TANGLIN TRUST SCHOOL
EST. 1925

Sixth Form 2018 – 2020
A Levels

Options Booklet

The Sixth Form College at TTS

The Sixth Form College is built around a curriculum of examination courses which lead to qualifications at Advanced Level (A Level) or the International Baccalaureate (IB) Diploma. Both pathways are designed to allow every student the opportunity to achieve their academic and social potential. In addition, the Sixth Form environment with its leadership and co-curricular opportunities, endorses high expectations and a sense of community spirit.

Sixth Form offers students many opportunities for personal development, academic study and growth, the development of leadership and collaborative skills, extra-curricular activities and a chance to contribute to the wider community. Former students, reflecting on their time at TTS, report warmly on the lasting impact of the Sixth Form experience at TTS. All Sixth Form students have to work hard if they are to be successful at either IB or A Level. To fulfil their potential, they must also develop and focus their commitment, energy and ambition. At TTS, we strive to promote the characteristics of the Learner Profile to prepare students generally for an independent life and for progression to higher education in particular**.**

Entry to Sixth Form

Sixth Form study is designed to allow students to pursue subjects in which they have a particular interest to much greater depth and breadth. As such, students are encouraged to opt for subjects they enjoy with a passion and to which they are willing and able to dedicate at least two more years of study. Naturally, a certain level of academic achievement in these subjects is also required for the student to be successful and to enable them to progress to university.

The Declaration of Eligibility (DOE) is the standard entry requirement for all courses and is used to determine a student's suitability for Sixth Form College. The DOE represents the department's indication that a student, based on performance in a particular subject area, has both the attitude and aptitude to achieve at least a D at A Level or a 4 at IB at the end of Year 13, assuming good progress is made, and is therefore eligible to opt for the subject in the Sixth Form. The Pastoral DOE indicates whether the student will make a positive impact on the cohort.

The DOE takes into consideration the student's track record in terms of

- Work ethic
- Attitude and conduct
- Academic integrity
- Contribution to school life
- *Positive impact* on the cohort
- Academic attainment to date
- Mock examination results

A student requesting to study 4 A Levels should have a grade A profile at GCSE, plus an excellent effort record across all subjects.

External applicants

When considering a student's suitability for entry to the Sixth Form College, the same criteria apply. Successful applicants for a 3 A Level pathway should have an average B grade profile, based on performance in the Mock (I)GCSE examinations, with at least an (I)GCSE Grade B in the subjects to be pursued at A Level, unless otherwise specified. As a guide, an MYP grade of 5 or above is generally regarded as an equivalent. **Diagnostic tests in A Level/IB HL subjects can be expected, to ensure that students are confidently placed on the right course.**

Choosing new subjects in the Sixth Form

How students qualify for subjects they are not studying at I/GCSE
Many students choose subjects in the sixth form that they have not studied at I/GCSE. We use the DOEs of subjects they are currently studying to ascertain whether they have the required skills to be eligible for these new courses.

If students wish to follow an A level pathway, they need at least two A level DOEs in subjects they are currently studying at (I)GCSE. If they wish to follow an IB pathway, students need at least two SL and two HL DOEs in subjects they are currently studying.

The following tables explain how students can qualify for subjects not taken at I/GCSE.

To do these subjects for the first time within the 6th form…	**…you need a DOE from one subject within this/these qualifying group/s:**
Govt and Politics AL, History AL/SL/HL	Group A or B
PE AL	Group A or B or E PLUS students must regularly participate and compete in two sports during the school year (in/out of school)
Business/Management AL/HL/SL, Philosophy SL/HL, Religious Studies AL, Psychology SL/HL, Psychology AL	Group A or B or C
Geography AL/HL/SL, Economics AL ('A' or 'B')/SL/HL	Group A or B AND C or D
Computing ALSL/HL	Group C
Film Studies AL/SL/HL	DOE in any subject
Visual Arts AL/SL/HL, Music SL/HL, Drama/Theatre AL/SL/HL	Group A or B PLUS audition or portfolio of work to be arranged with head of subject

Qualifying subjects. Please note : A DOE tick leads to eligibility in the corresponding pathway.

Group A	DOE in English or History or Religious Studies
Group B	DOE in Economics or Geography
Group C	DOE in Maths or Physics
Group D	"Sound Numeracy" DOE
Group E	DOE in Physics or Chemistry or Biology or Psychology

Movement to Year 13:

- At A Level: A grade D in the internal examination/AS examination is required at the end of Year 12 to allow a student to progress to Year 13/A2.
- At IB: It is our expectation that a student will be on track for at least 24 points by the end of Year 12, based on internal assessments and End of Year tests.

The Structure of the A Level Curriculum

Complementing their A Level subject choices, students also follow a Tanglin core. This consists of the Extended Project Qualification and a Creativity, Activity and Service (CAS) programme which allows students to explore and develop new skills beyond the academic curriculum. Students will also have a structured PSHCE programme, which includes a range of talks by guest speakers on subjects such as study skills, applying for university, university life, wellbeing, finance and relationships.

During private study Sixth-Formers are expected to work in the library to develop research skills and extend their knowledge by reading around their chosen subjects.

	4 Option Blocks	**Tanglin Core**
Year 12/13	***3 or 4 subjects to A Level*** ***plus 1 block of private study***	**Extended Project Qualification (EPQ)** **Creativity, Action, Service (CAS)**

Assessment and grade award

A Levels are graded A* to E for pass grades, with U (unclassified) for a fail.

Subject Choices

We expect most Tanglin students to opt to study 3 subjects at A Level and study them for the duration of the two year course. Students considering 4 A Levels should discuss this in their 1-1 interview in February/March and this request will be considered. This is usually restricted to students with a grade A profile at (I)GCSE, plus an excellent effort record across all subjects.

In Year 11, students are asked to make choices from the options blocks overleaf. Students should choose one subject from each block. Please note that, as always, some subjects may not be available if the numbers opting, or staffing/timetable constraints do not make them viable. Please also be aware that whilst it is likely that we can accommodate most first choices, we cannot guarantee this. It is therefore crucial to select a viable reserve choice.

Our aim is for students to be well placed at the start of Sixth Form to ensure a smooth transition and the best possible start to Sixth Form. As part of the comprehensive Post-16 Pathways guidance, students will be advised as to whether they are recommended for a 3 or 4 A Level pathway.

Provisional option blocks, 2018-20

Note: * note that Biology, Film Studies and Geography will retain the AS exam in June 2019

A	*B*	*C*	*D*
Mathematics	Mathematics	History	Biology
History	Further Mathematics	Art & Design	Chemistry
Economics (B)	Physics	English Literature	Computer Science
Business Studies	Business Studies	Biology	Spanish
Geography	Biology	Physics	Chinese
Philosophy	Chemistry	Geography	French
	English Language	Psychology	English Literature
	Psychology	Physical Education	Economics (A)
	Media Studies	Drama	Media Studies
	Government & Politics	Chemistry	Physics

Students will be asked to make their options selection online by March 21st 2018.

MFL options:

It is our professional opinion that the four levels of language options at IB offer a better differentiated structure for deeper language learning: as a result, the Faculty is encouraging students wishing to take a language post-16 to give serious consideration to the IB pathway. The IB Diploma programme is very inclusive in nature: it is suitable for students of varying ability and not just for an academic elite.

CREATIVITY, ACTIVITY AND SERVICE-LEARNING (CAS)

Aims

CAS aims to develop students by:

- challenging them to develop a value system which enhances personal growth
- engendering a spirit of open-mindedness, lifelong learning, discovery and self-reliance
- stressing the importance of a balanced outlook on life
- creating awareness of themselves as members of communities with responsibilities towards each other and the environment
- implementing reflective thinking that enhances personal growth
- encouraging attitudes and traits that will be respected by others, such as determination, commitment, initiative and compassion

CAS students need to:

- increase their awareness of their own strengths and areas for growth
- undertake new challenges and develop new skills
- plan and initiate activities
- work collaboratively with others
- show perseverance and commitment in their activities
- engage with issues of global importance
- consider the ethical implications of their actions

Course description

CAS stands for Creativity, Activity and Service-learning .

Creativity: experiences that involve creative thinking, experimentation and expression.
Activity: physical exertion that contributes to a healthier lifestyle, and involves personal challenge.
Service-learning: an unpaid voluntary exchange that has learning benefits, while maintaining the rights, dignity and autonomy of all involved.

CAS is doing all of the beneficial things that we do which are not a direct part of the academic curriculum. The CAS experience is central to developing better people. CAS students are expected to follow the maxim: 'think globally, act locally' and recognise that 'common humanity and shared guardianship of the planet helps to create a better and more peaceful world'. By doing real tasks that have real consequences, the CAS framework provides everyone with the time and opportunities to benefit from experiential learning, which develops social responsibility, enhances existing passions and interests, and raises awareness of new skills. It is only after reflecting upon these experiences for a period of time that personal development occurs. The most meaningful CAS experience comes from spending time with others to build relationships and develop self-worth.

CAS is about educating the whole person, and the three elements are closely interwoven. Together, they enable students to recognise that there are many opportunities in life that complement academic study. It is the interaction of creativity, activity and service that facilitates the richness of the CAS experience; the whole of CAS is greater than the sum of its parts.

Creative and physical activities are particularly important for adolescents as they shape their desires and values. There are also many opportunities for fun and enjoyment through service-learning which can act as a release from stress.

Requirements

CAS is a core part of the curriculum across both Year 12 and 13. It is formally timetabled every Wednesday afternoon for 2 hours, and to be successful in CAS there needs to be evidence of weekly engagement across 18 months. This evidence is in the form of critical reflection through different mediums such as blogs, journals, photographs and video diaries. This recorded information forms the crucial evidence that is used in in the CAS experiential learning final reflection that is written at the conclusion of the 18 months of activities. All of the above documents form a student's CAS Portfolio.

CAS and the National Youth Achievement Award (NYAA)

Many students at TTS also seek to complete their Gold National Youth Achievement Award. It is important to note that with mindful consideration, many CAS activities can also qualify for a section of this Gold NYAA at the same time.

Potential careers

In today's world individuals need to show autonomy and maturity, be able to think creatively, and communicate and reflect with insight. Integrity, principles and honesty, allied with the ability to take positive action, will always be valued. The CAS programme enables the development of all these qualities. As such, CAS experiences are at the core of every successful career path.

CREATIVITY, ACTIVITY AND SERVICE-LEARNING (CAS)

5 Term Overview - A student's personal choice and interests dictate chosen CAS activities – every student's experience of CAS will be different!

<table>
<tr><th>Term</th><th>Timetabled CAS opportunities</th><th>Self - led CAS ideas
(required for CAS Portfolio)</th><th>Minimum requirements</th><th>Term</th></tr>
<tr><td>1 - weeks 1 to 5</td><td>▪ Introduction to CAS
▪ Understand requirements and
▪ expectations
▪ Make activity choices to meet CAS leaning objectives
▪ Meet CAS supervisor
▪ Articulate desired outcomes</td><td rowspan="5">Explore CAS opportunities to be completed independently. Students will also choose a CAS project.

Independent activities can be for the long-term or may more intensive short-term placements

<u>Creative (NYAA possibilities):</u>
Engage with hobbies and activities of personal interest

<u>Activity (NYAA possibilities):</u>
Pursue a new sport or challenge yourself or become better in an existing one

<u>Service Learning (NYAA possibilities):</u>
Find ways to help others</td><td>Set up administrative documents
-Online personal record/Online reflections blog</td><td>1 - weeks 1 to 5</td></tr>
<tr><td>1 – week 6 onwards</td><td rowspan="3"><u>Service Learning (NYAA possibilities):</u>
▪ The Learner Profile Award
▪ Communication Skills
▪ Dance in the Community
▪ Climate Force Group
▪ High Commissioner's Award
▪ Leadership
▪ International Outreach
▪ Lakeside Family Services
▪ Project 20:20
▪ Riding for the Disabled
▪ Sign Language
▪ The Bridge Project
▪ The Genesis School
▪ The Gurkha Reading Project
▪ The Lakeside Centre</td><td>Commence CAS activities Start critical reflection blogs
Introductory interview</td><td>1</td></tr>
<tr><td>2</td><td>At least one example of Creativity, Activity and Service learning has been completed and critically reflected upon</td><td>2</td></tr>
<tr><td>3</td><td>▪ Plan for Y12 Service and Expedition week in Term 3
Mid-stage CAS
▪ Interview
▪ CAS final reflection title chosen</td><td>3</td></tr>
<tr><td>4</td><td><u>Creative Opportunities:</u>
Documentary Film Making
MUN
Photography Survival
Cooking
<u>Activity Opportunities:</u>
Gym training
Lifesaving
Yoga</td><td>At least one example of Creativity, Activity and Service learning has been completed and critically reflected upon</td><td>4</td></tr>
<tr><td>5</td><td colspan="2">Completion of existing CAS activities.
Finalise critical reflections /write Final reflection</td><td>▪ Submit CAS Portfolio
▪ Final CAS interview</td><td>5</td></tr>
</table>

Contact for further information:
CAS Coordinator - Mr David Roberts: david.roberts@tts.edu.sg
NYAA Coordinator - Mr Pierre Dawson: pierre.dawson@tts.edu.sg

GCE ADVANCED LEVEL SUBJECT: English Language [AQA]

Overview

The English Language course aims to encourage students to explore their interest in the spoken and written English all around them. The course provides students with the tools with which to pick apart written and spoken texts, analysing the production and reception of language and its contexts. It also enables students to engage with the development and diversity of the English language over time, both personally and historically.

In the examination units, students learn to analyse real life texts exploring audience, purpose, genre, mode and representation. They also look at the different methods and theories associated with Child Development, including the ways in which we learn to communicate as children. Language diversity is explored in all its forms, giving students the opportunity to evaluate the effect of gender, age, location etc on language and to make value judgements on different modes of communication. Students are asked to understand and analyse different forms and genres and to demonstrate their learning through both analysing and recreating them.

The non-examination element of the course gives students the opportunity to independently develop an area of specific, personal interest and conduct a full Language Investigation, finding and analysing their own raw data. The second aspect of the coursework asks students to demonstrate their understanding of texts by being imaginative and creating one of their own.

This course complements the studies of modern foreign languages, linguistics, Latin, psychology and history. Although the reading requirement doesn't include novels, it is a good choice for students who enjoy reading texts such as web pages, magazine articles and newspapers; and who take a more analytical approach to studying texts. It is important to note that there is a lot of terminology to learn.

Course Description

Advanced 2 Specification Code : 7702

Unit Code	Unit Content	Assessment
Paper 1	***Language, the individual and society:*** ➢ Textual variations and representations ➢ Children's language development	2.5-hour exam Weighting: 40%
Paper 2	***Language diversity and change:*** ➢ An evaluative essay on language diversity or language change ➢ An analysis of two texts linked to the study of diversity and change ➢ A directed writing task based on the topic or ideas in the two texts	2.5-hour exam Weighting: 40%
Non-examination assessment	***Language in action:*** ➢ Language investigation ➢ A piece of original writing and commentary	Coursework portfolio Weighting: 20%

Opportunities

English Language is a highly regarded A-Level which builds a breadth of knowledge and a high level of competence in the analysis and expression of complex ideas in written English. It is therefore very useful for many career paths, including television and radio, movies, journalism, advertising, publishing, law as well as other employment that requires intelligence, excellent powers of analysis, ability to debate and good communication skills. Please note: a number of universities will not accept students onto English Literature courses if they have only studied English Language A-Level.

GCE ADVANCED LEVEL SUBJECT: English Literature [EDEXCEL]

Overview

This English Literature course aims to encourage students to develop their interest and enjoyment in literary studies through reading widely, independently and critically. Across the two year course, we study at least two prose, two plays (including one by Shakespeare) and a wealth of different poetry, including modern poetry written since 2000. The course also develops students' unseen analytical skills as well as comparative and discursive essays.

The examination assessments test a range of skills and require students to show a detailed knowledge and understanding of the texts, their contexts and the ways they could be interpreted by different readers. The internally assessed component (coursework) is based on the study of two texts from the same or different genres, chosen by the students in conjunction with their teachers. In all parts of the course, students will learn to apply different critical approaches to texts and develop their ability to construct a coherent argument.

Reading widely (both literary and critical texts) is important for success in this course.

This is an ideal course for students who are interested in discovering more about literature. It is a wise choice of course for those who like reading books and also for students who enjoy crafting and developing essay-style, analytical writing.

Course Description

Advanced 2 Specification Code : A701QSL

Unit	Unit Content	Assessment
Component 1	***Drama*** ➢ The study of either Shakespearean Tragedy or Comedy with showing enhanced understanding through critical essays ➢ The study of one other drama.	2.15-hour exam (Open Book) Weighting: 30%
Component 2	***Prose*** ➢ The study of two prose texts (one from pre-1900) within a theme, assessed through comparative essay writing.	1-hour exam (Open Book) Weighting: 20%
Component 3	***Poetry:*** ➢ Comparison of unseen poetry with prepared modern anthology poetry. ➢ Writing on prepared specified poetry collection work.	2.15-hour exam (Open Book) Weighting: 30%
Component 4	***Comparative:*** ➢ Students choose and write an extended comparative essay on two texts of their choice (in discussion with their teachers).	Coursework: 2500-3000 words Weighting: 20%

Opportunities

English literature is a highly regarded A-Level and a faciliating subject for university courses which builds a breadth of knowledge and a high level of competence in the analysis and expression of complex ideas in written English. It is therefore very useful for many career paths, including television and radio, movies, journalism, advertising, publishing, law as well as other employment that requires intelligence, excellent powers of analysis, ability to debate and good communication skills.

GCE AS/A2 SUBJECT: Film Studies [CCEA]

Overview

A-Level Film Studies (Moving Image Arts) is designed to deepen students' understanding, appreciation and enjoyment of film as an art form. The course introduces learners to film and media terminology and theory before moving on to study a range of film texts and movements deriving from a challenging variety of historical production contexts. Throughout the course learners engage with a wide range of films, television and new media texts, developing skills of observation, critical analysis and personal reflection, as well as enhancing their creativity and practical skills through the construction of audio-visual film and computer-based products. A variety of assessment methods are used, with the intention of producing imaginative, active learners and skilled film and media producers.

Course Description

Advanced Subsidiary Specification Code: 8466

Unit Code	Unit Content	Assessment
1	***Foundation Portfolio*** Coursework in which candidates produce a 4-minute live action or 2-minute animated film, accompanying Statement of Intention and Director's Notebook, which outline research, planning, working processes and a critical reflection.	Internal assessment Weighting: 60% AS 24% A-Level
2	***Critical Response Examination*** This unit focuses on two key aspects of Film Studies: ➢ Section A: Alfred Hitchcock and the Classical Hollywood Style. ➢ Section B: European Cinema and American Expressionism.	External Assessment (1.5 hrs) Weighting: 40% AS 16% A-Level

Advanced Specification Code: 8467

Unit Code	Unit Content	Assessment
3	***Advanced Portfolio*** Students produce the following coursework: ➢ An Illustrated Essay. ➢ A 7-minute narrative film or 3.5-minute animation and director's notebook. ➢ A reflective evaluation.	Internal assessment Weighting: 36% A-Level
4	***Critical Response Examination*** Students demonstrate knowledge and understanding of film concepts, contexts and production practices: ➢ Section A: Realism, Narrative and Visual Style. ➢ Section B: Creative Exercise. ➢ Section C: Comparative Analysis.	External assessment (2:15 hrs) Weighting: 24% A-Level

The Wider Curriculum

Film Studies is a subject that by its nature requires candidates to consider individual, moral, ethical, social, cultural and contemporary issues. With an emphasis on visual storytelling and aesthetics, it extends areas of experience covered in English literature and has close affinities with courses in the Arts.

Opportunities

GCE Film Studies (MIA) provides a suitable foundation for the study of Film Studies, Communication, Media and Advertising, or a range of combined higher education degree courses, such as Film and History, Film and Languages, or Film and English Literature. In addition, the specification provides a coherent, satisfying and valuable course of study for all candidates who are seeking a creative and practical educational experience at A-Level.

GCE AS/A2 SUBJECT: Mathematics [EDEXCEL]

Overview

The course is designed to develop students' understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment. It encourages students to develop their ability to reason logically and to acquire the skills needed to use technology effectively. A GCE in Mathematics is widely recognised in many different fields of study and has been shown to enhance students' career prospects.

Course description

This course caters for students with a good background in Mathematics who are competent in a range of analytical and technical skills. The majority of these students will be expecting to follow a university course where Mathematics is used to support the subject area, for example, courses such as medicine, biology, chemistry, business, psychology, or ICT. Others may take this subject because they have a strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems and would like to take it further than IGCSE.

The course covers seven broad areas of Mathematics. You will have learnt the basics of algebra, trigonometry, statistics and probability and you may have been introduced to vectors and calculus, though in less detail. All are fundamental mathematical tools used for solving many important problems.

Advanced Specification Code: 9Ma0

The course is fully linear with all exams in Year 13. Students will be assessed by three exams.

Pure Mathematics Paper 1	33%; 2 hours; 100 marks	Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, vectors
Pure Mathematics Paper 2	33%; 2 hours; 100 marks	Proof, algebra and functions, coordinate geometry, sequences and series, trigonometry, exponentials and logarithms, differentiation, integration, vectors
Mechanics and Statistics	33%; 2 hours; 100 marks	Statistics: statistical sampling, data presentation, probability, statistical distributions, statistical hypothesis testing Mechanics: quantities and units in mechanics, kinematics, forces and Newton's laws, moments

The exams contain 50% of questions which assess the application of standard techniques. The rest of the questions will assess problem solving, communication, proof, and modelling. Lesson activities will reflect the dual focus on standard techniques and applying learning to unfamiliar situations.

Students are required to use a Graphic Display Calculator (GDC) throughout the course and during their exams. At Tanglin we use the **TI-nSpire CX** and all students are expected to buy this particular model. It is available for sale in the school shop. The GDC will be necessary in all three exam papers. This calculator will be needed to compute summary statistics, access probabilities from statistical distributions, and calculate using an iterative rule.

Course Requirements

The student must be given the appropriate DOE endorsement and will expecting to achieve at least a grade 6 at IGCSE. For students who also wish to study the GCE Further Mathematics or GCE AS Further Mathematics, please read the next section.

Opportunities

An A Level in Mathematics is suitable for a wide range of university courses and future careers, for example the areas of business, finance, engineering, science, electronics, and computing. Students who study Mathematics GCE will find it compatible with the Physics GCE.

GCE AS/A2 SUBJECT: Further Mathematics [EDEXCEL]

Overview

The course is designed for exceptional Mathematics students who wish to take Maths as far as possible at Secondary School level. GCE Further Mathematics must be taken concurrently with GCE Mathematics.

Course Description

This course caters for students with a very good background in Mathematics who are confident in a range of analytical and technical skills. The majority of these students will be expecting to include Mathematics as a major component of their university studies, either as a subject in its own right or within courses such as economics, physics, engineering and technology. Others may take this subject because they have a very strong interest in Mathematics and enjoy meeting its challenges and engaging with its problems.

The course covers both pure and applied areas of Mathematics. You will have learnt the basics of algebra, trigonometry, statistics and probability and you may have been introduced to vectors and calculus, which will become important topics. All are fundamental mathematical tools used for solving many important problems.

All Further Mathematics students will start out with common teaching in Year 12. At the beginning of Year 13, a decision will be made to enter the student for AS Further Mathematics or A Level Further Mathematics at the end of Year 13.

Advanced Subsidiary Specification Code: 8FM0

Further Pure Mathematics Paper 1	50%; 1 hour 30 minutes; 75 marks	Proof, complex numbers, matrics, further algebra and functions, further calculus, further vectors
One additional unit from those listed below.		

Advanced Specification Code: 9FM0

	Further Pure Mathematics Paper 1	25%; 1 hour 30 minutes; 75 marks	Proof, complex numbers, matrics, further algebra and functions, further calculus, further vectors
	Further Pure Mathematics Paper 2	25%; 1 hour 30 minutes; 75 marks	Complex numbers, further algebra and functions, further calculus, polar coordinates, hyperbolic functions, differential equations
Two of these three units	Further Statistics	25%; 1 hour 30 minutes; 75 marks	Linear regression, discrete statistical distributions, continuous statistical distributions, correlation, hypothesis testing, chi squared test
	Further Mechanics	25%; 1 hour 30 minutes; 75 marks	Momentum and impulse, collisions, centres of mass, work and energy, elastic strings and springs
	Decision Mathematics	25%; 1 hour 30 minutes; 75 marks	Algorithms and graph theory, algorithms on graphs, critical path analysis, linear programming

The exams contain 50% of questions which assess the application of standard techniques. The rest of the questions will assess problem solving, communication, proof, and modelling. Lesson activities will reflect the dual focus on standard techniques and applying learning to unfamiliar situations.

Students are required to use a Graphic Display Calculator (GDC) throughout the course and during their exams. At Tanglin we use the **TI-nSpire CX** and all students are expected to buy this particular model. It is available for sale in the school shop. The GDC will be necessary in all exam papers. This calculator will be needed to compute summary statistics, access probabilities from statistical distributions, calculate using an iterative rule, and perform operations with matrices.

Course Requirements

The student must be given the appropriate DoE endorsement with a teacher recommendation and will be expecting to achieve grade 8 or 9 at IGCSE and an A grade at Additional Maths FSMQ.

Opportunities

An A Level in Mathematics is suitable for a wide range of university courses and future careers, for example the areas of business, finance, economics, engineering, science, electronics and computing. Further Maths A-Level will give students an excellent foundation for Maths and Engineering degrees. Students who study Mathematics GCE will find it compatible with the Physics GCE.

GCE ADVANCED LEVEL SUBJECT: Biology [CAMBRIDGE INTERNATIONAL]

Overview

An understanding of the principles of Biology has become increasingly important in the modern world, to enable us to make informed choices about our personal health and to interact with the natural environment in a sustainable manner. This practical importance, combined with our natural curiosity about ourselves and other organisms with which we share our planet, are just some of the reasons why Biology is a popular choice at A-Level. It is also a subject in which transferable skills are developed that can be applied in other areas of study.

The course is a natural progression from IGCSE and is taught by highly experienced and specialist staff. Biology students will develop their practical and investigatory skills, together with an ability to critically analyse data. As part of the course students will undertake a compulsory residential biology fieldwork expedition to get first-hand experience of the range of ecosystems that exist within the region. We aim to encourage students to become informed about and to appreciate the biodiversity within South East Asia. *Attendance on this trip is compulsory*. The course not only develops an understanding of the subject but also skills, learners are encouraged to be confident, responsible, reflective, and innovative and engaged.

Course Description

Specification Code : 9700

AS Biology (Year 12)	A2 Biology (Year 13)
1) Cell Structure	11) Immunity
2) Biological molecules	12) Energy and respiration
3) Enzymes	13) Photosynthesis
4) Cell membranes and transport	14) Homeostasis
5) The mitotic cell cycle	15) Control and coordination
6) Nucleic acids and protein synthesis	16) Inherited change
7) Transport in plants	17) Selection and evolution
8) Transport inmammals	18) Biodiversity, classification and conservation
9) Gas exchange and smoking	19) Genetic technology
10) Infectious disease	
11) Immunity	

Assessment Structure

Paper	***Type of paper***	***Duration***	***Marks***	***Weighting (A-Level)%***	***Assessed***
1	Multiple Choice	1 hr	40	15.5	Year 12
2	AS Structured Questions	1 hr 15 mins	60	23	Year 12
3	Practical Exam	2 hrs	40	11.5	Year 12
4	A2 Structured Questions	2 hrs	100	38.5	Year 13
5	Planning, Analysis and Evaluation	1 hr 15 mins	30	11.5	Year 13

Papers 1,2 and 3 will be taken at the *end* of year 12 and papers 4 and 5 will be taken at the *end* of Year 13

Course Requirements

In addition to the DOE in Biology, a good track record in IGCSE Mathematics is recommended and an undertstanding that many aspects of the subject involve chemical concepts and principles. To study a Science subject in the sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing TTS students the DOE is a requirement. Students applying from outside TTS are likely to be asked to sit an entrance examination.

Opportunities

Biology is a subject that complements many other A-Level subjects. It is recognised as a contributing entry qualification for a wide range of higher education courses, for example, Biology, Environmental Science, Medicine, Nursing, Dentistry, Psychology, Pharmacology, Ecology, Genetics, Microbiology, Zoology, Botany, Marine Biology, Bio`medicine, Biotechnology and Bioinformatics.
The skills aquired in the course equip students with the ability to apply these in a number of fields many of them outside the field of science.

GCE ADVANCED LEVEL SUBJECT: Chemistry [EDEXCEL]

Overview

We live in an age dominated by science and technology. Continuing your study of science will help you appreciate the value of science to society, and how it may be used responsibly.

Chemistry is one of the key disciplines in science – often called the 'central science' as it overlaps with both Biology and Physics. It aims to explain the observable properties of matter using atomic and molecular theories.

Studying Chemistry will develop your practical skills, as well as your ability to think logically and critically about the underlying theory. The course is a combination of theory and discovery through practical investigations.

Course Description

Advanced 2 Specification Code : 9CH0

Unit Code	Unit Content	Assessment
1 9CH0/01	***Advanced Inorganic and Physcial Chemistry*** Atomic Structure and the Periodic Table, Bonding and Structure, Redox I and II, Inorganic Chemistry and the Periodic Table, Formulae, Equations and Amounts of Substances, Organic Chemistry I, Modern Analytical Techniques I, Energetics I and II, Kinetics I, Equilibrium I and II, Acid-base Equilibria, and Transition metal chemistry.	Written examination (1 hr 45 min) Weighting: 30% of the A-Level
2 9CH0/02	***Advanced Organic and Physical Chemistry*** Atomic Structure and the Periodic Table, Bonding and Structure, Redox I, Inorganic Chemistry and the Periodic Table, Formulae, Equations and Amounts of Substances, Organic Chemistry I, II and III, Modern Analytical Techniques I and II, Energetics I, Kinetics I and II, Equilibrium I and II, Acid-base Equilibria, and Transition metal chemistry.	Written examination (1 hr 45 min) Weighting: 30% of the A-Level
3 9CH0/03	***General and Practical Principles in Chemistry*** This paper may draw on any of the topics in Units 1 and 2 including synoptic questions. The paper will include questions that assess conceptual and theoretical understanding of experimental methods.	Written examination (2 hr 30 min) Weighting: 40% of the A-Level
9CH0/04	***Practical Endorsement*** This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills, assessed through a minimum of 12 practical activities.	To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements, as assessed by your teachers

Course Requirements

To study a Science subject in the sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing TTS students the DOE is a requirement. Students applying from outside TTS are likely to be asked to sit an entrance examination.

Opportunities

Course combinations – It can work in combination with any other subjects but Chemistry is considered essential for Medicine and for this it should be studied with Biology. Mathematical ability is also essential but studying A-Level Maths would not be essential. For Engineering, it can be combined with Physics and Maths.

Career path

Chemistry is recognised as an entry qualification for a wide range of higher education courses, including Chemistry, Environmental Science, Medicine and Pharmacy. Chemistry could also lead directly into employment - in the chemical industries or areas such as Pharmacy or Biotechnology.

GCE ADVANCED LEVEL SUBJECT: Physics [EDEXCEL]

Overview

Physics is one of the key disciplines in science, and aims to provide explanations for natural phenomena from the very big (motion of planets) to the very small (interactions of sub-atomic particles).

The A-Level course encourages students to develop their knowledge and understanding in Physics and, where appropriate, the applications of Physics, and the skills needed for the use of this in new and changing situations.

Study of Physics will develop your ability to think logically and apply mathematical techniques.

Course Description

Advanced 2 Specification Code : 9PH0

Unit Code	Unit Content	Assessment
1 9PH0/01	***Advanced physics 1*** – This unit involves the study of mechanics, electric circuits, electric and magnetic fields and nuclear and particle physics.	Written examination (1 hr 45 min) Weighting: 30% A-Level
2 9PH0/02	***Advanced physics 2*** – This unit involves the study of materials, wave sand the nature of light, thermodynamics, space, nuclear radiation, gravitational fields and oscllations.	Written examination (1 hr 45 min) Weighting: 30% A-Level
3 9PH0/03	***General and practical principles in physics*** – Synoptic and practical questions based on any aspect of the other two units.	Written examination (2hrs 30 min) Weighting: 40% A-Level
9PH0/04	***Practical Endorsement*** This qualification will give students opportunities to use relevant apparatus and techniques to develop and demonstrate specific practical skills, assessed through a minimum of 16 practical activities.	To achieve a pass, students must demonstrate that they are competent in all of the practical skills listed in the subject content requirements, as assessed by your teachers

Teaching outline:

Year 12	Content	Year 13	Content
Term 1	➢ Mechanics ➢ Materials	Term 1	➢ Electric fields ➢ Magnetic and gravitational fields ➢ Nuclear and particle physics
Term 2	➢ Electricity ➢ Waves	Term 2	➢ Nuclear radiation ➢ Thermal physics ➢ Space ➢ Oscillations
Term 3	➢ The nature of light and quantum physics. ➢ Further mechanics	Term 3	➢ Revision + exams

Course Requirements

To study a Science subject in the sixth form, it is necessary that the applicant can demonstrate competence in the subject up to (I)GCSE level or similar. For existing TTS students the DOE is a requirement, while a good track record in Maths is recommended. Students applying from outside TTS are likely to be asked to sit an entrance examination.

Opportunities

Course combinations: Students who study Physics A Level must also study Mathematics at A Level. Other complimentary subjects include Chemistry, Biology, Geography, Art and Further Maths.

Career path

Physics is recognised as an entry qualification for a wide range of Higher Education courses, ranging from Physics, the Sciences, Medicine to Engineering. Physics could also lead directly into employment - in the areas of radiography, and biotechnology for example.

GCE ADVANCED LEVEL SUBJECT: Chinese [EDEXCEL]

Overview

This new course encourages students to develop understanding of the spoken and written forms of Chinese from a variety of registers, to communicate confidently, clearly and imaginatively in Chinese through both the spoken and written word, using increasingly accurate, complex and varied language. Exposure to authentic materials from a variety of media including magazines, literary works, films, television and the internet forms an integral element of the course.

Students will gain critical insights into contemporary China and into the cultural background and heritage of countries or communities where Chinese is spoken, and will develop positive attitudes to foreign language learning.

Topic areas for A-Level Chinese include aspects of Chinese society such as the importance of family, the world of work, media, music, traditions, tourism, techonology, economy, environment protection, history and politics.

The course also provides a suitable foundation for further study and/or practical use of Chinese as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

Course Description

Advanced Level Specification Code: 9CN01

Unit Code	Unit Content	Assessment
1 9CN0/01	***Listening, Reading and Translation*** Students will be assessed on their understanding of spoken and written Chinese from a variety of types of authentic texts and listening material, as well as their ability to translate from Chinese into English.	Listening & Written examination (2 hrs) Marks: 80 Weighting: 40% A level
2 9CN0/02	***Written response to works and translation*** Students will be assessed on how they can develop a detailed understanding and appreciation of the literary text and film studied, by writing a critical response related to features such as the form and the technique of presentation, key concepts and issues and the social context. They will also be assessed on their ability to translate from English to Chinese.	Written examination (2hrs 40 mins) Marks: 120 Weighting: 30% A Level
3 9CN0/03	***Speaking*** Students will be assessed on their ability to use a range of language accurately, communicate and interact effectively, summarise and analyse findings from written sources relating to their research subject, and show knowledge and understanding about the society and culture of the Chinese-speaking world.	Speaking assessment (16-18mins) Mark: 72 Weighting: 30% A Level

Opportunities

Course combinations- Any

In today's booming economy in Asia, particularly in China, the art of communication is a distinct and saleable asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where understanding a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, intelligence and law enforcement, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

GCE ADVANCED LEVEL SUBJECT: French [EDEXCEL]

Overview

This new course encourages students to develop understanding of the spoken and written forms of French from a variety of registers, to communicate confidently, clearly and imaginatively in French through both the spoken and written word, using increasingly accurate, complex and varied language. Exposure to authentic materials from a variety of media including magazines, literary works, films, television and the internet forms an integral element of the course.

Students will gain critical insights into contemporary France and into the cultural background and heritage of countries or communities where French is spoken, and will develop positive attitudes to foreign language learning.

Topic areas for A-Level French include aspects of French society such as the importance of family, the world of work, media, music, traditions, tourism, immigration, multiculturalism, the Vichy regime and politics.

The course also provides a suitable foundation for further study and/or practical use of French as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

Course Description

Advanced Level Draft Specification

U	Unit Content	Assessment
1	***Listening, Reading and translation*** Students will be assessed on their understanding of spoken and written French from a variety of types of authentic texts and listening material, as well as their ability to translate from French into English.	Listening & Reading examination (1h and 50m) Weighting: 40% A-Level
2	***Written response to works and translation*** Students will be assessed on how they can develop a detailed understanding and appreciation of the literary text and film studied, by writing a critical response related to features such as the form and the technique of presentation, key concepts and issues and the social context.	Written examination (2h 40 m) Weighting: 30% A-Level
3	***Speaking*** Students will be asked to show knowledge and understanding of the cultural context by giving ideas and information as well as discussing one of the course Themes and a researched subject of interest linked to a French social and cultural context.	Speaking examination (16 m) Weighting: 30% A-Level

Opportunities

Course combinations- Any

In today's globalised word, the art of communication is a distinct and tangible asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where speaking a foreign language is a highly desirable auxiliary skill. These include the media and journalism, government services, banking, intelligence and law enforcement, travel and tourism, publishing, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

GCE ADVANCED LEVEL SUBJECT: Spanish [EDEXCEL]

Overview

This new course encourages students to develop understanding of the spoken and written forms of Spanish from a variety of registers, to communicate confidently, clearly and imaginatively in Spanish through both the spoken and written word, using increasingly accurate, complex and varied language. Exposure to authentic materials from a variety of media including magazines, literary works, films, television and the internet forms an integral element of the course.

Students will gain critical insights into contemporary Spain and into the cultural background and heritage of countries or communities where Spanish is spoken, and will develop positive attitudes to foreign language learning.
Topic areas for A-Level Spanish include aspects of Spanish society such as the importance of family, the world of work, media, music, traditions, tourism, immigration, multiculturalism, history and politics.

The course also provides a suitable foundation for further study and/or practical use of Spanish as well as being a coherent, satisfying and worthwhile course of study for students who do not progress to further study in the subject.

Course Description

Advanced Level Draft Specification

U	Unit Content	Assessment
1	***Listening, Reading and translation*** Students will be assessed on their understanding of spoken and written Spanish from a variety of types of authentic texts and listening material, as well as their ability to translate from Spanish into English.	Listening & Reading examination (1h and 50m) Weighting: 40% A-Level
2	***Written response to works and translation*** Students will be assessed on how they can develop a detailed understanding and appreciation of the literary text and film studied, by writing a critical response related to features such as the form and the technique of presentation, key concepts and issues and the social context.	Written examination (2h 40 m) Weighting: 30% A-Level
3	***Speaking*** Students will be asked to show knowledge and understanding of the cultural context by giving ideas and information as well as discussing one of the course Themes and a researched subject of interest linked to a Spanish social and cultural context.	Speaking examination (16 m) Weighting: 30% A-Level

Opportunities
Course combinations- Any
In today's global village, the art of communication is a distinct and saleable asset, whichever career path you choose. Beyond the obvious careers requiring a foreign language as a primary skill such as interpreting and translating, there are many fields where speaking a foreign language is a highly desirable auxiliary skill. These include travel and tourism, publishing, the media and journalism, government services, banking, intelligence and law enforcement, fashion, import/export, law, the performing arts, medicine and research, international marketing and real estate.

GCE ADVANCED LEVEL SUBJECT: Geography [CIE 9696]

Overview

A-Level Geography is a perfect subject for students with an interest in current affairs and the world in which they live. Students will examine a balanced combination of physical, human and environmental themes and will be given the opportunity to apply practical fieldwork skills and collect primary data whilst on a residential trip in northern Thailand in Year 12. If you are interested in the processes that shape and influence the diverse natural environment, the issues of population change and migration, the economic forces that drive the world economy and have an appreciation of current events and world problems then Geography is for you.

Course Description

Cambridge A-Level Geography 9696

Unit Code	Unit Content	Assessment
Paper 1	***Core Physical Geography: Candidates will study the following topics*** ➢ Hydrology and fluvial geomorphology ➢ Atmosphere and weather ➢ Rocks and weathering	➢ Written examination 1 Hour 30 mins ➢ **Section A:** 3 data response questions ➢ **Section B:** 1 structured question from a choice of 3 ➢ **Weighting:** 50% AS Level/25% A Level
Paper 2	***Core Human Geography: Candidates will study the following topics*** ➢ Population ➢ Migration ➢ Settlement dynamics	➢ Written examination 1 Hour 30 mins ➢ **Section A:** 3 data response questions ➢ **Section B:** 1 structured question from a choice of 3 ➢ **Weighting:** 50% AS Level/25% A Level
AS Examinations: Paper 1 and **Paper 2** are completed at the end of Year 12		
Paper 3	***Advanced Physical Geography: Candidates will study TWO options*** ➢ Tropical environments ➢ Coastal environments ➢ Hazardous environments ➢ Hot and semi-arid environments	➢ Written examination 1 hour 30 mins ➢ Candidates answer questions on TWO of the optional topics - one structured question and one essay per topic ➢ **Weighting:** 25% A Level
Paper 4	***Advanced Human Geography: Candidates will study TWO options*** ➢ Production, location and change ➢ Environmental management ➢ Global interdependence ➢ Economic transition	➢ Written examination 1 hour 30 mins ➢ Candidates answer questions on TWO of the optional topics - one structured question and one essay per topic ➢ **Weighting:** 25% A Level

Course Requirements

The usual requirement for A-Level Geography is the DOE in Geography. However, students with a lively and enquiring mind, a willingness to explore new ideas and an interest in current affairs may be considered without IGCSE Geography. The nature of the subject, and its methods of assessment, is such that students need to have a sound level of both numeracy and literacy.

Opportunities

Course Combinations

Good course combinations with Geography include Biology, Economics, English, Mathematics and History.

Career path

Geography has never been so important to industry, commerce, economics and the environment. A-Level Geography enables students to develop a wide variety of transferable skills throughout the course that are in great demand from employers, universities and colleges. These include the collection, processing, interpretation and analysis of data and the effective communication of the findings through a variety of mediums. Literacy, numeracy, statistical and ICT skills, data handling, analysis and evaluation skills will all be enhanced through studying Geography.

GCE A2 SUBJECT: Politics [EDEXCEL]

Overview

The course aims to help students develop a critical awareness of the nature of politics, to acquire knowledge and understanding of the structures of authority and power within the UK and the USA and to understand the rights and responsibilities of individuals within their society. Furthermore the course aims to help students to extend their knowledge and understanding beyond the context of the political system, with specific regard to political ideologies and thought.

Course Description

Compone	Unit Content	Assessment
1	***UK Politics*** ➢ Democracy and participation ➢ Political parties ➢ Electoral systems ➢ Voting behaviour and the media ***Core Political Ideologies*** ➢ Conservatism ➢ Liberalism ➢ Socialism	**Two sections** Section A- UK Politics ➢ Two 30-mark questions Section B- Core Political Ideologies ➢ One 24 mark question
2	***UK Government*** ➢ The Constitution ➢ Parliament ➢ The Prime Minister and the Executive ➢ Relationships between the branches ***Non-core political ideas*** ➢ Nationalism	**Two sections** Section A- UK Government ➢ Two 30-mark questions Section B- Non-core political ideas ➢ One 24 mark question
3	***The USA*** ➢ The US Constitution and federalism ➢ US Congress ➢ US presidency ➢ US Supreme Court and civil rights ➢ Democracy and participation ➢ Comparative theories	**Three sections** Section A ➢ One 12-mark question Section B ➢ One 12-mark question based on comparative theories Section C ➢ Two 30 mark questions

Course Requirements

Independent reading and note-taking are essential for success, as is a commitment to keeping abreast of current affairs in the UK, the USA, Europe and the wider world.

Opportunities

Course combinations

Government and Politics works in combination with almost any subjects. There is an emphasis on how politics enters all spheres of life and therefore subject areas from PE, Geography and Science to Languages. There are clear links between History and Economics or Business Studies and English which will aide the study of each other.

Career path

Government and Politics offers a knowledge of the working of the modern world and as such lends itself to several career paths. Most notably these include politics, government, administration, research, journalism, media, law, philosophy and business.

GCE ADVANCED LEVEL SUBJECT: History [AQA]

Overview

The A Level course will enable students to explore the significance of events, individuals, issues and societies in History. It will also develop their ability to understand the different interpretations and representations of History and the nature of historical judgements.

The courses cover an exciting range of themes, concepts and topics, some more obviously related than others and aims to provide both depth and breadth. The course ranges from the early modern era to the twentieth century and covers the developments and or impacts of key ideological and historical changes that shaped these periods.

One unit will be coursework allowing students to truly enhance their ability to study independently in preparation for further education.

Course Description

A-Level Specification Code : AQA 7042

Unit Code	Unit Content	Assessment
1C	**Component 1: Depth Study** **The Tudors: England, 1485–1603** The study of significant historical developments over a period of around 100 years and associated interpretations. In this case, the hugely influential period of change in monarchic government in England. The changing relationship between church, state and parliament and the threats to stability and order from within and without.	Written exam: 2 hours 30 minutes three questions (one compulsory) 80 marks 40% of A-level **Two sections:** Section A – one compulsory question linked to historical interpretations (30 marks) Section B – two from three essays (2 x 25 marks)
Y219	**Component 2: Breadth Study** **International Relations and Global Conflict, c1890–1941** The study in depth of a period of major historical change or development and associated primary evidence. In this case, the enormous challenges to international relations and world stability brought about by the established and new nation states of the 19th century. The descent into the catastrophe of WW1 and then the attempts at restructuring, the lessons learnt and the failures to deal with old and new challenges of the 20th Century, culminating in another unprecedented conflict.	Written exam: 2 hours 30 minutes three questions (one compulsory) 80 marks 40% of A-level **Two sections:** Section A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks) Section B – two from three essays (2 x 25 marks)
Y319	**Component 3: Historical Enquiry** A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.	3000-3500 words 40 marks 20% of A-level marked by teachers moderated by AQA

Opportunities

Course combinations

History works particularly well with the Government and Politics and Philosophy courses and will combine effectively with Economics, Business Studies, Geography, Modern Foreign Languages and English. Its recognised academic status stands it in good stead with any combination.

Career path

History has clear links with careers in research and education as well as journalism, media and administration. The skills acquired are also highly favoured in law and accountancy.

GCE ADVANCED LEVEL SUBJECT: Business [Edexcel]

Overview

Business is designed to give students an understanding of the nature and problems of business by investigating the principles which govern business decisions and solutions to business problems. To understand how business organisations behave, and to study the problems faced, we must consider how efficient managers make decisions resulting in the production and sale of goods and services, what numerical and accounting skills are needed to handle information, as well as the consideration of a variety of economic, social and governmental constraints affecting the firm.

Business is thus of interest to students who are interested in the workings of business enterprises and the behaviour of people within them. Business activity provides the wealth which we enjoy as a nation, and it therefore provides an important focus for study. Since the specification covers a wide range of different topics, both theoretical and practical, it should appeal to a wide range of different interests.

Course Description

Advanced 2 Specification Code: 9BS0

Theme	Content
1	**Marketing & People** ➢ Meeting customer needs ➢ The Market ➢ Marketing Mix & Strategy ➢ Managing People ➢ Entrepreneurs & Leaders
2	**Managing Business Activities** ➢ Raising Finance ➢ Financial Planning ➢ Managing Finance ➢ Resource Management ➢ External Influences
3	**Business Decisions & Strategy** ➢ Business Objectives & Strategy ➢ Business Growth ➢ Decision Making Techniques ➢ Influences on Business Decisions ➢ Assessing Competitiveness ➢ Managing Change
4	**Global Business** ➢ Globalisation ➢ Global Markets & Business Expansion ➢ Global Marketing ➢ Global Industries & Companies

Assessment

Assessment consists of three externally assessed papers, all of which are completed at the end of Year 13. Paper 1 and 2 contain data response questions and an extended response question. Paper 3 is based on a pre-released context document issued in the preceding November.

Course Requirements

The nature of the subject, and its methods of assessment, are such that you need to have a sound level of numeracy and literacy. Students have to be able to write analytical answers to questions on a wide range of topics as well as being confident in their handling of numerical information.

Opportunities

There are a large number of Business based courses available at universities and other institutions. Business courses can be linked to accountancy, computing, food science, languages, mathematics and psychology amongst many other topics, and a similar diversity can be found linked to management studies and marketing degrees. In terms of career options, whilst the subject seems at first glance to presuppose a choice of career in business, its wide ranging nature and intellectual challenge make it an ideal choice for a student who is uncertain about his/her career choice.

GCE ADVANCED LEVEL SUBJECT: Economics A [AQA]

Overview

Economics studies the production of wealth within society, and its subsequent distribution between the different members of society. It focuses upon the economic choices that society makes and the problems which occur in creating and distributing output.

What this means in practice is that Economics studies the causes and possible solutions of many of the problems in today's society and many of the areas of conflict between people. An understanding of economics leads to a clearer understanding of many of the issues and problems that governments have to deal with, and an appreciation of the choices which societies make.

The subject often appeals to those who have some interest in current affairs or political matters or those who enjoy analysing the causes and solutions of problems.

This is a new, exciting and relevant course, which incorporates behavioural and financial economics at A-Level for the first time. The course investigates some challenging economic concepts and provides an excellent foundation for those students wishing to study a range of related subjects at university, including Economics.

Course Description

Advanced 2 Specification Code: 7136

Theme	Content
1	**Individuals, firms, markets & market failure** ➢ Economic Methodology & the Economic Problem ➢ Individual Economic Decision Making ➢ Price Determination in a competitive market ➢ Production, Costs & Revenue ➢ Perfect Competition, imperfectly competitive markets and monopoly ➢ The Labour Market ➢ The Distribution of income and wealth: poverty and inequality ➢ The market mechanism, market failure and government intervention in markets
2	**The National and International Economy** ➢ The measurement of macroeconomic performance ➢ How the macro economy works: the circular flow of income, AD/AS analysis and related concepts ➢ Economic Performance ➢ Financial Markets and monetary policy ➢ Fiscal Policy and supply-side policies ➢ The International economy

Assessment

Assessment consists of three externally assessed papers, all of which are completed at the end of Year 13. Paper 1 and 2 contain data response questions and an essay. Paper 3 examines all content through multiple choice questions and a case study.

Course Requirements

The nature of the subject, and its methods of assessment, are such that students need to have a sound level of numeracy and literacy. Students have to be able to write in extended prose, analyse information in numerical, graphical or textual form, and learn subject content thoroughly enough to be able to answer supported choice questions. For this course, **it is recommended that students have completed GCSE/IGCSE Economics.**

Opportunities

University courses range from the highly mathematical, to the courses which are more arts based and incorporate large elements of philosophical and political studies. Economics can also be studied at some universities in conjunction with ICT, Languages, History and Geography, or Science based courses such as Engineering.

Career opportunities for students with Economics-based degrees are many and varied within business, the civil service, journalism and education.

GCE ADVANCED LEVEL SUBJECT: Economics B [Edexcel]

Overview

This is a new course that replaces the previous Economics & Business Studies A-Level and is focused on the application of economic theory to the world of Business. This course builds knowledge of core microeconomic and macroeconomic concepts and investigates economic theory through real-world business and the environments in which they operate. An understanding of economics leads to a clearer understanding of many of the issues and problems that governments have to deal with, and an appreciation of the choices which societies make and how businesses will react to these challenges. This is a new course providing students with an opportunity to study both elements of Business and of Economics and would provide excellent foundation for those students wishing to study Business & Management related courses at university.

Course Description

Advanced 2 Specification Code: 9EB0

Theme	Content
1	**Markets, Consumers & Firms** ➢ Scarcity, choice & potential conflicts ➢ Enterprise, business & the economy ➢ Introducing the market ➢ The role of credit in the economy ➢ Market Failure & Government Intervention ➢ Revenue, costs, profits & cash
2	**The Wider Economic Environment** ➢ Business Growth & Comparative Advantage ➢ Firms, Consumers & Elasticities of demand ➢ Productive efficiency ➢ Life in a global economy ➢ The Economic Cycle ➢ Introduction to Macroeconomic policy
3	**The Global Economy** ➢ Globalisation ➢ Economic factors in business expansion ➢ Impact of globalisation on global companies ➢ Impact of globalisation on local and national economies ➢ Global labour markets ➢ Inequality & redistribution
4	**Making Markets work** ➢ Competition & Market power ➢ Market power & Market failure ➢ Market failure across the economy ➢ Macroeconomic policies and impacts on firms and individuals ➢ Risk and the financial sector

Assessment

Assessment consists of three externally assessed papers, all of which are completed at the end of Year 13. Paper 1 and 2 contain data response questions and two extended open response questions. Paper 3 examines all content through questions based on a pre-released context document issued in the preceding November.

Course Requirements

The nature of the subject, and its methods of assessment, are such that students need to have a sound level of numeracy and literacy. Students have to be able to write in extended prose, analyse information in numerical, graphical or textual form, and learn subject content thoroughly enough to be able to answer supported choice questions**.**

Opportunities

There are a large number of Economics & Business based courses available at universities and other institutions. Courses can be linked to accountancy/finance, computing, international relations, languages, mathematics and psychology amongst many other topics.

GCE ADVANCED LEVEL SUBJECT: Philosophy (AQA)

Overview

The course has been designed to provide students with a broad introduction to philosophy, both in terms of the history of the tradition and the skills of being a philosopher. This will enable them to develop a range of transferable cognitive and written skills that can be applied far beyond the study of the subject.

Among the many benefits, the course is designed to encourage candidates to gain a thorough grounding in key philosophical concepts and techniques; develop the ability to reason, form their own judgments, express themselves coherently and contribute to the process of debate. The course also will give the students the opportunity to engage with a historical important full-length philosophical text.

The courses primary focus will be on some of the most traditional questions in the history of philosophy: What can we know? Can the existence of God be proved? How do we make moral decisions? Are my mind and body separate?

Course Description

Specification Code: 2175

Year 12	Unit Content
Y12 Epistemology (Philosophical analysis of knowledge)	Students will explore: ➢ How do we justify what we claim to know? ➢ What do we experience and how does this serve as evidence of knowledge? ➢ What is knowledge and what does it mean to know something? ➢ Traditional responses to these questions from philosophers including Descartes, Berkeley, Hume and Russell
Y12 Ethics	Students will explore: ➢ How do we decide what it is morally right to do? ➢ What is the status of ethical language? ➢ Ethical thinkers ranging from Aristotle, to Kant, to Mill and Bentham

Year 13	Unit Content
Y13 Philosophy of Religion Students will explore: ➢ The concept of God ➢ Arguments for the existence of God ➢ The nature of Religious Experience	2 Written papers: 3 Hours each Weighting: 100% of A-Level All questions are compulsory Available June only
Y13 Philosophy of Mind Students will explore: ➢ What is the relationship between physical states and mental states?	

Course Requirements

This course is challenging but interesting and will require students to carry out additional reading.

Opportunities

Study of Philosophy at A-level is useful preparation for all degree level courses particularly the Sciences, Philosophy, Theology, Politics, English, Medicine, History and Law. Philosophy graduates are sought after for their critical thinking, research and persuasion skills, and have gone onto careers in the legal profession, publishing, journalism, computer programming, systems analysis, teaching and marketing.

GCE ADVANCED LEVEL SUBJECT: Psychology [EDEXCEL]

Overview

During the first year of the course you will develop an understanding of four approaches to psychology which have laid the foundations of modern psychological understanding. Within each approach you will discover a key topic of research, learn about important studies and find out how research is conducted. Practical work will involve planning, carrying out practical investigations and analysing data.

The second year of the course gives you an opportunity to study some uses of psychology in the real world and an understanding of how psychology is applied today. The final topic summarises the psychological skills and research methods covered throughout the qualification. In all areas, you will be encouraged to use recent evidence from events in the news.

Course Description

Advanced 2 Specification Code : 9PS01

Unit Code	Unit Content
1 **9PSO/01**	***Foundations in Psychology*** ➢ Social psychology: obedience, prejudice, personality and cultural influences on behaviour. ➢ Cognitive psychology: memory, memory deficits and the effect of age on the brain, ➢ Biological psychology: aggression, the brain, brain damage and the effects of the environment. ➢ Learning theories: classical and operant conditiong and social learning theory. ➢ Issues and debates
2 **9PSO/02**	***Applications of Psychology*** ➢ Clinical psychology: mental disorders (schizophrenia and anorexia nervosa). ➢ Health psychology: drug addiction (alcohol, heroin and nicotine).
3 **9PSO/03**	***Psychological skills*** ➢ Methods ➢ Synoptic review of studies ➢ Issues and debates

Assessment

Assessment consists of three 2 hour externally assessed papers, all of which are completed at the end of Year 13. Paper 1 contains multiple choice, short answer and extended response questions. Papers 2 and 3 contain data response, short answer and extended response questions.

Course Requirements

The nature of the subject, and its methods of assessment, are such that you need to have a sound level of science, numeracy and literacy. You do not need to have previously studied Psychology, although an interest in understanding human behaviour would be an advantage.

Opportunities

A Psychology degree can lead to many rewarding careers for people who want to do something that has a positive impact. Psychologists specialize in a host of different areas within the field such as forensic psychology, aviation psychology, neuropsychology, sports psychology and organisational psychology to name but a few. Psychology A-Level is also useful for any career where you interact with people. Occupations such as medicine, journalism, nursing and marketing all welcome trainees who have studied Psychology

GCE ADVANCED LEVEL SUBJECT: Computer Science [AQA] – 7517E

Overview

This new A-Level has been designed for students who wish to go on to higher education courses or employment where knowledge of Computing would be beneficial. As this is one of the new A-Level specifications all examinations will be taken at the end of Year 13.

Computer Science at A-Level is a creative and wide-ranging subject. It is about using sound underlying principles and clear logical thinking to design and build systems that really work. A Computer Science A Level gives you the opportunity to learn how modern computer and communication systems work, how they can be made to work better in future, and how they can be used to build the next generation of computing applications. The course is not about learning to use tools or just training in a programming language. Instead the emphasis is on computational thinking. Computational thinking is a kind of reasoning used by both humans and machines. Thinking computationally is an important life skill and means using abstraction and decomposition.

The study of computation is about what can be computed and how to compute it. Computer Science involves questions that have the potential to change how we view the world. This course, with its emphasis on abstract thinking, general problem-solving, algorithmic and mathematical reasoning, scientific and engineering-based thinking, is a good foundation for understanding these future challenges.

Course Description

Unit Code	Unit Content	Assessment
Paper 1	***Problem Solving, Programming, Data Representation and Practical Exercise*** Candidates demonstrate their knowledge of the fundamental principles of the subject, focusing on programming through a problem-solving scenario using pre-release material. Students will learn the VisualBasic.Net programming language.	Practical onscreen examination 2hr 30 Weighting: 40%
Paper 2	***Computer Components, The Stored Program Concept and The Internet*** Unit 2 focuses on the hardware and software aspects of Computing and the social and economic consequences of Computing.	written examination 2hr 30 min Weighting: 40%
Non-Examined Assessment	***Practical Programming Coursework Project*** The non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.	Extended piece of coursework Weighting: 20%

Course Requirements

The bias towards logic, problem solving and programming would suit students who have good mathematical skills. No prior study of Computer Science or ICT is necessary although the GCSE in Computer Science or knowledge of a programming language would be an advantage.

Opportunities

The GCE in Computer Science is an ideal foundation for further study in related subjects such as Computing, Information Systems, Multimedia, Internet Technology, Software Engineering, Computer Networking, e-Business and Information Management. It is also a superb complement to further studies in medicine, law, business, mathematics or any type of science.

GCE ADVANCED LEVEL SUBJECT: Drama & Theatre [EDEXCEL] 9DRO

Overview

The Advanced GCE in Drama and Theatre (9DR0) aims to encourage students to develop their interest and enjoyment in drama and theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject. Students will develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre. They will experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work.

The Advanced GCE in Drama and Theatre (9DR0) emphasises the practical, intellectual and artistic nature of the subject. The course demands a willingness from the student to develop their performance and/or theatre design skills, to work as a creative member of an ensemble and to reflect on their personal development as an artist. The course is delivered in a practical manner but all students must maintain a Journal that allows them to record and reflect on their personal development and document the theoretical strand of the syllabus; there are a range of creative and dramaturgical research assignments set during the course and students are also required to prepare themselves effectively for practical sessions.

Course Description

Component 1: Devising – 9DR0/01
Coursework. Internally assessed and externally moderated - 40%

Students are required to devise an original performance piece using a key extract from a play text as a stimulus and theatre practitioner. Both performer or designer routes are available. There are two parts to the assessment:

- *Students will be assessed on the final devised performance or design realisation*
- *A 2,500 – 3,000 word process portfolio*

Component 2: Text in Performance - 9DR0/02
Coursework. Externally assessed - *20%*

Students are required to:

- *Create a group performance realisation of one extract from a performance text*
- *Present a monologue or duologue performance from one extract from a performance text. (Both performer or designer routes are available.)*

Component 3: Theatre Makers in Practice 9DR0/03
Written examination: 2 hours 30 minutes - 40%

The examination will be in three parts:

- ***Section A: Live Theatre Evaluation***
  Students answer one extended response question from a choice of two requiring them to analyse and evaluate a live theatre performance they have seen.

- ***Section B: Page to Stage: Realising a Performance Text***
  Students answer two extended response questions based on an unseen extract from a play.

- ***Section C: Interpreting a Performance Text***
  Students will answer one extended response question Buchner's play "Woyzeck" demonstrating how their re-imagined production concept will communicate ideas to a contemporary audience.

Course Requirements

You will need to enjoy the processes of making theatre such as designing, directing, and performing, as well as the theory and practice upon which performance and production skills are based. You should be able to work collaboratively as the majority of the course content will be delivered through practical workshops, that are supported by independent work. You will need to be self-motivated and possess good time management skills and should be able to commit to rehearsals outside the normal school day. GCSE Drama is certainly valuable preparation for this course though it is not a requirement, however you may be asked to show your ability and passion for the subject by attending an interview or audition.

Opportunities: Course combinations include English, Psychology, Art and History. Potential career paths include Performing Arts & Media Industry, Law, Business, Teaching, Social work, Journalism.

GCE ADVANCED LEVEL SUBJECT: Art & Design [EDEXCEL]

Overview

The Art and Design specification enables students to develop:

- intellectual, imaginative, creative and intuitive capabilities
- investigative, analytical, experimental, practical, technical and expressive skills, aesthetic understanding and critical judgement
- independence of mind in developing, refining and communicating their own ideas, their own intentions and their own personal outcomes
- an interest in, enthusiasm for and enjoyment of art, craft and design
- their experience of working with a wide range of media
- an understanding of the interrelationships between art, craft and design processes and an awareness of the contexts in which they operate
- knowledge and experience of real world contexts in which they operate
- knowledge and experience of real world contexts and, where appropriate, links to the creative industries
- knowledge and understanding of art, craft and design and media and technologies in contemporary and past societies and cultures
- an awareness of different roles, functions, audiences and consumers of art, craft and design.

The disciplines associated with unendorsed art and design are very wide-ranging, and nearly without limit. At Tanglin these are typically painting and drawing, printmaking, sculpture, graphics, photography(digital) including Photoshop manipulation, textiles, ceramics and mixed media.

We run a short overseas residential trip usually in September. While not compulsory, we find this an excellent way of allowing the students to move beyond a GCSE mindset, be totally immersed in the subject and produce a body of work as a springboard to exploring a whole range of processes and techniques. Almost all students attend. The cost is often around $1300.

Course Description

Advanced 2 Specification Code : 9AD0

Unit Code	Unit Content	Assessment
9AD0/01	**Component 1 - Personal Investigation. This component incorporates:** ➢ Supporting studies and practical work which will form a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. ➢ A personal study of a minimum of 1000 words which shows evidence of contextual research and understanding, as well as critical analysis. the personal study comprises 12% of the total qualification. Work must cover all four of the assessment objectives.	Internally set Weighting: 60% of A-Level Internally assessed Externally moderated
9AD0/02	**Component 2 - Externally Set Assignment. This component incorporates two major elements:** ➢ Preparatory studies which will comprise a portfolio of practical and written development work based on the Externally Set Assignment. ➢ A 15-hour period of sustained focus, under examination conditions, where students produce a final outcome extending from their preparatory studies. Work must cover all four of the assessment objectives.	Externally set Weighting: 40% of A-Level Internally marked Externally moderated

Course combinations: Art and Design combines well with all other subjects at A2 Level. It can offer a creative/expressive contrast to other subjects.

Opportunities

University degree in all/any subject or an art related 18+ course and employment. Typical fields include fine art, graphics, fashion, product design, theatrical design, textiles, architecture, photography, advertising, marketing, ceramics, metalwork, education, curation, art history**,** but is also desirable in that it encourages creative approaches to problem solving, promotes dexterity and control on a practical level as well as a sequential development of ideas.

GCE ADVANCED LEVEL SUBJECT: Physical Education [EDEXCEL]

Overview

A-Level PE is an excellent course for those students with an enthusiasm and an interest in sport and learning how to enhance their own sporting performance. Students will learn about the science behind sports performance including exercise physiology, anatomy and biomechanics. Students will study how sports skills are learnt, the importance of psychology in facilitating elite level performers and teams, and the dynamic relationship between society and modern day sport.

As part of their coursework, students will perform in their chosen sport and demonstrate their skills while under pressure, in conditioned practice and a formal/competitive situation. They will be required to analyse their performance and investigate two components (physiological and technical or tactical) in order to evaluate the effectiveness of their own performance. In the second year, students will use this analysis to plan and implement a training programme aimed at optimising performance.

The course demands a willingness from every student to develop their practical performance through regular participation in their chosen sport, which can be within or outside of school.

Course Description

Unit	Content	Assessment
Component 1	**Scientific Principles of PE** ➢ Applied anatomy and physiology, including biomechanics ➢ Exercise physiology and applied movement analysis	Written examination (2 hr 30 min) 40% of A-Level
Component 2	**Psychological and Social Principles of PE** ➢ Skills acquisition ➢ Sports psychology ➢ Sport and society	Written examination (2 hr 30 min) 30% of A-Level
Component 3	**Practical Performance** ➢ Skills performed as a player/performer or coach	Internal Assessment – Subject to Moderation 15% of A-Level
Component 4	**Performance Analysis and Personal Development Programme** ➢ Performance analysis ➢ Personal Development Programme (PDP)	Internal Assessment – Subject to Moderation 15% of A-Level

Course Requirements

All students will benefit from holding a keen interest in sport and take part regularly in competitive/structured sport at some stage of the year. However, due to the academic nature of the course, students who do not participate in competitive sport to a high level still have the opporunity to achieve on this course. Studying GCSE PE is clearly an advantage, but is not a prerequisite.

Opportunities

This course places strong emphasis on science and academic rigour, and it will help students gain access to a wide range of possible career and higher education opportunities. Physical Education, supports applications for a wide range of university courses such as sports sciences, physiotherapy, teaching, sports management, recreation and leisure studies. Students may also choose to use their qualification to go straight into employment in the sport, exercise and health industries.

GCE ADVANCED LEVEL SUBJECT: Extended Project Qualification [AQA]

Overview

All students following the A-Level pathway will complete an Extended Project. This is an in-depth piece of research which involves either producing an essay (5000 words) or a product and 1000 word report. Also they will complete a production log and do a 20-30 minute presentation.

The aims of the Extended Project are to develop students skills in essential areas such as research, planning, analysis and evaluation. The development of these skills will help students with both their A-Level studies and their future studies at university.

Students shall begin working on their Extended Project during term 1 of Year 12 and it will be completed by the end of term 1 of Year 13. Students can produce a project on any topic but are strongly advised to do one which links to either their A-Level studies or their future university course.

The Extended Project is the equivalent of half an A-Level, i.e. an AS Level, with an A* grade possible.

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