

THE
BRITISH
SCHOOL
OF AMSTERDAM

SENIOR
SCHOOL

Sixth Form Prospectus for parents and pupils

2022/2023

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Welcome

Dear Parents



We would like to take this opportunity to welcome our prospective Sixth Form pupils to The British School of Amsterdam.

Each year a large percentage of our own Year 11 pupils progress into the Sixth Form and we welcome an increasing number of pupils from other schools, following a range of international curricula. Excellent relations between teachers and pupils ensure that all pupils thrive in a friendly, caring, stimulating and challenging atmosphere.

Our Sixth Form has its own identity within the school, yet at the same time, you have the benefit of being part of the whole school, and a range of clubs, leadership opportunities and extra-curricular activities are on offer to expand your experience.

We take pride in the individual support we give to every pupil. Clear targets are set in each subject and close monitoring takes place by our strong Sixth Form tutor team. Entry to higher education is the goal for the majority of our pupils and care is taken to ensure that they are well prepared for the next stage of their academic life. The A Levels we offer enable entry into universities across the world. I hope you enjoy browsing the curriculum and exciting enrichment options that we have here at The British School of Amsterdam Sixth Form. If you would like to visit the school please do not hesitate to contact us through our website, www.britams.nl.

Values and Ethos

In the Sixth Form at The British School of Amsterdam all pupils have the opportunity to succeed to their fullest potential. Each and every pupil will come to the Sixth Form, following their Key Stage 4 studies either with us or from a range of other countries and curricular background with the aim of being able to progress into Higher Education.

In our increasingly competitive and globalised world, given the challenge that is ahead of our pupils, we ensure that resilience, aspiration, leadership and well-being are nurtured in all of our Sixth Formers. A Levels remain the 'gold standard' in education and pupils who are successful will hear university doors and career opportunities opening around the world.

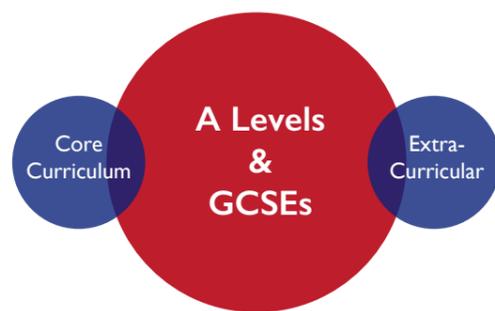
As such, we have a culture of collaboration and collegiality in the Sixth Form that creates a wonderful working environment for our pupils to flourish as fully as their talent and hard work will allow. Pupils are expected to commit themselves as fully as possible to both their chosen studies as well as to the numerous opportunities for self-development, personal enrichment and community-orientated leadership.

Mr Christain Nicolson, Deputy Head (Academic)
and **Miss Jerry Rayner**, Head of Sixth Form

Sixth Form Curriculum

Sixth Form Curriculum – depth and breadth

The British School of Amsterdam (BSA) curriculum is based around three key components, the pupil's chosen academic pathway, a complementary core curriculum and an extensive programme of extra-curricular activities. The BSA has two academic pathways. The first pathway is the A Level Pathway that is based on the British General Certificate of Education Advanced Level (A Levels) and Advanced Subsidiary Levels (AS Level) qualifications. AS and A Level qualifications are the traditional qualifications offered by UK schools and colleges for 16 to 19 year olds. These are internationally recognised and respected qualifications which enable pupils to specialise in their chosen subjects in much greater depth. The second pathway is a transition pathway where pupils study a mixture of AS qualifications and General Certificate of Secondary Education (GCSE) qualifications. GCSEs are the traditional qualifications offered by schools in the UK for pupils 14 to 16 years old. The transition pathway gives those pupils who do not have a good GCSE pass (or the equivalent) in the core subjects, English, mathematics and a science, an opportunity to gain these qualifications before progressing onto the A Level pathway.



Pupil's academic studies are complemented by a compulsory core curriculum of personal, social, health and economic (PSHE) education and the elective programme. The aim of this core curriculum is to develop independent learning, critical thinking and problem solving skills. In addition, the school offers a wide range of optional extra-curricular activities. These give pupils the opportunity to further develop a cross section of interests and skills that will help prepare them for their next steps of higher education and employment.

Core Curriculum

PSHE

Our personal, social, health and economic (PSHE) education programme for the Sixth Form continues the strong focus at Key Stages 3 and 4 on pastorally supporting our students as they move through this crucial time in their lives. We offer every pupil in Year 12 and 13 personally tailored, one-on-one support as they firm up university destinations, course choices and personal statements/letters of motivation.

In addition to the focus on preparing our Sixth Formers for the higher education pathways that lay ahead of them, we ensure that students receive age appropriate health and social education across a variety of topics. In a tutorial atmosphere that enables authentic and discursive exploration of issues relevant to their age and stage, pupils are guided through areas such as wellbeing, leadership, and living a healthy and productive life beyond the BSA.

Electives

The BSA Elective Programme for Sixth Formers, allows all pupils the opportunity to stretch, challenge and cultivate curiosity in a wide variety of super-curricular scholarship and study. Developing intellectual, physical and philosophical growth and reflection, the Elective Programme promotes independent learning, enrichment, lateral thinking and problem-solving skills.

Pupils select two modules from a choice of seventeen areas to be studied across the Autumn and Spring Terms. Whether choosing an Elective that is a direct extension of something on their current curriculum or opting for a course that resides in a completely different academic discipline, the programme offers a thorough and enjoyable challenge to all students.

Arranged broadly across disciplinary areas – STEM, Humanities, Social Sciences and Creative Arts there is much interdisciplinary linking and connection being made throughout the courses. From an Introduction to Criminal Law to our Mindfulness course, or from Creative Writing to Nutritional Cooking, the Elective Programme is an essential experience for all BSA Sixth Formers.

Sixth Form Curriculum

Extra-Curricular opportunities

Leadership Opportunities

In terms of student leadership, and to paraphrase JFK, in the Sixth Form, the focus is on asking not what the school can do for you but what you can do for the school and its community.

Senior Prefects play an integral part in the life of the Sixth Form. Significant in helping to foster strong bonds across the whole school their roles are as diverse as they are pivotal. From the Student Council to the Eco Committee and covering areas such as Events, Community Service and Peer Support programmes, our Head Student Team truly helps to shape the very real sense of kinship and collective support that is experienced by all at the BSA.

The election process of Head Students and Senior Prefects happens at the end of the Easter Term in Year 12, this ensures pressure is relieved from Year 13s ahead of their summer examinations.

Clubs

The school offers a rich and varied programme of extra-curricular activities which provide pupils with the opportunity to pursue and develop their own interests, to experience new ventures, to compete as individuals or as a member of a team in various setting. Extra-curricular activities are provided by specialist teachers and instructors. Clubs and activities running this last academic year include: Rowing Club, Chess Club, Chamber Choir, Production Club, School Band, Debate Society, Science Research Club, Historical Film Club, Basketball, Mathematics Club, FITNUT, Squash, Art Club, Glass Making, Senior Choir and Native Languages clubs for Dutch, French, German and Spanish.

The Duke Of Edinburgh International Award

The Duke of Edinburgh Award is an internationally recognised award scheme for young people, with higher education establishments regarding it extremely highly when accompanying an application to university. The programme works on a three tier system – Bronze, Silver and Gold. Pupils can achieve an Award by completing a personal programme of activities in all four sections (or five sections for the Gold Award) listed below:

- Service – helping an individual, the community or the environment
- Physical – becoming fitter through sport, dance or exercise
- Skills – developing existing talents or trying something new
- Expedition – planning, training for and completing an adventurous journey
- Residential (Gold-only) – staying and working away from home as part of a team, arranged locally or abroad

Sixth Form pupils have the opportunity to participate in the silver award, regardless of whether they have done the bronze award, and can progress onto the gold award. The Service section of the Award encourages young people to understand the benefits of service to their community. The skills section encourages the development of personal interests and practical and social skills.

The Duke of Edinburgh Award Programme is an opportunity for a real adventure. Pupils on the programme will have the opportunity to try new skills, challenge themselves, build teams and make friends.



Sixth Form Curriculum

EPQ

Unique to the Sixth Form is the opportunity that pupils have to complete the Extended Project Qualification (EPQ). This is an externally awarded qualification that allows pupils to independently complete a personal project on a topic of their choosing. It will either eventuate in a 5000 word written essay or will see pupils create an artefact or performance that can demonstrate their engagement with a particular set of themes, topics or issues.

Previously, pupils have submitted EPQ essays in areas as wide ranging as spoiler downforce in F1 cars, to the economic impact of marketisation in the English Premier League. Artefacts also mine similarly fascinating areas such as a documentary style film exploring cross-cultural identity to musical projects that explore the debt that intertextual influence can play in the composition of new material.

Pastoral support – the tutor system

In the Sixth Form, the tutor system adapts to ensure that all pupils have the support, guidance and information that they need to succeed during this vital period of their education.

Pupils from years 12 and 13 are mixed into one of five tutor groups and participate in a programme of personal, social and professional development that acts as the foundation of their time in the Sixth Form.

Tutors work with pupils on both an individual and group-orientated basis to ensure that organisation, attitude to learning, and targeted achievement aims and objectives are always kept in sight.

Blending the two year groups ensures that a natural cohesion can develop across the student body. Those new to the rigors of Sixth Form study can learn from their older peers whose paths to success, as well as their lessons from failure, help to ensure strong, collegiate bonds between age groups.

Meeting every day for morning and afternoon sessions, our tutor group system ensures that all pupils are well aware and on-track to realising their own trajectories of success.

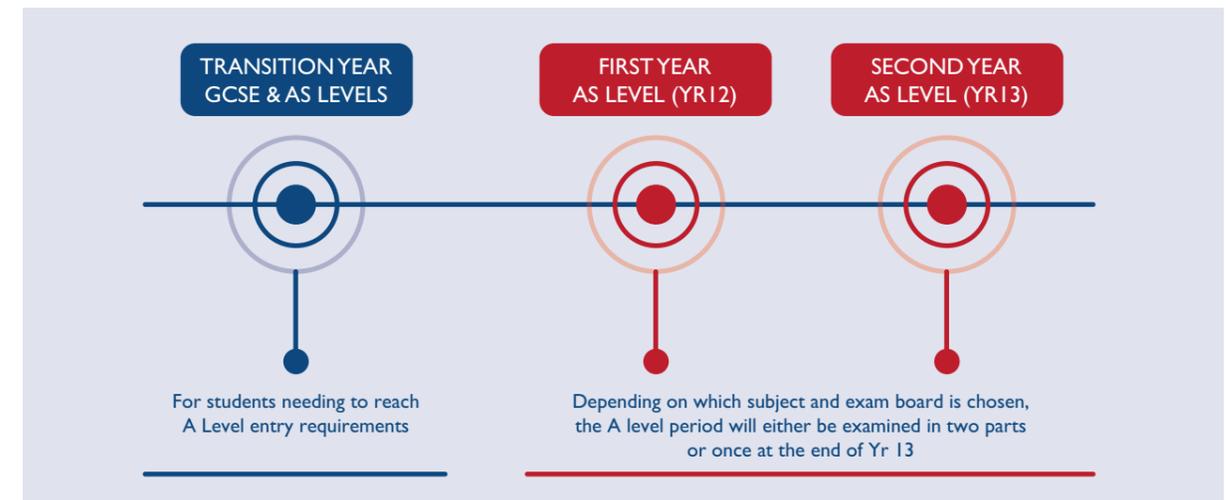
University Applications

Whether you are aspiring to apply to universities or higher education institutions in The Netherlands, the UK or, indeed, the rest of the world, you will receive expert guidance, support and advice every step along the way in the Sixth Form. Working with highly experienced tutors and visiting university representatives, Sixth Formers follow a structured programme designed to ensure that students are making informed and appropriate choices for their futures.

From sessions on writing the exemplary personal statements and letters of motivation to university visits, interview preparation and careers advice, students at the British School of Amsterdam go on to prestigious, world-class institutions around the world. Most importantly, they go on to destinations that are entirely suitable and tailored to their own individual pathways and we are contacted frequently by alumni who want to pass on their thanks for the support they have received at the BSA.



Academic Pathways



A Level Pathway

AS and A Level qualifications are the traditional qualifications offered by UK schools and colleges for 16 to 19 year olds. These are internationally recognised and respected qualifications which enable pupils to specialise in their chosen subjects in much greater depth. A Levels are two year courses with pupils sitting external examinations at the end of Year 13. Some subjects may contain a coursework component which counts towards the pupils' final grade. The coursework component is usually internally marked and graded by their teachers according to examination board criteria and then moderated externally by the examination awarding body. AS qualifications are one year qualifications and are also assessed through external examinations and coursework. A Levels are graded A*, A, B, C, D, E or U while AS Levels are graded A, B, C, D, E or U. Universities and employers recognise grades A* to E and A to E to be a pass.

Pupils on the A Level programme will usually be expected to study four subjects in Year 12. They will be assessed in these subjects at the end of Year 12 either by taking the AS examinations or through internal examinations. Those pupils who are successful in Year 12 and continue onto Year 13 have the option to drop one of their subjects and to focus in Year 13 on just three subjects through to A Level.

GCSE Transition Pathway

The British School of Amsterdam also offers GCSE qualifications in the core subjects of English, Maths and Science to pupils who have not yet achieved a C/4 grade or higher prior to entry into the Sixth Form. GCSEs are the traditional qualifications offered by schools in the UK for pupils 14 to 16 years old. Pupils will take an average of ten examinations at the end of Year 11, the results of which are important for the next stage of their academic journey. GCSEs have traditionally been graded from A* to G but recent reforms have led to the introduction of new GCSEs which are graded on a scale of 9 down to 1. Currently both GCSE qualifications are being offered by examination boards and the British Department of Education considers a grade C or above or a grade 4 and above to be a good pass. Those students who did not achieve a good pass or equivalent prior to the Sixth Form are therefore offered the opportunity to achieve this good pass as part of their Sixth Form programme. Pupils who are successful on this pathway will then have the opportunity to progress onto the A Level pathway.

Entry requirements

All the subjects at GCSE level are examined independently, meaning it is not necessary for a pupil to achieve a good pass in all subjects at GCSE to progress to the next stage of their education – years 12 and 13 and the A Level programme. Those pupils who have not studied GCSE will be expected to have achieved grades that are recognised as equivalent to the entry requirements listed in the prospectus.

Application Process

A Level entry requirements

Pupils wishing to follow our full A Level programme should as a minimum have achieved at least 6 good passes (Grades 9–4 or A*–C) at GCSE, including English and Mathematics. In addition, there may be specific criteria for individual A Level subjects with most subjects requiring a minimum of a B/6 grade or higher in the subject they wish to study at A Level. Specific subject requirements can be found in the subject information section of the prospectus.

GCSE entry requirements

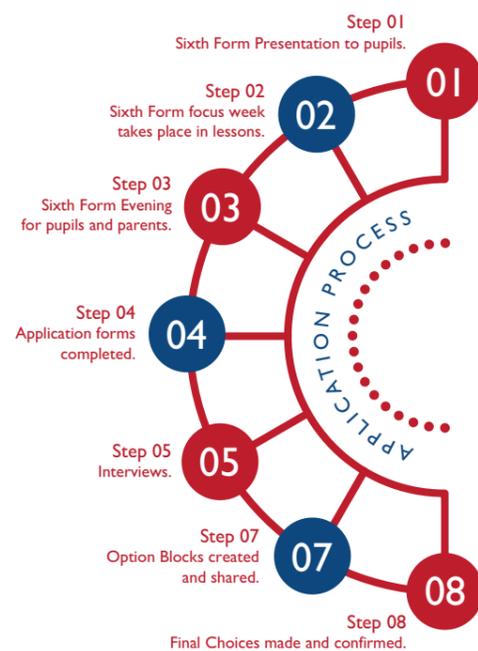
Pupils wishing to follow a GCSE programme should have achieved at least 6 GCSE passes including English and Mathematics. In addition, there may be specific criteria for individual subjects which is outlined in the relevant section of the prospectus.

It is possible to follow a mixture of A Level and GCSE courses. If pupils are not sure whether they meet the criteria for all of their chosen subjects, we may be able to offer an alternative and build a programme around their individual strengths and needs. All applicants will have a one to one interview and be guided through the course selection process to ensure that appropriate choices are made.

Application Process

Before making their Sixth Form choices we strongly advise pupils and parents to carry out extensive research. The prospectus has information on the aims of each course, what is involved and how pupils will be assessed. In addition, throughout Year 11 pupils have the opportunity to discuss, with tutors, subject teachers and other professionals, their thoughts and ideas about their next steps. It is important to have this dialogue, particularly when choosing A Level subjects as this can impact on choice of university courses. Pupils need to select a programme of study and a range of subjects that is appropriate for their ability level and that will allow them the greatest chance to achieve their future higher education and career goals.

The school will take into consideration current and predicted academic achievement in order to guide pupils onto a programme of study that will best meet their needs. We appreciate that progress levels may change over the coming six months and for this reason it may be appropriate for some pupils to apply for more than one set of courses. Once we have received a pupils application they will be invited for interview to talk through their application and to help guide their course selection. After the interview pupils will be given a conditional offer that is dependent on the course choices and current academic progress.



Final choices

Every effort is made to accommodate pupil choices and to ensure that they are able to take their preferred choice of subjects. However due to timetabling constraints or due to pupil numbers this is not always possible. It should also be stressed that applying for a subject is not an automatic guarantee, rather an expression of interest. In some instances we may feel that a pupil is not suited to a particular course or type of learning and we will advise against the selection. If a subject choice is not possible for whatever reason the pupil and parents will be informed and pupils will be asked to choose from one of their reserve subjects. Final decisions about a subject choice rest with the Head and Deputy Heads of School.

Choosing Subjects

Making subject choices

When making options decisions we recommend the following things are taken into consideration.

	Why pupils should choose a subject	Why pupils should NOT choose a subject
Ability	If a pupil is good at a subject or has a natural talent in a particular subject area.	If a pupil thinks that it will be an easy option.
Interest	If a pupil enjoys studying the subject and has looked at the course content and it interests them. This will help keep them motivated when things get tough.	If the pupil's friends are doing it so they think it will be fun. If they like their teacher. Their current teacher may not be teaching the subject next year.
Future	It links to the pupil's career plan and will help them develop relevant skills for their future.	The pupil did not have time to research their options properly and they cannot think of anything better to do.
Advice	The pupil has discussed their options with their teachers and parents and they have confirmed it is a good idea.	The pupil is only doing the subject because someone else told them to do it.

Careers and future options

For many pupils choosing the Sixth Form subjects can be difficult as they may not have a future career in mind at this stage. This is perfectly normal and the most important aspect in selecting their subjects is to make sure that it leaves them with a range of future career options. Even if they do have a particular career in mind at this stage they are more than likely going to change careers during their lifetime. Research suggests that this generation will have on average at least three different careers and that 65% will work in jobs that do not currently exist!

Some of the most common questions pupils will ask include; are my A Level choices affected by my GCSE choices and do universities care about the A Levels that I choose? Some A Level options do not require you to have studied the subject at GCSE, for example Psychology, Business Studies and Media Studies, although having some background may be an advantage. Most A Level and university courses will expect you to have the core subjects such as English, Mathematics and Sciences at GCSE and that is why we offer these subjects for those pupils who do not

have a good pass. In addition, for certain degree courses (Sciences, History or Foreign Languages), you will need to have studied these subjects at A Level and therefore taken them at GCSE. For many careers however the requirements at GCSE and A Level are not too limiting. For example, to take a law course UK universities do not demand specific subjects as long you have done well in the academic subjects you have chosen. A list of some of the most common degrees and required subjects are listed on page nine and you can of course ask your subject teachers and other members of staff. We also recommend that you conduct your own research as course requirements will often differ depending on the country and the course you wish to study. Useful websites are also included on the next page of the prospectus.

As part of the PSHE programme in the Sixth Form pupils are given an opportunity to broaden their knowledge and understanding of the nature and demands of a variety of careers. They will receive careers talks and presentations from a variety of employers and have the opportunity to visit universities.

Choosing Subjects

The British and Dutch education systems

For parents and pupils who are familiar with the Dutch education system the table below provides a comparison between Dutch and British qualifications.

DUTCH QUALIFICATION	BRITISH EQUIVALENT
VMBO Diploma	GCSEs in six subjects with grades ranging from D to G or 3 to 1
HAVO Diploma	GCSEs in four subjects with grades ranging from A* to C or 9 to 4 and either AS Level grades A to C in two additional subjects or A Level grades A* to E in two additional subjects (six different subjects in total)
VWO Diploma	GCSEs in three subjects with grades ranging from A* to C or 9 to 4 and A Level grades A* to C in three additional subjects (six different subjects in total)

University entrance requirements for Dutch universities are set by the university admissions themselves and will differ depending on the university and course selected. It is important to thoroughly research courses before choosing A Level subjects and staff are available to guide pupils and parents in this area.



Further Research

As part of the options process pupils are encouraged to carry out additional research to help them with their selection. Below are some useful websites that will help them gather information on the courses needed for further study and possible careers pathways.

Examination Boards

- Assessment and Qualifications Alliance (AQA) – <http://www.aqa.org.uk/>
- Cambridge international examinations (CIE) – <http://www.cie.org.uk/>
- Edexcel – <https://qualifications.pearson.com/en/home.html>

Further Education

- UK – Universities and Admissions Service (UCAS) <https://www.ucas.com/>
- Netherlands – <https://www.studyinholland.nl/>
- European universities – Eunicas www.eunicas.co.uk
- US – <https://nces.ed.gov/collegenavigator/>
- International – <https://www.topuniversities.com/>

Degree course requirements

Degree courses

Accountancy
Agriculture
Architecture
Biology
Business Studies
Chemistry
Classical civilisations
Computing and information Systems
Dentistry
Drama
Economics
Engineering (Chem)
Engineering (others)
English
Languages
Geography
Geology
History
Land Management
Law
Materials Science
Mathematics
Medicine
Music
Pharmacy
Philosophy
Politics
Psychology
Social Sciences
Veterinary Science

Subjects normally required at A Level

Maths (quite often)
Chemistry &/or Biology
Mathematics & Art portfolio (some)
Biology, Chemistry or Mathematics or Physics
Maths (some)
Chemistry & Mathematics or Physics
None
Mathematics (some)
Chemistry & two of Mathematics/ Biology/ Physics
English
Mathematics (few)
Mathematics & Physics & Chemistry
Mathematics & Physics (plus Chemistry an advantage)
English
The language you wish to study
Geography
Mathematics & Physics (or 2 sciences)
History
Mathematics (few) Geography preferred
None
Mathematics & Physics & Chemistry
Mathematics & Further Mathematics
Chemistry & Biology (plus Physics or Mathematics)
Music
Chemistry & Biology & Physics or Mathematics
Mathematics (few)
None
Two sciences (few) Mathematics (some)
None
Chemistry & Biology & Physics or Mathematics



Art and Design

Awarding Body: AQA

A LEVEL

Introduction

The A Level Art and Design Syllabus is designed for pupils who wish to extend and develop their studies in the subject. The course stimulates interest, enjoyment and personal enrichment as well as providing the opportunity for artistic exploration and design thinking.

Aims of the course

A course of study in Art and Design actively seeks to develop the ability to record from direct observation and personal experience, to perceive, understand and express concepts, feelings and to experiment and innovate, use imagination and intuition.

Course outline and assessment procedure

The course is split into four separate components: two components are taken in Year 12 and two additional components are taken in Year 13, as follows:

Year 12

- **Component 1** (60% of the A Level mark) consists of the contents of the portfolio, which will be determined by the nature of the course of study
- **Component 2** (40% of the A level mark) consists of an #internally assessed examination with 10 hours of unaided, supervised time.

Year 13

- **Component 3** (60% of the A Level mark) pupils are required to conduct a personal investigation into an idea, issue, concept or theme, supported by written material in the form of an essay of 1,000 to 3,000 words.
- **Component 4** (40% of the A Level mark) consists of an externally set assignment and 15 hours of unaided, supervised time.

Considerations for entry on course

The best foundation for success in this course is a good grade at GCSE, grade 6 or above, along with a genuine interest in the subject with a passion and willingness to work hard at developing artistic abilities. Pupils should be prepared to immerse themselves fully in the subject, visiting galleries and keeping up to date with contemporary practice as well as making dedicated time outside of lessons to develop their work.

Possible careers and future study

Besides art the course will also benefit other careers in which an art and design background is very relevant, including design (graphic, interior, fashion and textile), architecture (where many courses ask for a portfolio of art work) animation, theatre design and other careers in the creative industry.



Biology

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

The Edexcel International A Level course will allow pupils to expand upon their previous biological knowledge and to study topics they will have not covered at GCSE such as forensics and neuroscience. The course has been designed to engage and inspire pupils and develop an understanding of many contemporary issues within the field of biological sciences.

Aims of the course

The context-led topic approach begins with the consideration of an application that draws on many different areas of biology, and then moves on to the biological concepts underlying this application. Pupils will be able to develop their practical laboratory skills, analyse data, evaluate methodology, debate ethical issues as well as develop an understanding of the theories and models that underpin these topics.

Course outline and assessment procedure

The course will be assessed via six examination units. The AS grade is a combination of examination results in Unit 1, 2 and 3 with the full A Level combining marks from all six units

- **Unit 1:** Molecules, Diet, Transport and Health (20%)
- **Unit 2:** Cells, Development, Biodiversity and Conservation (20%)
- **Unit 3:** Practical Skills in Biology I (10%)
- **Unit 4:** Energy, Environment, Microbiology and Immunity (20%)
- **Unit 5:** Respiration, Internal Environment, Coordination and Gene Technology (20%)
- **Unit 6:** Practical Skills in Biology II (10%)

Considerations for entry on course

Pupils should show a keen interest in biology and the topics covered. In addition, to meet the scientific demands of the course pupils should achieve a Grade B/6 or higher in their biology GCSE. Pupils who have completed a Double Award Science GCSE should have achieved a BB or higher.

Possible careers and future study

Biology is a valuable subject to study at A Level for a number of degrees and careers from healthcare such as medicine, paramedic science, radiographer, pharmaceuticals and physiotherapy; research posts for example in the field of cancer research to genetics; in communications as a science editor or wildlife photographer; environmental sciences offers a range of opportunities from environmental law, within formation of policies and food sciences such as brewing and working with animals and plants... The list is endless!

Biology will help you develop a better understanding of the natural world around you and how we as humans can use these resources and maintain them for future generations.



Business Studies

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

Business Studies A Level gives pupils the opportunity to investigate different types of businesses and study the ways in which companies make decisions, grow and operate in the global market place. Business Studies can be taken as an AS Level over one academic year or as an A Level examined after two years of study.

Aims of the course

The AS and A Level course aims to develop the following skills:

- develop an interest in and enthusiasm for the study of business and gain a holistic understanding of business
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision-making, problem solving, the challenging of assumptions and the quantification and management of information.

Course outline and assessment procedure

The Edexcel A level requires students to study the following units:

- **Unit 1** – Marketing and People
- **Unit 2** – Managing Business Activities
- **Unit 3** – Business Decisions and Strategy
- **Unit 4** – Global Business

The course is assessed through external examinations. Pupils will take unit 1 and 2 exams in Year 12 which make up the AS. Unit 3 and Unit 4 examinations are taken in Year 13 to complete the full A Level. Each exam is worth 25% of the A Level.

Considerations for entry on course

The desired entry requirement for this course is a grade B/6 at GCSE level in mathematics and English.

Pupils do not need to have studied Business Studies at GCSE although this would be beneficial

Pupils will have to develop substantial independent studies skills and an ability to use initiative. Pupils will be expected to study extensively in their own time as well as read around the subject.

Possible careers and future study

Business Studies is an excellent course for those looking to understand the world of business. It is a suitable course for anyone looking to work in a wide range of industries and management. Business Studies A level is not a prerequisite for continued study at university.



Chemistry

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

A Level Chemistry gives pupils the opportunity to develop a wide range of skills. Pupils will be expected to analyse and evaluate scientific knowledge and processes, apply this knowledge to unfamiliar situations and assess the validity, reliability and credibility of scientific information. In addition, pupils will have the opportunity to develop experimental and investigative skills through carrying out laboratory practicals.

Aims of the course

The AS and A Level course aims to develop the following skills:

- 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 outline and assessment procedure

The course will be assessed via six examination units. The AS grade is a combination of examination results in Unit 1, 2 and 3 with the full A Level combining marks from all six units.

- **Unit 1:** Structure, Bonding and Introduction to Organic Chemistry (20%)
- **Unit 2:** Energetics, Group Chemistry, Halogenoalkanes and Alcohols (20%)
- **Unit 3:** Chemistry Laboratory Skills I (10%)
- **Unit 4:** Rates, Equilibria and Further Organic Chemistry (20%)
- **Unit 5:** Transition Metals and Organic Nitrogen Chemistry (20%)
- **Unit 6:** Chemistry Laboratory Skills II (10%)

Considerations for entry on course

Pupils should show a keen interest in chemistry and the topics covered. Pupils should achieve a Grade B/6 or higher in Chemistry GCSE or BB for Double Award Science. A confidence in mathematics is desirable.

Possible careers and future study

A qualification in chemistry opens doors to a wide range of careers. Chemistry is involved in our everyday lives and there is a vast range of jobs and careers open to those who have studied chemistry at any level; great career opportunities exist both inside and outside the lab. Nobody knows what the jobs of the future will look like, but many of them will be created in chemistry to solve global challenges such as human health, energy and the environment.



Computer Science

Awarding Body: Cambridge International Examinations (CIE)

INTERNATIONAL
A LEVEL

Introduction

Computer Science is a practical subject in which students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, with a look at the natural world through a digital prism. This qualification values computational thinking, helping pupils to develop the skills to solve problems, design systems and understand the power and limits of human and machine intelligence. The course is a great preparation for pupils who want to go on to study computer science at a higher level and will also provide a good grounding for other subject areas that require computational thinking and analytical skills.

Aims of the course

An understanding of and ability to apply the fundamental principles and concepts of computer science including: abstraction, decomposition, logic, algorithms and data representation

- The ability to analyse problems in computational terms through the practical experience of solving such problems, including writing programs to do so.
- The capacity for thinking creatively, innovatively, analytically, logically and critically.
- The capacity to see relationships between different aspects of computer science.
- The ability to articulate the individual (moral), social (ethical), legal and cultural opportunities and risks of digital technology.

Course outline and assessment procedure

The AS Level is assessed through two examinations.

Paper 1 – Theory Fundamentals exam of 1 hr 30 min (50%)

Paper 2 – Fundamental Problem-solving and Programming Skills (50%)

Pupils are assessed on the following topics; fundamentals of programming, fundamentals of data structure, systematic approach to problem solving, theory of computation, fundamentals of data representation, fundamentals of computer systems, fundamentals of computer organisation and architecture, consequences of uses of computing and fundamentals of communication and networking

The A Level includes Paper 1 and Paper 2 taken for AS plus two further examination papers.

Paper 3 – Advanced Theory exam of 1 hr 30 mins

Paper 4 – Further Problem-solving and Programming Skills exam completed on PC – 2 hours

All exams count for 25% of the final mark.

In addition to the topics assessed at AS Level, the following topics will be assessed as part of the A Level; fundamentals of algorithms, consequences of uses of computing, fundamentals of databases, big data, fundamentals of functional programming

Considerations for entry on course

Pupils should show a keen interest in computer science and the topics covered. In addition, to meet the scientific demands of the course students should achieve a grade B/6 or higher in their computer science GCSE and good confidence in mathematics is desirable.

Possible careers and future study

A vast array of jobs exists within the field of computer science including analyst, programmer and developer roles. There are opportunities within many sectors such as telecommunications, aerospace and defence, financial services, healthcare, manufacturing, public and third sectors. This course enables progression into higher education in a wide range of degree areas such as computing, engineering and mathematics.

Dutch

Awarding Body: TaalUnie

CNAVT EXAM

Introduction

The CNaVT certifies language proficiency of Dutch as a foreign language worldwide, using task based and domain specific exams related to the Common European Framework of Reference for Languages (CEFR). The CNaVT is a project commissioned by the Dutch Language Union (TaalUnie) and the exams are developed by the Centre for Language and Education at the University of Leuven. The CNaVT exams are organised all around the world for young adults (16–18 yrs) who want to prove their language proficiency in Dutch with an internationally recognised certificate.

Pupils have the opportunity to take the CNaVT exam at two levels with both levels offering possible pathways to higher education in Dutch institutions. The majority of pupils will sit the B2 examination which is recognised by most universities of applied sciences in the Netherlands as a relevant Dutch language qualification. Some pupils will go on to sit the C1 exam which is recognised as a relevant Dutch language qualification by most universities in the Netherlands.

Aims of the course

This exam is for those who would like to start a study at a Flemish or Dutch institution of higher education.

- listen and respond to a variety of spoken sources, including authentic sources;
- read and respond to a variety of written texts, including authentic sources, covering different contexts, registers, styles and genres;
- adapt their written language appropriately for different situations and purposes;
- use the language accurately to express facts and ideas, and to present explanations, opinions and information in writing;
- understand and apply the grammatical system and a range of structures as detailed in the CNaVT specification;
- study materials that illustrate aspects of the contemporary society, cultural background and heritage of one or more of the countries or communities where the language is spoken
- use the language to present viewpoints, develop arguments, analyse and evaluate in writing

Course outline and assessment procedure

The CNaVT paper-based exam consists of three parts. In part A the candidate has to listen and write.

In part B reading and writing proficiency are tested. Part C is the oral part of the exam. Part A and B are tested in a classroom setting, while in part C the examiner and the candidate have a one-to-one conversation.

Considerations for entry on course

Candidates can take the CNaVT exams in the first half of May of every year. Pupils will be expected to have studied Dutch before and to have achieved a minimum of Level B1 on the Common European Framework of Reference for Languages (CEFR)

Possible careers and future study

A qualification in Dutch opens doors to a wide range of fields, such as: the diplomatic service, the security service, journalism, law, accountancy, business administration, sales and marketing, public services, transport, tourism and hospitality, international aid and finance.

Economics

Awarding Body: Edexcel International

Introduction

Economics A Level gives pupils the opportunity to understand key microeconomic and macroeconomic concepts and theory through critical consideration of current economic issues and problems that affect everyday life.

Aims of the course

The AS and A Level course aims to develop the following skills:

- develop an interest in and enthusiasm for the study of economics
- develop an understanding of a range of concepts and an ability to use these concepts in a variety of national and international contexts
- use an enquiring, critical and thoughtful approach to the study of economics and to think as economists

Course outline and assessment procedure

The Edexcel A Level requires students to study the following units:

- **Unit 1** – Markets in action
- **Unit 2** – Macroeconomics performance and policy
- **Unit 3** – Business Behaviour
- **Unit 4** – Developments in the global economy

The course is assessed through external examinations. Pupils will take Unit 1 and 2 exams in Year 12 which make up the AS. Unit 3 and Unit 4 examinations are taken in Year 13 to complete the full A Level. Each exam is worth 25% of the A Level.

Considerations for entry on course

The desired entry requirement is a grade B/6 at GCSE level in English and mathematics. Pupils will have to develop substantial independent study skills and an ability to use initiative. Pupils will be expected to study extensively in their own time as well as read around the subject.

Possible careers and future study

Economics is an excellent course for those looking to understand the world of business, international relations and careers ranging from environmental management to the music industry. Economics A Level is not a prerequisite for continued study at university.

INTERNATIONAL A LEVEL

English Language and Literature

A LEVEL

Awarding Body: Edexcel

Introduction

When studying English Language & Literature, pupils can learn not only language aspects such as vocabulary items but also that language can be used for specific and aesthetic purposes. In addition, the study of English Language & Literature can provide pupils with a fresh and creative angle with which to approach their studies in particular and their lives in general.

Aims of the course

A Level English Language and Literature pupils will be required to:

- develop and apply their knowledge of literary analysis and evaluation
- develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- use linguistic and literary approaches in their reading and interpretation of texts, showing how the two disciplines can relate to each other
- engage creatively and critically with a wide range of texts,
- explore the ways in which texts relate to each other and the contexts in which they are produced and received
- develop their skills as producers and interpreters of language
- undertake independent and sustained studies to develop their skills as producers and interpreters of language

Course outline and assessment procedure

AS Level (a one year course) – two examinations:

- **Component 1:** Voices in Speech and Writing – 1 hr 30 mins
- **Component 2:** Varieties in Language and Literature – 1 hr 30 mins

A Level (a one year course following on from the AS that includes and extends the AS course content) – two examinations plus a coursework portfolio.

- **Component 1:** Voices in Speech and Writing – 2hr 30 mins
- **Component 2:** Varieties in Language and Literature – 2hr 30 mins
- **Component 3:** Coursework, 'Investigating and Creating Texts'.

Considerations for entry on course

Minimum requirement six GCSEs at C/5 or above including English Language & Literature Grade B/6 or above. Pupils will have to develop substantial independent studies skills and an ability to use initiative. Pupils will be expected to study extensively in your own time as well as read around the subject. Specifically in English pupils will be expected to read a sample from a wide range of texts other than those studied in class, in order to explore how writers create voices. Pupils will be expected, therefore, to employ a variety of reading strategies.

Possible careers and future study

The skills pupils gain through studying English are marketable in most career areas and careers directly related to the studying of English include: editorial assistant, English as a foreign language teacher, lexicographer, magazine journalist, newspaper journalist, primary school teacher, secondary school teacher, writer. Careers where your degree would be useful include: academic librarian, advertising account executive, advertising copywriter, arts administrator, Information officer, marketing executive, public relations officer, records manager, transport, tourism and hospitality, international aid and finance.



French

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

The French AS and A Level courses are for pupils who have a background in studying French. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR). Achievement is broadly equivalent to level B2 of the CEFR. Pupils at this level are expected to understand the main ideas of complex text and spoken language about both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options.

Aims of the course

The AS and A Level course aims to develop the following skills:

- The aims and objectives of this qualification are to enable pupils to develop an understanding of a wide variety of complex texts for different purposes, of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
- The emphasis will be placed on the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, providing points of view with supporting arguments and showing controlled use of organisational patterns, connectors and cohesive devices.
- The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies will also be stressed.
- The Advanced Level specification additionally requires students to use the French language to present viewpoints, develop arguments, analyse and evaluate in writing and speech.
- Pupils are trained to understand and apply the grammatical system and a range of structures in French by studying French literature as well as studying aspects of the contemporary society, cultural background and heritage of one or more of the French-language countries or communities.

Course outline and assessment procedure

Unit 1 Spoken expression and response – pupils will need to prepare and discuss an allocated topic in French. 15 mins preparation time and 8–10 mins assessment (40 marks)

Unit 2 Understanding and written response – 2hr 30 mins paper in three sections (90 marks)

Unit 3 Understanding and spoken response – 11–13 mins presentation on an issue (90 Marks)

Unit 4 Research, understanding and written response – 2 hr 30 mins paper in three sections (90 marks)

The course is assessed through external examinations. Pupils will take examinations in units 1 and 2 in Year 12 which make up the AS. Unit 3 and 4 examinations are taken in Year 13 to complete the full A Level.

Considerations for entry on course

Pupils are expected to achieve a minimum grade B/6 at GCSE level for entry on to the course. A French study trip is open to Sixth Form pupils yearly in October. It aims at developing strategies for oral communications to enable pupils to contribute efficiently with face to face conversations. It will focus on further developing their listening and speaking skills with particular emphasis on becoming more independent and participating in authentic conversations. Pupils are expected to develop their literary skills in studying French novels through "Le Prix du Jeune Lecteur Neerlandais" competition at IAS & IAL.

Possible careers and future study

An A Level qualification in French can lead to careers in a wide range of fields, such as: the diplomatic service, the security service, journalism, law, accountancy, business administration, sales and marketing, public services, transport, tourism and hospitality, international aid and finance.

Geography

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

During the course, pupils develop the following skills: independent thinking, applying knowledge and understanding to new as well as familiar situations, handling and evaluating different types of information sources, thinking logically and presenting ordered and coherent arguments, making judgements, recommendations and decisions, presenting reasoned explanations, understanding implications and communicating them clearly and logically.

Aims of the course

The aims are to:

- develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global
- develop an in-depth understanding of the selected geographical patterns, processes and issues in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts
- become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data)
- apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork,
- develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations

Course outline and assessment procedure

The AS qualification comprises of two examination units taken in Year 12. Pupils will take two additional units in Year 13 to complete the A Level.

Yr12:	Unit 1 Global Challenges (30%)	1 hour 45 minute examination
	Unit 2 Geographical Investigations (20%)	1 hour 30 minute examination
Yr13:	Unit 3 Contested Planet (30%)	2 hour examination
	Unit 4 Researching Geography (20%)	1 hour 30 minutes examination

Considerations for entry on course

Pupils are required to have studied geography before and achieved a GCSE grade B/6 or equivalent.

Possible careers and future study

Various options to study geography or variations on geography at universities around the world. A Level geography can open the doors to many jobs, both geography based and in the wider business world including: agricultural inspector, environmental health officer, town planner, route engineer, meteorologist, ecologist and geologist.



German

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

A Level German consists of two externally-examined papers assessing listening, reading and writing and a non-examined speaking assessment. The speaking assessment is externally set and conducted by a teacher/examiner. All assessments are marked externally. It is assessed externally by Edexcel International and provides a solid foundation for pupils wishing to progress to further study in German at university. Achievement in this qualification is benchmarked against level B2 of the Common European Framework of Reference for Languages (CEFR).

Aims of the course

The aims and objectives of this qualification are to enable pupils to:

- enhance their linguistic skills and promote and develop their capacity for critical thinking on the basis of their knowledge and understanding of the language, culture and society of the country or countries where the language is spoken,
- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language,
- develop their ability to interact effectively with users of the language in speech and in writing, including through online media,
- develop language learning skills and strategies, including communication strategies to sustain communication and build fluency and confidence,
- engage critically with intellectually stimulating texts, films and other materials in the language, developing an appreciation of sophisticated and creative uses of the language and understanding them within their cultural and social context,
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken,
- mediate between cultures and between speakers of the language and speakers of English,
- foster their ability to learn other languages,
- equip themselves with transferable skills such as autonomy, resourcefulness, creativity, critical thinking, cultural and cognitive flexibility that will enable them to proceed to further study or employment

Course outline and assessment procedure

Unit 1 Spoken expression and response – pupils will need to prepare and discuss an allocated topic in German 15 mins preparation time and 8–10 mins assessment (40 marks)

Unit 2 Understanding and written response – 2hr 30 mins paper in three sections (90 marks)

Unit 3 Understanding and spoken response – 11–13 mins presentation on an issue (90 Marks)

Unit 4 Research, understanding and written response – 2 hr 30 mins paper in three sections (90 marks)

The course is assessed through external examinations. Pupils will take examinations in units 1 and 2 in Year 12 which make up the AS. Unit 3 and 4 examinations are taken in Year 13 to complete the full A Level

Considerations for entry on course

Candidates considering A Level German should have ideally achieved B/6 or higher at GCSE. The reading of A Level text, e.g. online newspapers and magazines, is necessary as it models the language, knowledge and skills required at this level and the material used in the course and at examination. Students should also harness and develop organisational skills allowing them to quickly improve language acquisition and production.

Possible careers and future study

Having a foreign language, particularly at a high level is seen as a desirable skill and sometimes a necessity with many employers. Possible careers include: interpreting, translating, teaching, international law, advertising, journalism, the diplomatic service, research.

Global Perspectives and Research

Awarding Body: Cambridge International Examinations (CIE)

INTERNATIONAL
A LEVEL

Introduction

It is widely recognised that we live in an increasingly digitised and inter-connected world. The means by which we access information and the pace with which this takes place are profoundly changing the way we learn, communicate and work. Increasingly, young people are faced with access to a multiplicity of competing ideas. In such an information-rich society, young people need the skills and dispositions to be able to think critically. In the broadest sense this means that they need to: deconstruct arguments, differentiate between the ways in which people express their perspectives, views and arguments, assess and evaluate claims and develop strong lines of reasoning.

Aims of the course

Cambridge International AS and A Level Global Perspectives & Research aims to encourage young people to think about and explore issues of global significance. Exploring and making judgements about global issues of relevance and importance to their own lives is central to the course. Learners will acquire, develop and apply skills in critical thinking, problem-solving, research, communication and collaboration. In short, this course encourages the development within young people of global competency – the ability to define a global problem, reflect and take action.

Course outline and assessment procedure

- **Component 1 Written Examination** 15% (1 hour 30 minutes)
- **Component 2 Essay** 17.5 %
- **Component 3 Team Project** 17.5 %
- **Component 4 Cambridge Research Report** 50%

Considerations for entry on course

We recommend that learners have attained communication and literacy skills at a level equivalent to at least IGCSE/GCSE grade C/4 in English as a First Language. Learners will be expected to read and analyse a variety of non-fiction texts. An interest in current affairs is an advantage.

Possible careers and future study

Studying Cambridge International AS and A Level Global Perspectives & Research will prepare young people for a wide range of careers, including law, scientific research, social science, journalism, education, medicine, business, accounting and engineering.



History

Awarding Body: Edexcel

A LEVEL

Introduction

A Level History gives pupils the opportunity to develop their historical knowledge and acquire a wide range of skills by studying a variety of time periods and countries, including the USA, South Africa and Early Modern Britain. Pupils will study key events and fundamental changes in society that have shaped the world we live in today.

Aims of the course

The AS and A Level course aims to develop the following skills:

- the ability to recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner;
- demonstrate their understanding of the past through explanation, analysis and arriving at substantiated judgements
- develop their understanding of key concepts such as causation, consequence, continuity, change and significance within an historical context
- analyse and evaluate a range of appropriate source material with discrimination by undertaking a historical enquiry

Course outline and assessment procedure

The Edexcel A Level requires students to study the following units:

- **Unit 1** In search of the American Dream: The USA, C1917–96
- **Unit 2** The road to independence: South Africa 1948–96
- **Unit 3** Rebellion and disorder under the Tudors: Britain 1485–1603
- **Unit 4** Coursework

Pupils complete an independent researched enquiry on historical interpretations. They can choose their topic and complete a 3,000 to 4,000 word essay.

Assessment

The AS course is comprised of two external examinations taken at the end of Year 12. The examination for Unit 1 is 2 hrs 15 mins and accounts for 60% of the AS grade. The Unit 2 examination is 1 hr 30 mins in duration and accounts for 40% of the AS mark. The A Level is a two year course and pupils are assessed at the end of Year 13. Pupils will take Unit 1 (30%) and Unit 2 (20%) examinations. In addition, they will take a 2 hr 15 mins paper for Unit 3 (30%) and complete the Unit 4 coursework component (20%).

Considerations for entry on course

The desired entry requirement for this course is a grade B/6 at GCSE level in history and English. AS and A Level pupils will have to develop independent study skills and an ability to use initiative as they will be expected to study extensively in their own time as well as read around the subject.

Possible careers and future study

Apart from being intrinsically interesting, history is very useful. History A Level gives pupils the relevant skills and experience of research, referencing and essay writing that is invaluable for study at higher education, both directly for a history degree but also for many others. Employers or higher education admissions officers will know that pupils are able to gather and analyse different kinds of information, evaluate its reliability and usefulness and be able to communicate their ideas clearly. History is a useful, and often necessary, subject for a lot of careers and not just the obvious ones. It is a good qualification for budding journalists, accountants, researchers, teachers, police officers and lawyers to name but a few.

Mathematics

Awarding Body: Edexcel

A LEVEL

Introduction

Mathematics AS and A Level are varied courses for most pupils who have succeeded at GCSE level and have a real love for problem solving in its purest sense. Some of civilization's most prized and proud achievements are wholly reliant on mathematics. Planes flying seamlessly through the air, high availability of complex medicines, the computer you use: all of these increasingly vital commodities rely on the use and study of numbers. We will continue to make advances in these areas provided we continue to provide the mathematicians of the future.

Aims of the course

The aims and objectives of this qualification are to enable pupils to understand and enjoy mathematics in a broader context. With an extended range of mathematical skills and techniques pupils become more efficient problem solvers, making links between mathematics and the "real world". Pupils work on increasingly complex problems which require a degree of analysis, proof, modelling and logical thinking.

Course outline and assessment procedure

The AS and A Level course content and assessment is divided into two parts, two thirds is Pure Mathematics and the rest is classed as applied, a mixture of statistics and mechanics. The combination of mechanics and statistics gives pupils a solid foundation for further studies within physics, engineering and economics.

- **AS Level:** One 2 hour examination in Pure Mathematics and one 1 hour 15 min examination in Applied Mathematics
- **A Level:** Two 2 hour examinations in Pure Mathematics and two 2 hour examinations in Applied Mathematics

Considerations for entry on course

Pupils embarking on the course ideally need to have achieved a minimum GCSE grade A/7 or equivalent. For pupils with a grade B/6, it is expected that an algebra course will be completed over the summer to bridge the gap between GCSE and A level. The full A Level course is linear; all examinations are taken at the end of a two year period. Pupils who demonstrate a clear aptitude for mathematics may also have the option to self study for Further Mathematics AS and A Level.

Possible careers and future study

A Level Mathematics provides students with a thorough grounding in the mathematical tools and techniques often needed in the workplace. The logic and reasoning skills developed by studying A Level make sure the qualification is widely respected even in non-mathematical arenas. It is an increasingly popular subject forming a good foundation for future work and studies in accountancy, finance, economics, healthcare, medicine, veterinary science and engineering.



Media Studies

Awarding Body: Cambridge International Examinations

INTERNATIONAL
A LEVEL

Introduction

A truly contemporary subject, Media Studies is relevant to all our pupils' lives. The media saturates everything we do in the developed world in the 21st Century. Giving pupils the tools to analyse and critique the media affords them the chance to see the ways in which the media pervades their lives.

Aims of the course

The AS and A Level Media Studies specification is designed to encourage candidates to:

- Develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills
- Explore production processes, technologies and other relevant contexts
- Become independent in research skills and their application in their practical work and in developing their own views and interpretations.
- Enhance their enjoyment and appreciation of the media and its role in their daily lives
- Course outline and assessment procedure

AS Level

Component 1 – Foundation Portfolio (50% of AS, 25% of A Level, a coursework component, internally assessed and externally moderated). Candidates produce a media product presenting evidence of the process of their work (research, planning and production) on an online blog. Candidates also reflect critically on their finished media product in a creative digital format of their choice, answering a series of set prompt questions.

Component 2 – Key Media Concepts (50% of AS, 25% of A Level, externally assessed written component in a 2 hours long examination). In Section A, candidates analyse a moving image extract in terms of technical codes and representation. In Section B, candidates study a specific media industry from a choice of: film, music, print, radio or video games.

A Level

Component 3 – Advanced Portfolio, Media: Critical Perspectives (25% of A Level, a coursework component, internally assessed and externally moderated). Candidates produce a media campaign through a combination of three media (video, print and website), selecting from a choice of set briefs and detailing the process of the planning, research and production of their work online, in a blog format.

Unit 4 – Component 4, Critical Perspectives (25% of A Level, externally assessed written component in a 2 hours long examination). In Section A, candidates describe and evaluate their skills development in their production work from Components 1 and 3. In Section B, candidates demonstrate their understanding of a contemporary issue through reference to a range of texts, institutions, audiences and debates

Considerations for entry on course

Minimum requirement 6 GCSEs at C/4 or above including English. A significant part of the Media A Level is coursework. This requires a good deal of independent study and should be taken into consideration alongside other A Level choices.

Possible careers and future Study

AS and A Level Media Studies give pupils transferable skills for future careers and experience that prepares them if they choose to progress with their study. Possible careers include: advertising account executive, broadcast journalist, editorial assistant, event organiser, information officer, magazine journalist, market researcher, UX designer

Music

Awarding Body: Cambridge International Examinations

INTERNATIONAL
A LEVEL

Introduction

This course gives a basic grounding in music theory, analysis, composition and performance, as well as the use of technology for recording and editing compositions.

Aims of the course

- 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 judgements by argument based on evidence.

Course outline and assessment procedure

The subject is assessed through coursework and one examination. The examination is based around the history of music and the analysis of several set works. The remainder of the marks are gained from coursework.

Compulsory components:

Listening exam (100 marks)
Practical Musicianship (100 marks)

Two components chosen from the following:

Performing (100 marks)
Composing (100 marks)
Investigation and Report (100 marks)

Considerations for entry on course

The minimum level of entry is a grade C/4 at GCSE Level. However, it is suggested that pupils should have achieved an A/7 or B/6 grade at GCSE Music as this provides all the groundwork for the A Level course. It is possible to attempt the course without the GCSE qualification, but pupils will need to demonstrate a good grasp of musical theory, the ability to compose, and performance to a high standard on at least one instrument.

Possible careers and future study

This course gives a basic grounding in music theory, analysis, composition and performance, which means that pupils can branch out into any area of music with ease. The use of technology for recording and editing their compositions is useful for those wishing to move into the field of electronic music, and the choice of specialising in either performance or composition in the A2 components gives the pupils the opportunity to work in-depth on their strengths. Pupils might consider a career in solo or ensemble performance, or composition for film.



Physics

Awarding Body: Edexcel International

A LEVEL

Introduction

AS and A Level Physics is a wonderful course to study if you are curious about the fundamental rules of the universe and have the desire to contribute to the technological and intellectual development of society.

Through studying physics you will gain an insight into the principles which govern our experience of reality, appreciate how physics has contributed to modern life and gain knowledge of problems which still need to be resolved. Physics is a subject which evolves with each discovery and has contributed hugely to human development.

Aims of the course

The aims and objectives of this qualification are to enable pupils to understand and enjoy physics in a broader context. The course will build upon and expand on skills and knowledge gained at GCSE level.

Pupils will aim to develop high standards of problem solving, a fundamental understanding of the natural world, be able to appreciate scientific issues facing the next generation and become competent experimental scientists.

Course outline and assessment procedure

The course will be assessed via six examination units. The AS grade is a combination of examination results in Unit 1, 2 and 3 with the full A level combining marks from all six units.

Unit 1: Mechanics and Materials

Unit 2: Waves and Electricity

Unit 3: Practical Skills in Physics I

Unit 4: Further Mechanics, Fields and Particles

Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology

Unit 6: Practical Skills in Physics II

Considerations for entry on course

Pupils should show a keen interest in physics and the topics covered. In addition, to meet the scientific demands of the course students should achieve a Grade B/6 or higher in their physics GCSE or a BB for the Double Award Science. A confidence in mathematics is desirable.

Possible careers and future study

A Level Physics provides pupils with a thorough grounding in scientific and mathematical techniques often needed in the workplace. The logic and reasoning skills developed by studying A Level make sure the qualification is widely respected even in non-scientific arenas. It is an increasingly popular subject forming a good foundation for future work and studies in scientific research and theory, engineering, and economics.



Psychology

Awarding Body: Edexcel

A LEVEL

Introduction

Psychology is the scientific study of the human mind and its functions. At AS, pupils will study four approaches (Social, Cognitive, Biological and Learning) to psychology to gain a foundation in psychology. At A Level, pupils are then able to develop their understanding through the applications of criminology and clinical psychology. Finally, students develop a holistic understanding of psychology, from considering conflicting and complementary explanations of issues and major debates relevant to society today.

Aims of the course

The aim of the course is to develop:

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

Course outline and assessment procedure

Pupils need to develop knowledge, understanding and the capability to evaluate:

- content in the area of focus, involving theories and studies
- methodology, to see how psychology works
- studies – one classic and one contemporary
- a key question in the area of focus
- a practical investigation to carry out in the area of focus
- issues and debates.
- Areas of focus are divided into 'foundations of psychology' (social, cognitive, biological psychology and learning theories) and 'applications of psychology' (clinical and either child/criminological psychology).

AS Level* (Year 12) EXTERNALLY ASSESSED 100%

*AS Level to be taken at the end of Year 12 and does not count towards the A Level.

A Level (Year 12 & 13) EXTERNALLY ASSESSED 100%

All examinations to be taken at the end of Year 13 (whether AS Level was taken or not).

Considerations for entry on course

Minimum requirement is 6 GCSEs at grade C/5 or above, including English, mathematics and sciences. There is no requirement for previous study of psychology, in order to be accepted onto this course.

Possible careers and future study

As well as gaining understanding real life applications of psychology, the study of psychology at A-Level develops a range of analytical and evaluative skills. The fields of psychology are broad and varied, possible career choices could be: medicine, education, science, counselling, sports psychology, and law.

Spanish

Awarding Body: Edexcel International

INTERNATIONAL
A LEVEL

Introduction

The structure of this course is modular, consisting of four units. It contains an updated, engaging and relevant range of stimulus material. It is assessed externally by Edexcel and provides a solid foundation for pupils wishing to progress to further study in Spanish at university. Achievement in this qualification is benchmarked against level B2 of the Common European Framework of Reference for Languages (CEFR).

Aims of the course

- To develop an understanding of a wide variety of complex oral and written texts for different purposes and on both familiar and unfamiliar topics.
- To write clear, well-structured texts using appropriate style, highlight relevant issues, provide points of view, support arguments and show controlled use of organisational patterns and devices.
- To be able to express oneself fluently and spontaneously in all situations.
- To have the skills necessary for future study or work in a Spanish speaking environment.
- To understand the nature of language in different cultural contexts in order to build up competence in communication.

Course outline and assessment procedure

AS Unit 1: Spoken Expression and Response

The exam consists of two sections: Section A: Spoken response Section B: Discussion

AS Unit 2: Understanding and Written Response

This unit consists of three sections: Section A: Listening, Section B: Reading and Grammar Section C: Essay

A2 Unit 3: Understanding and Spoken Response

This unit requires students to demonstrate the effectiveness of their Spanish-language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to defend their views and sustain discussion as the teacher/examiner moves the conversation away from their chosen issue. They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.

A2 Unit 4: Research, Understanding and Written Response

This unit consists of three sections: Section A: Listening, Section B: Reading and Grammar, Section C: Essay based on a research topic or extended literary text.

Considerations for entry on course

Candidates considering A Level Spanish should have ideally achieved at least a B/6 at GCSE. The reading of advanced level text, e.g. online newspapers and magazines, is necessary as it models the language, knowledge and skills required at this level and the material used in the course and at examination. Pupils should also harness and develop organisational skills allowing them to quickly improve language acquisition and production.

Possible careers and future study

Having a foreign language, particularly at a high level is seen as a desirable skill and sometimes a necessity with many employers. Possible careers include: interpreting, translating, teaching, international law, advertising, journalism, the diplomatic service or research.

English

Awarding Body: Cambridge International Examinations IGCSE

IGCSE

Introduction

At the British School of Amsterdam we follow the Cambridge IGCSE English First Language course.

This course is principally for those students who are native English speakers or who otherwise have a high fluency in English.

Aims of the course

The aims of the course are as follows:

- To enable pupils to communicate accurately, appropriately and effectively in speech and writing
- To enable pupils to understand and respond appropriately to what they hear, read and experience
- To encourage pupils to enjoy and appreciate a variety of language
- To complement pupils' other areas of study by developing general study skills (e.g. analysis, synthesis, drawing of inferences)
- To promote students' personal development and an understanding of themselves and others

Course outline and assessment procedure

The course is comprised of both an examination and coursework, with both parts having an equal weighting. The examination content requires pupils to answer three compulsory questions on three texts which may be on a similar topic. The coursework portfolio consists of three assignments, each of about 500–800 words; Writing to narrate, describe and discuss, argue and/or persuade in response to a text or texts.

The content of the course is based on a series of reading and writing objectives, which are then taught through various modules based around central themes. These themes include the study of Gothic Horror, Media (newspapers), General Reading and Analysis, Travel Writing, Persuasive/Argumentative Writing and Leaflets, Propaganda and Response. Work within these units either develops skills required for the completion of the examination and/or contributes to their creation of written coursework.

Assessment

Examination: 2 hours (50%)

Coursework or additional examination: 2 hours (50%)

Considerations for entry on course

Minimum requirement is to have six GCSE passes (9–1 or A*–G) or the equivalent and to have studied an English curriculum.

Possible careers and future study

A good pass (9–5) in English GCSE is a requirement for pupils to go onto the A Level programme at the BSA as well as other further education courses. Those who aspire to undertake a Higher Education degree course in English will also need to have a good pass in GCSE English.

Mathematics

Awarding Body: Edexcel

GCSE

Introduction

This course will provide a strong foundation for further academic and vocational study and for employment giving students the appropriate mathematical skills, knowledge and understanding to help them progress to a full range of courses in further and higher education.

Aims of the course

The aims and objectives of the course are to enable students to:

- develop fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Course outline and assessment procedure

The course will cover the following:

- Number
- Algebra
- Ratio, proportion and rates of change
- Geometry and measures
- Probability
- Statistics

Two tiers are available: Foundation and Higher. The qualification consists of three equally weighted written examination papers each paper is 1 hr and 30 mins long.

Each paper has a range of question types; some questions will be set in both mathematical and non-mathematical contexts.

Throughout the course students will be regularly assessed each term and as the end of the course approaches students will be given time to hone their exam technique.

Considerations for entry on course

Minimum requirement is to have six GCSE passes (9–1 or A*–G) or the equivalent.

Possible Careers and future study

A good pass at GCSE A*–C is a requirement for pupils to go onto the A Level programme at the BSA as well as other further education courses. Those who aspire to undertake a Higher Education degree will also require a good pass in GCSE Mathematics.



Combined Science

Awarding Body: Edexcel International

IGCSE

Introduction

The Combined Science course is aimed at pupils who wish to achieve a good pass (A*–C or 9–4) in a science course to enable them to access further and higher education courses. The Course gives learners the opportunity to study biology, chemistry and physics within a scientifically coherent syllabus and is accepted by universities and employers as proof of the essential knowledge and ability.

Aims of the course

The aim of the course is to:

- better understand the technological world, with an informed interest in scientific matters,
- recognise the usefulness (and limitations) of scientific method, and how to apply this to other disciplines and in everyday life,
- develop relevant attitudes, such as a concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness,
- develop an interest in, and care for, the environment,
- better understand the influence and limitations placed on scientific study by society, economy, technology, ethics, the community and the environment,
- develop an understanding of the scientific skills essential for both further study and everyday life.

Course outline and assessment procedure

The course covers core content in all three science:

Biology: Living organisms, Cells, Enzymes, Nutrition, Transportation, Respiration, Co-ordination and response, Reproduction, Energy flow in ecosystems, Human influences on the ecosystem.

Chemistry: The particulate nature of matter, Experimental techniques, Atoms, elements and compounds, Stoichiometry, Electricity and chemistry, Energy changes in chemical reactions, Chemical reactions, Acids, bases and salts, The Periodic Table, Metals, Air and water, Organic chemistry

Physics: Motion, Matter and forces, Energy, work and power; Simple kinetic molecular model of matter; Matter and thermal properties, Transfer of thermal energy, Waves, Light, Electromagnetic spectrum, Sound, Electricity, Electric circuits.

The course is assessed through three examinations.

Paper 1 is a 1hr 10 minute paper based on the biology content	(33.3%)
Paper 2 is a 1hr 10 minute paper based on the chemistry content	(33.3%)
Paper 3 is a 1hr 10 minute paper based on the physics content	(33.3%)

Considerations for entry on course

Minimum requirement is six GCSEs passes (A*–G or 9–1) including English, mathematics and a science or the equivalent qualifications.

Possible careers and future study

A good pass (A*–C or 9–4) in Science GCSE is may be required for pupils to go onto study their chosen subject on the A Level Programme at BSA. Those who aspire to undertake further studies after Sixth Form or a Higher Education degree course may also need to have a good pass in GCSE Science.

Examination Results

	2021 (91 examinations)	2020 (127 examinations)	2019 (75 examinations)
A Level	23 % A*	17 % A*	18% A*
	51 % A* / A	47 % A* / A	42% A* / A
	27% A	30% A	24% A
	25% B	15% B	27% B
	76% A* / A / B	62% A* / A / B	68% A* / A / B
	87% A-C	84% A-C	86% A-C
	99% PASS	98% PASS	97% PASS

	2021 (335 examinations)	2020 (373 examinations)	2019 (392 examinations)
IGCSE & GCSE	59% A* / A (9 to 7)	54% A* / A (9 to 7)	54% A* / A (9 to 7)
	75% A* / A / B (9 to 6)	77% A* / A / B (9 to 6)	77% A* / A / B (9 to 6)
	92% A-C (9 to 4)	96% A-C (9 to 4)	94% A-C (9 to 4)
	100% PASS	100% PASS	99% PASS



University Destinations

Pupils in their final year at The British School of Amsterdam apply for universities around the world. A Level examinations are a globally recognised qualification. The destinations of some of our pupils include:

- Aberdeen University, Psychology
- Akademie der bildenden Künste, Vienna, Fine Art
- Amsterdam School for Hotel Management
- Birbeck University of London, Business
- Birmingham University, Pharmacy
- Brighton University, Business Management
- Canterbury Christ Church, Physiotherapy, Sports Science
- Carlton University in Ottawa, Biotechnology and Biochemistry
- Concordia University, Mechanical Engineering
- Delft University of Technology, Chemical Engineering, Aeronautical Engineering
- Den Haag Hotel School, Business Administration
- Durham University, Economics
- Erasmus University Rotterdam, Economics and Business Economics
- Gerrit Rietveld Academie, Fine Art
- Greenwich University, Event Management
- Groningen University, Business, Psychology, Chemistry
- Hogeschool of Amsterdam, International Business Management
- Imperial College London, Physics
- King's College London, Business Management, Classics, Economics, Music
- London School of Economics, Economic, Law
- Richmond The American International University, Psychology
- Saxon University in Enschede, Gaming and Technology
- Sciences Po, Politics and International Studies,
- St. George's University, Bio-Medicine
- University of Amsterdam, English, European Studies, Psychology, PPLE, Business and Economics, Econometrics, Sociology, History
- University of Brighton, Architecture
- University of Essex, Art
- University of the Hague, European Studies
- University of Munich, Engineering
- University of Newcastle, Australia, Biotechnology
- University of Oxford, Chemistry
- University of Rotterdam, Econometrics
- University of Surrey, Physics
- University of Utrecht, Notarial Law
- VU University, Computer Science, Science, Business and Innovation, International Business
- Warwick University, Mathematics



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