise polynomials
- Create, analyse, and solve quadratic and other nonlinear equations
- Create, use, and graph exponential, quadratic, and other nonlinear functions
- Study arithmetic and geometric sequences

#### **Geometry**

- Solve area and volume problems
- Apply definitions and theorems of lines, angles, triangles, and circles
- Work with right triangles and special right triangles
- Employ the unit circle, and trigonometric ratios in radians and degrees modes

#### **Calculus**

- Composite functions
- Transformations of functions
- Limits and continuity of functions
- Derivatives
- Integrals

#### **Statistics and probability**

- Create and analyse relationships using ratios, proportions, percentages, and units
- Represent and analyse quantitative data
- Find and apply probabilities in context
- Simple probability and Venn diagram
- Univariate statistics and measures of central tendency

# A Level Physics (9702)

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**7 periods per week**

## **General Course Description**

This course transmits to the student a wide notion in the subjects of Mechanics, Electricity, Waves, Atoms and Radioactivity.

The course strikes a realistic balance between theory and practical applications in order to meet the requirements of the university courses.

## **Topics Covered**

### **Mechanics:**

- Physical quantities and units
- Measurement techniques, errors and uncertainty.
- Kinematics – Equations of motion
- Dynamics – Newton’s laws of motion, momentum and its conservation, non-uniform motion.
- Forces, density and pressure – Types of force, turning effect of a force, equilibrium of a force, density and pressure
- Work, energy and power – Conservation of energy, work and efficiency, Kinetic energy, gravitational energy and mechanical energy. power
- Deformation of solids – Stress and strain, elastic behaviour.

### **Electricity:**

- Electric fields – Concept of electric field, uniform electric field
- Current of electricity – Electric current, potential difference, power, resistance and b resistivity.
- D.C. circuits – practical circuits, Kirchoff’s law, resistor as a potential divider

### **Waves:**

- Progressive waves, transverse and longitudinal waves, frequency and wavelength of sound waves, Doppler effect, electromagnetic spectrum, production and use of ultrasound in diagnosis.
- Superposition – Standing waves, diffraction of water wave, diffraction of light wave interference of water wave, interference of light wave

### **Atoms and Radioactivity:**

- Atom, atomic nucleus and radiation,
- Radioactivity and fundamental particles

## **Assessments**

Paper 1- Multiple Choice (1 hour 15 minutes) weighing 31%

Paper 2- Level Structured Questions (1 hour 15 minutes) weighing 46% Paper

3- Advanced Practical Skills (2 hours) weighing 23%

# A Level Psychology (9990)

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## 7 periods per week

The Psychology syllabus aims to encourage an interest in and appreciation of psychology through an exploration of the ways in which psychology is conducted. This exploration includes a review of a number of important research studies, and an opportunity to look at the ways in which psychology has been applied. The key concepts on which the syllabus is built include: Nature versus nurture; Ethics in psychological research; Choice of psychological research methods; Psychological theories viewed in different approaches; Relevance of psychology in contemporary society.

## Syllabus Aims

This course aims to:

- Provide an introduction to psychological concepts, theories and research findings
- Create an understanding of the range and limitations of psychological theory and practice
- Encourage candidates to explore and understand the relationship between psychological findings and everyday life
- Develop skills of analysis, interpretation, application and evaluation
- Develop an understanding of ethical issues in psychology, including the moral and ethical implications of psychological research
- Promote an appreciation and understanding of individual, social and cultural diversity
- Study psychological approaches, issues and debates and research methods
- Improve communication skills.

## Content

***Note: Since this is a new subject to many students, the following contains detailed information about what to expect in this course.***

For papers 1 and 2, the following will be taken (grade 11):

### **1. Research Methods**

a. This chapter includes learning about experiments, self-reports, case-studies, observations, correlations, hypotheses and aims, variables, experimental design, controlling of variables, types of data, sampling of participants, ethics, validity, reliability and data analysis.

### **2. Biological Approach**

a. Behaviour, cognitions and emotions can be explained in terms of the working of the brain and the effect of hormones.

b. Similarities and differences between people can be understood in terms of biological factors and their interaction with other factors.

c. Studies here look at:

i. the connection between amygdala activation and emotions in long-term recall

ii. the relationship between rapid eye movements and dreaming

iii. the idea that emotion is based on physiological arousal and cognitive labelling.

### **3. Cognitive Approach**

a. Behaviour and emotions can be explained in terms of the role of cognitive processes such as attention, language, thinking and memory.

- b. Similarities and differences between people can be understood in terms of individual patterns of cognition.
- c. Studies here look at:
  - i. the idea that doodling can assist a person's concentration and memory
  - ii. the theory of mind in adults with Asperger's syndrome or autism
  - iii. the effect on false memories of a suggestion to adults that they enjoyed eating asparagus as children (false memories and beliefs).

#### 4. Learning Theories

- a. Conditioning and social learning help to explain changes in behaviour.
- b. Studies here look at:
  - i. whether children would imitate aggressive behaviour if they witnessed such behaviour in adults
  - ii. the use of classical conditioning to treat phobia by targeting disgust and fear responses
  - iii. the comprehension skills of an African grey parrot when trained through social learning and operant conditioning to answer questions relating to object categories.

#### 5. Social Psychology

- a. Behaviour, cognitions and emotions can be influenced by other individuals, groups or social contexts.
- b. Studies here look at:
  - i. the conflict between obedience to authority and personal conscience and how far a person would go in obeying an instruction if it meant harming another person
  - ii. how bystanders behave in real life situations and the factors that can affect their desire to help
  - iii. chimpanzees and whether they have the ability and flexibility to help another chimpanzee depending on her/his specific needs.

As for papers 3 and 4 (grade12), learners will take **two** of the following four special list options (most probably the first two):

#### 1. Abnormality

- a. This specialist option considers the definitions, symptoms, causes and treatments of a variety of mental disorders.
- b. Pupils will learn about the characteristics, explanations and treatments of:
  - i. Schizophrenia and psychotic disorders
  - ii. Bipolar and related disorders
  - iii. Impulse control disorders and non-substance addictive disorder
  - iv. Anxiety disorders
  - v. Obsessive-compulsive and related disorders.

#### 2. Health

- a. This option focuses on health issues, including pain and stress.
- b. Pupils will learn about:
  - i. The patient-practitioner relationship
  - ii. Adherence to medical advice
  - iii. Pain
  - iv. Stress
  - v. Health promotion.

#### 3. Consumer behaviour

- a. This option reflects the society in which we live and looks at both seller and purchaser as well as the design of consumer environments.
- b. Pupils will learn about:

- i. The physical and psychological environments
- ii. Consumer decision-making
- iii. Products and advertising.

#### 4. Organisations

- a. This option considers the world of work, and how individuals and groups within an organisation function and influence each other and have an impact on the organisation itself.
- b. Pupils will learn about:
  - i. Motivation at work
  - ii. Leadership and management
  - iii. Group behaviour in organisations
  - iv. Organizational work conditions
  - v. Satisfaction at work

### Assessment

Candidates for A Level Psychology will take Paper 1 (approaches, issues and debates) and Paper 2 (research methods) either at the end of their first year (grade 11) or second year (grade 12). Papers 3 and 4 (specialist options theory and application) will be taken in all cases at the end of the second year (grade 12). Here are some more details about what to expect in the papers:

- Paper 1, approaches, issues and debates (1 hour 30 minutes)
- Short answer questions and an essay, based on core studies
- 60 marks, 25% of total grade
- Paper 2, research methods (1 hour 30 minutes)
- Section A: Short answer questions, some based on core studies
- Section B: Scenario-based questions
- Section C: A design-based question divided into two parts
- 60 marks, 25% of total grade
- Paper 3, specialist options – theory (1 hour 30 minutes)
- Question 1: Divided into three parts
- Question 2: Structured essay-based question divided into two parts
- 60 marks, 25% of total grade
- Paper 4, specialist options – application (1 hour 30 minutes)
- Section A: Two questions each divided into four parts
- Section B: One design-based question divided into two parts
- Section C: One essay question
- 60 marks, 25% of total grade

### Assessment Objectives

With regards to psychological themes, theories, terminology, concepts (ideas and processes), methods, studies and practical applications, candidates should be able to:

- demonstrate their knowledge and understanding (AO1)
- apply their knowledge to familiar and unfamiliar situations and real life and theoretical contexts (AO2)
- analyse, interpret and evaluate psychological information, ideas and evidence (AO3)

# Thinking Skills

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2 periods per week

## Course Description

The Thinking Skills subject content is divided into two parts, Problem Solving and Critical Thinking. For this 2-hour elective course, the focus will be mainly on the Critical Thinking component. Critical Thinking is about judging the value or usefulness of evidence, and understanding how sound arguments are constructed. Students will encounter a broad variety of topics, often reflecting real-world situations or subjects of debate. As in the real world, some topics may be controversial, and students may have pre-existing feelings about them. However, the focus of the syllabus is on the student's ability to demonstrate the critical thinking skills, and not on whether one point of view is morally superior to another. Students should develop the skills to accurately judge evidence and argument by the relevant criteria, draw logical conclusions and suggest plausible explanations, and construct persuasive arguments with clear structure that make valid use of the evidence available.

## Content

### Evaluate and use evidence

#### Evaluate evidence

- Assess credibility of evidence
- Assess representativeness of evidence

#### Use evidence

- Assess explanation for evidence
- Assess inference from evidence
- Suggest explanation for evidence
- Suggest inference from evidence
- Form a judgement based on multiple sources

### Analyse reasoning

#### Analyse the structure of arguments

- Recognise an argument
- Identify key elements of an argument and explain their function
- Identify unstated assumption in an argument

#### Evaluate reasoning

- Identify flaws in reasoning and assess their impact on the strength of the reasoning
- Identify weaknesses in reasoning and assess their impact on the strength of

reasoning

#### Construct reasoning

- Construct persuasive arguments
- Articulate a conclusion
- Provide reasons in support of a conclusion
- Develop strands of reasoning
- Structure reasoning by the use of intermediate conclusions
- Strengthen reasoning by the use of appropriate elements

## **Syllabus Aims**

The aims are to enable students to develop:

- a facility for independent thinking in the real world
- the ability to organise and evaluate different types of information the ability to present logical, ordered and coherent arguments
- a facility for making well-reasoned judgements and decisions
- a transferable set of critical thinking, reasoning and problem-solving skills which are essential for success in higher education and employment.

## **Assessment**

As an elective course, the assessments will mainly be inspired by Paper 2 “Critical Thinking” and Paper 4 “Applied Reasoning”. This course will be mainly project based and debate oriented.

## **Assessment Objectives**

- Understand information and the relationships between different pieces of information.
- Evaluate or process information in order to draw conclusions
- Suggest explanations, construct reasoned arguments and devise methods for solving problem.

**BRUMMANA HIGH SCHOOL**  
**GR11 IP Course Selection Sheet 2023-2024**

<b>Name:</b>	<b>Grade:</b>	<b>Date:</b>
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**INSTRUCTIONS**

1	All students must pick 3 A level courses to study over two years.
2	Pick one course from each block of category 2 by putting an "X"
3	For those students wishing to go to university in Lebanon at the Sophomore level: They must acquire 5 IGCSE courses, including Arabic with a grade "D" or above, and must attain a grade "D" or above in 3 A level courses to be eligible for the freshman equivalence from the Lebanese Ministry of Education.
4	Courses followed by ① requires the IGCSE prerequisite.
5	Students can't take IGCSE Arabic or IGCSE French more than once.
6	Courses with low enrollment may be cancelled.

**CATEGORY 1**

Compulsory Courses	
# periods	Courses
5	AS English Language & Literature (8695)*
2	Mathematics Foundations**
2	Physical Education
1	Advisory

(*) Compulsory course in case you are taking A Level English Literature & instead of AS Eng Lang & Lit	
# periods	Courses
5	Global Perspective and Research (9239)

(**) Compulsory course in case you are taking A Level Mathematics and instead of Mathematics Foundation	
# periods	Courses
2	Thinking Skills (9694)

**CATEGORY 2**

# periods	Courses	X
7	A Level Mathematics (9709)	
	A Level History (9389)	
	A Level Art and Design (0400)	
	A Level Information Technology ① (9626)	

# periods	Courses	X
7	A Level Physics ① (9702)	
	A Level Biology ① (9700)	
	A Level Psychology (9990)	
	A Level Drama (9482)	

# periods	Special Category /Electives	X
4	Developmental Arabic Language	
	IGCSE French Foreign Language (0520)	
	Arabic Language AS Level only (8680)	
	French Language AS Level only (8682)	

# periods	Courses	X
7	A Level Chemistry ① (9701)	
	A Level Business ① (9609)	
	A Level English Literature (9695)	
	A Level Design & Technology ① (9705)	

Students wishing to change courses, before the set deadline on the calendar, are kindly asked to discuss the matter with their advisors, and fill out the Drop/Add form.

**Student's Signature & Date:** \_\_\_\_\_

**Advisor's Signature & Date:** \_\_\_\_\_

**Parent's Signature & Date:** \_\_\_\_\_