CHARTERHOUSE
MALAYSIA

# A LEVELS SUBJECTS BOOKLET

2025-2026

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# Our Vision

**Nurturing critical & creative, curious & compassionate learners, able to thrive in an evolving future**

# Our Mission

**a school where academic excellence and human development go hand in hand.**

# Our Values

- Kindness
- Perseverance
- Open mindedness
- Moral courage
- Responsibility


**Future Ready *by* Design**

A LEVELS SUBJECTS BOOKLET

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# University Guidance at Charterhouse Malaysia: IGNITE

To prepare you for higher education and the future job market, a **Future Ready education programme** should focus on you developing and understanding of existing, potential, and self-created careers.

Our Charterhouse **IGNITE programme**, uses the lectures, seminars, workshops, courses, fairs, work experience, and internships to guide you along your chosen career pathway and support the development of the top 10 Future Job Skills:

**Analytical thinking and innovation - activities such as case studies and design thinking.**

**Active learning and learning strategies - activities like self-directed learning projects and personalised learning plans.**

**Complex problem solving - activities involving real-world simulations and project-based learning**

**Critical thinking and analysis - activities like debates and analysing case studies**

**Creativity, originality, and initiative - activities that include design challenges and entrepreneurship projects.**

**Leadership and social influence - activities such as student-led initiatives and community service projects.**

**Technology use, monitoring, and control - activities like online safety training and responsible social media use.**

**Resilience, stress tolerance, and flexibility - activities like mindfulness exercises and growth mindset activities.**

**Reasoning, problem solving, and ideation - activities such as brainstorming sessions and role-playing scenarios.**

Studying at Charterhouse Malaysia will equip you with the skills needed to succeed in the evolving jobs market. The IGNITE programme is designed to help you make informed decisions about your subject choices and give you the knowledge and skills to pursue your chosen path. If you have studied at Charterhouse Malaysia before, your previous experience within IGNITE can help guide you.

For newcomers, we provide early support in choosing subjects, with the flexibility to adjust your choices within the first month. We aim to ensure that you feel confident and excited about your subject choices and have the best chance to succeed in your chosen pathway.

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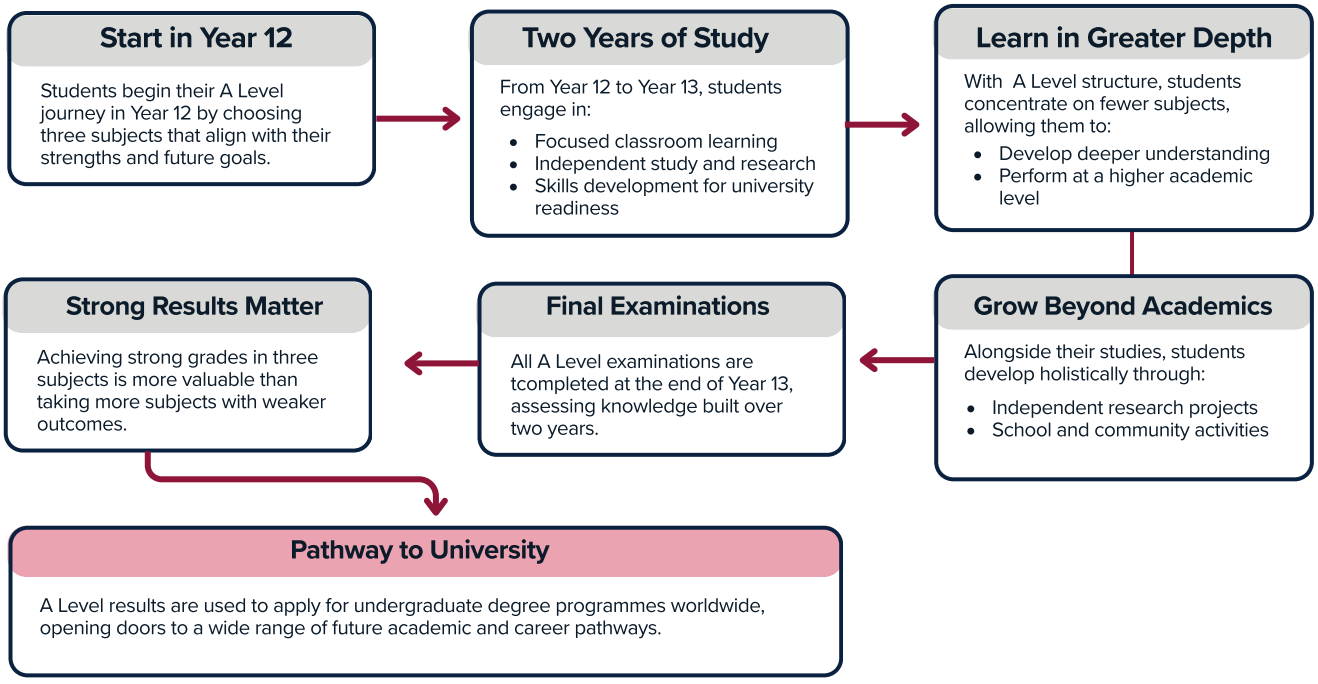
# What are GCE A-Levels?

A Levels are a set of academic qualifications pursued in the United Kingdom and many other countries to conclude secondary education. Students follow their chosen subjects over the two-year period starting in Year 12 - involving intensive study, research and independent learning - culminating in a set of examination at the end of their Year 13. The qualifications they receive are widely regarded as a gold standard.

The A Level programme of study is recognised by universities worldwide; students use the outcomes of their A Level examinations to apply for their undergraduate degree programmes. Choosing which A Level subjects to study is an important decision in a student's academic career.

With the advent of AS Levels, students often started out studying four A Levels before dropping one at the end of Year 12. In the UK, this modular approach has since been amended and all A Level students now only take linear exams at the end of Year 13. As such, the vast majority only take three subjects, which is all that the universities require. By far, it is more advantageous for a student to get three strong grades than four lower ones.

At Charterhouse Malaysia, we have also chosen to take the linear approach to A Level study. Not only does this allow students to focus on their chosen subjects in greater depth (and achieve higher grades), it also provides them with time to develop themselves more holistically, conducting independent research projects and participating in school and community activities, all of which gives them a better chance of success when applying for university courses or future career paths.



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# Which subjects can I choose?

Before deciding on which A Level subjects to study, it is important to research the requirements for the university course or career path that you are interested in pursuing.

Charterhouse Malaysia offers a wide range of subjects that will open the door to most academic university courses:

- English Literature
- Business Studies
- Economics
- Geography
- History
- Psychology
- Mathematics
- Further Mathematics
- Physics
- Biology
- Chemistry
- Computer Science
- Art & Design: Fine Art
- Art & Design: Graphic Communication
- Drama

In addition to the optional courses above, all students take the Independent Learning Project that can lead to an EPQ – Extended Project Qualification.

*Please note, subjects are offered on the basis of student interest. Generally, we require 5 students to run a course / open a class. If we are unable to achieve this for any particular subject, it is possible that it will not be added to the timetable. In this instance, students would be asked to choose another option from the same block.

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# Selecting your subjects

Choosing your subjects carefully is crucial for your academic success. Generally, it's wise to pick subjects you enjoy and are likely to excel in. However, some careers require specific subjects, so if you have a particular career path in mind, make sure you discuss your plans with a teacher in order to get the right advice for the university course you will need. Consider the following factors when making your decision:

## Your interest in the subject

Ask yourself whether a subject genuinely interests you and why. You should enjoy the subject matter and the skills involved. For example, does it require extensive writing, or is it more practical? Additionally, consider how the subject will be assessed, such as coursework or examinations.

## Your ability in the subject

Consider your strengths and weaknesses. Review your latest school report and exam results to determine which subjects you've been most successful in and why. Identify the skills that come more naturally to you.

## University course and career choices

It's essential to consider the implications of your chosen subjects for university courses and careers. Some subjects are required for specific degrees. If you're interested in studying in the UK, consult current university websites and prospectuses for guidance.

By carefully evaluating your interests, abilities, and future aspirations, you can make informed decisions about your subject choices and set yourself up for success in your chosen pathway.

Below are some examples of UK university courses, preferred A Level subject combinations, and potential careers.

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**University Course:**
## Medicine

**Preferred A Level combinations:**
Chemistry, Biology, and either Mathematics or Physics

**Possible Career:**
Doctor, Surgeon, Medical Researcher.

**University Course:**
## Engineering
(e.g., Mechanical, Civil, Electrical)

**Preferred A Level combinations:**
Mathematics, Physics, and one additional subject (e.g., Chemistry, Further Mathematics, or Computer Science)

**Possible Career:**
Engineer in various fields, Project Manager, Researcher

**University Course:**
## Economics

**Preferred A Level combinations:**
Economics, Mathematics, and one additional subject (e.g., Business Studies, History, or Geography)

**Possible Career:**
Economist, Financial Analyst, Policy Analyst

**University Course:**
## English Literature

**Preferred A Level combinations:**
English Literature, and two additional subjects (e.g., History, Spanish, or Psychology)

**Possible Career:**
Writer, Editor, Teacher

**University Course:**
## Psychology

**Preferred A Level combinations:**
Psychology, and two additional subjects (e.g., Biology, Mathematics, or English Literature)

**Possible Career:**
Psychologist, Counsellor, Researcher

**University Course:**
## Law

**Preferred A Level combinations:**
No specific requirements, but subjects like English Literature, History, or Economics can be useful.

**Possible Career:**
Solicitor, Barrister, Legal Advisor

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**University Course:**

## Computer Science

**Preferred A Level combinations:**
Computer Science, Mathematics, and one additional subject (e.g., Physics, Further Mathematics, or Chemistry)

**Possible Career:**
Software Developer, Data Analyst, Cybersecurity Specialist

**University Course:**

## Art and Design

(e.g., Graphic Design, Fine Art, Fashion)

**Preferred A Level combinations:**
Art and Design (specialism of choice), and two additional subjects (e.g., English Literature, Business Studies, or Computer Science)

**Possible Career:**
Graphic Designer, Fine Artist, Fashion Designer

**University Course:**

## Environmental Science

**Preferred A Level combinations:**
Geography, one science subject (e.g., Biology, Chemistry, or Physics), and one additional subject (e.g., Mathematics or Economics)

**Possible Career:**
Environmental Consultant, Conservation Officer, Sustainability Advisor

**University Course:**

## Sports Science

**Preferred A Level combinations:**
Biology, one additional science subject (e.g., Chemistry or Physics), and one additional subject (e.g., Mathematics or Psychology)

**Possible Career:**
Sports Scientist, Personal Trainer, Sports Coach

**University Course:**

## International Relations

**Preferred A Level combinations:**
History, one language (e.g., Spanish), and one additional subject (e.g., Economics or Geography)

**Possible Career:**
Diplomat, International Development Worker, Policy Analyst

**University Course:**

## Game Design

**Preferred A Level combinations:**
Computer Science, Art and Design (specialism of choice), and one additional subject (e.g., Mathematics, Physics, or English Literature)

**Possible Career:**
Game Designer, Game Developer, Game Artist

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**University Course:**
## Criminology

**Preferred A Level combinations:**
Psychology, one additional subject (e.g., Sociology, which may not be available, or History), and one other subject (e.g., English Literature or Mathematics)

**Possible Career:**
Police Officer, Probation Officer, Social Worker

**University Course:**
## Urban Planning

**Preferred A Level combinations:**
Geography, one additional subject (e.g., Economics, Mathematics, or History), and one other subject

**Possible Career:**
Urban Planner, Transport Planner, Sustainability Consultant

These are just a few examples, and specific requirements may vary between universities and courses, and countries. It's essential to research individual university requirements when choosing A Level subjects. The subject choice form at the end of this booklet also provides space for you to indicate career pathways and countries that you may wish to study in so that we may help you choose carefully.

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# How many subjects should I choose?

While most UK universities and courses typically require students to study only three A Levels, there are certain exceptions where four A Levels may be required or preferred. These exceptions tend to be in highly competitive courses or institutions. Some examples include:

## Mathematics and related courses

For courses like Mathematics, Further Mathematics, or courses with a strong mathematical component, some universities might require or prefer students to take both Mathematics and Further Mathematics A Levels, alongside two other subjects. This is particularly true for top-tier institutions like the University of Cambridge or the University of Oxford.

## Natural Sciences

For competitive science courses, such as those at the University of Cambridge, students might be encouraged to take four A Levels, including three science or mathematics subjects, to demonstrate a strong foundation in their chosen field.

## Medicine, Dentistry, and Veterinary Medicine

While most medical schools in the UK require three A Levels, including Chemistry and Biology, some highly competitive programmes or universities might prefer applicants with an additional A Level in a relevant subject, such as Physics or Mathematics.

It is important to note that these exceptions are not universal across all universities and courses, and requirements can vary. It is crucial to research the specific entry requirements for each university and course you are interested in applying to.

**Speak to your University Counsellor if you are considering more than 3 A levels**

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# Biology

**Exam Board:**
**Cambridge International AS & A Level Biology - 9700**

**Course structure:**
**MODULAR**

## Course Introduction

Cambridge International AS & A Level Biology develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

## Syllabus Overview

The Cambridge International AS & A Level Biology encourages learners to be:

| | |
|---|---|
| **Confident** | secure in their knowledge, keen to explore further and able to communicate effectively through the language of science |
| **Responsible** | developing efficient and safe scientific practices and working collaboratively with others |
| **Reflective** | able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment |
| **Innovative** | applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches |
| **Engaged** | applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches |

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## Course Aims:

- Acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
- Learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
- Develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness
- Develop effective scientific communication skills, using appropriate terminology and scientific conventions
- Understan\d their responsibility to others/society and to care for the environment
- Enjoy science and develop an informed interest in the subject that may lead to further study.

## Content Overview

AS Level: Paper 1, 2 & 3

A Level (A2): Paper 4 & 5

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# Assessment Overview

**Paper 1** — 1 hour 15 minutes

**Multiple Choice**

40 marks
40 Multiple-choice questions
Questions are based on the AS Level syllabus content.
Externally assessed
31% of the AS Level
15.5% of the A Leve

**Paper 2** — 1 hour 15 minutes

**AS Level Structured Questions**

60 marks
Structured questions
Questions are based on the AS Level syllabus content.
Externally assessed
46% of the AS Level
23% of the A Level

**Paper 3** — 2 hours

**Advanced Practical Skills**

40 marks
Practical work and structured questions
Questions are based on the practical skills in the Practical assessment section of the syllabus.
The context of the questions may be outside the syllabus content.
Externally assessed
23% of the AS Level
11.5% of the A Level

**Paper 4** — 2 hours

**A Level Structured Questions**

100 marks
Structured questions
Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.
Externally assessed
38.5% of the A Level

**Paper 5** — 2 hours

**Planning, Analysis and Evaluation**

30 marks
Questions are based on the practical skills of planning, analysis and evaluation.
The context of the questions may be outside the syllabus content.
Externally assessed
11.5% of the A Level

## Subject Content

### AS Topics

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

### A2 Topics

12 Energy and respiration
13 Photosynthesis
14 Homeostasis
15 Control and coordination
16 Inheritance
17 Selection and evolution
18 Classification, biodiversity and conservation
19 Genetic technology

Students starting in August 2025 will complete their A Level Biology course and sit the external examinations in June 2027

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# Business

**Exam Board:**

**Edexcel International AS & A Level Business – XBS11 and YBS11**

**Course structure:**

**MODULAR**

## Course Introduction

The Edexcel Business course prepares students develop a holistic understanding of business, develop quantitative skills which reflects today's global world and provides a real business focus.

## Syllabus Overview

The Edexcel International AS & A Level Business syllabus encourages learners to be:

| | |
|---|---|
| **Confident** | making decisions and analyzing business situations with assurance. |
| **Responsible** | understanding the impact of business on society and acting ethically in business practices. |
| **Reflective** | evaluating business decisions in various contexts. |
| **Innovative** | developing creative solutions to business challenges. |
| **Engaged** | exploring the dynamic nature of business in personal, local, and global contexts. |

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## Course Aims:

- Develop a critical understanding of business activity and its environments.
- Equip learners with analytical tools to evaluate business strategies.
- Enable effective communication of business ideas and concepts.
- Foster an awareness of ethical and social responsibilities in business.
- Provide a strong foundation for further study in business or related fields.

## Content Overview

**AS Level:**
Marketing
People
Finance
Resource Management
External Influences

**A Level (A2):**
The A Level course builds on AS concepts and focuses on:
Business Objectives and Strategy
Global Business


## Subject Content

Students starting in August 2026 will complete their AS A-Level Business course and sit AS external examinations in June 2027 and A Level exams in June 2028. The syllabus and case studies for this cohort are subject to updates by the exam board.

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# Assessment Overview

| Unit | IAS or IA2 | Assessment information | Number of raw marks allocated in the unit |
|---|---|---|---|
| Unit 1: Marketing and people | IAS | **Section A**: Short- and extended-response questions based on sources (30 marks).<br>**Section B**: Short- and extended-response questions based on sources (30 marks).<br>**Section C:** One 20-mark essay question, based on one or more sources (20 marks). | 80 marks |
| Unit 2: Managing business activities | IAS | Same as Unit 1. | 80 marks |
| Unit 3: Business decisions and strategy | IA2 | **Section A:** Short- and extended-response questions based on sources (40 marks).<br>**Section B:** One essay question, based on one or more sources (20 marks).<br>**Section C:** One essay question, based on one or more sources (20 marks). | 80 marks |
| Unit 4: Global business | IA2 | Same as Unit 3. | 80 marks |

Pearson Edexcel International Advanced Subsidiary in Business. This qualification consists of two externally-examined units. The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of two IAS units, Units 1 and 2. This qualification will contribute 50 per cent towards the International Advanced Level qualification.

Pearson Edexcel International Advanced Level in Business. This qualification consists of four externally-examined units. The International Advanced Level consists of the two IAS units (Units 1 and 2) plus two IA2 units (Units 3 and 4). Students will complete all four units.

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# Chemistry

**Exam Board:**

**Cambridge International AS & A Level Chemistry - 9701**

**Course structure:**

**LINEAR**

## Course Introduction

Cambridge International AS & A Level Chemistry develops a set of transferable skills including handling data, practical problem-solving and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

## Syllabus Overview

The Cambridge International AS & A Level Chemistry encourages learners to be:

| | |
|---|---|
| **Confident** | secure in their knowledge, keen to explore further and able to communicate effectively through the language of science |
| **Responsible** | developing efficient and safe scientific practices and working collaboratively with others |
| **Reflective** | able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment |
| **Innovative** | applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches |
| **Engaged** | developing an enquiring mind, keen to apply scientific skills in everyday life |

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# Course Aims:

- Acquire knowledge and understanding and develop practical skills, including efficient, accurate and safe scientific practices
- Learn to apply the scientific method, while developing an awareness of the limitations of scientific theories and models
- Develop skills in data analysis, evaluation and drawing conclusions, cultivating attitudes relevant to science such as objectivity, integrity, enquiry, initiative and inventiveness
- Develop effective scientific communication skills, using appropriate terminology and scientific conventions
- Understand their responsibility to others/society and to care for the environment
- Enjoy science and develop an informed interest in the subject that may lead to further study

# Content Overview

**AS Level: Paper 1, 2 & 3**
**A Level (A2): Paper 4 & 5.**

# Assessment Overview

**Paper 1** — 1 hour 15 minutes

**Multiple Choice**

40 marks
40 Multiple-choice questions
Questions are based on the AS Level syllabus content.
Externally assessed
31% of the AS Level
15.5% of the A Level

**Paper 2** — 1 hour 15 minutes

**AS Level Structured Questions**

60 marks
Structured questions
Questions are based on the AS Level syllabus content.
Externally assessed
46% of the AS Level
23% of the A Level

**Paper 3** — 2 hours

**Advanced Practical Skills**

40 marks
Practical work and structured questions
Questions are based on the practical skills in the Practical assessment section of the syllabus.
Externally assessed
23% of the AS Level
11.5% of the A Level

**Paper 4** — 2 hours

**A Level Structured Questions**

100 marks
Structured questions
Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.
Externally assessed
38.5% of the A Level

**Paper 5** — 1 hour 15 minutes

**Planning, Analysis and Evaluation**

30 marks
Questions are based on the practical skills of planning, analysis and evaluation.
The context of the questions may be outside the syllabus content.
Externally assessed
11.5% of the A Level

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# Subject Content

## AS Topics

1 Atomic structure
2 Atoms, molecules and stoichiometry
3 Chemical bonding
4 States of matter
5 Chemical energetics
6 Electrochemistry
7 Equilibria
8 Reaction kinetics
9 The Periodic Table: chemical periodicity
10 Group 2
11 Group 17
12 Nitrogen and sulfur
13 An introduction to AS Level organic chemistry
14 Hydrocarbons
15 Halogen compounds
16 Hydroxy compounds
17 Carbonyl compounds
18 Carboxylic acids and derivatives
19 Nitrogen compounds
20 Polymerisation
21 Organic synthesis
22 Analytical techniques

## A2 Topics

23 Chemical energetics
24 Electrochemistry
25 Equilibria
26 Reaction kinetics
27 Group 2
28 Chemistry of transition elements
29 An introduction to A Level organic chemistry
30 Hydrocarbons
31 Halogen compounds
32 Hydroxy compounds
33 Carboxylic acids and derivatives
34 Nitrogen compounds
35 Polymerisation
36 Organic synthesis
37 Analytical techniques

Students starting in August 2025 will complete their A Level Chemistry course and sit the external examinations in June 2027.

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# Computer Science

**Exam Board:**

**Cambridge International AS & A Level - Computer Science 9618**

**Course structure:**

**LINEAR**

## Course Introduction

Cambridge International AS & A Level Computer Science encourages learners to meet the needs of Higher Education courses in computer science as well as twenty-first century digital employers. It encourages learners to think creatively, through applying practical programming solutions, demonstrating that they are effective users of technology.

## Syllabus Overview

The Cambridge International AS & A Level Computer Science supports the development of learners who are:

| | |
|---|---|
| **Confident** | using a range of technology and programming paradigms. |
| **Responsible** | using a range of technology and programming paradigms. |
| **Reflective** | as programmers, improving their own programming solution. |
| **Innovative** | creating efficient solutions to problems |
| **Engaged** | in technology, how it is built and how software solutions are developed. |

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# Course Aims:

To enable students to develop:

- computational thinking skills
- an understanding of the main principles of solving problems using computers
- an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communication and people
- an understanding of the different methods of communication and the functionality of networks and the internet
- the skills necessary to apply this understanding to develop computer-based solutions to problems.

# Content Overview

At AS Level, learners will develop computational thinking through programming and problem-solving to address real-life problems, including data handling, networks, and understanding computer systems, security, and communication. At A Level, this extends to advanced data methods, Artificial Intelligence (AI), programming paradigms, recursion, and exception handling. Both levels emphasise practical skills and real-world applications in the digital industry.

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# Assessment Overview

## Paper 1 — 1 hour 30 minutes

**Theory Fundamentals**

75 marks
Paper 1 will assess sections 1 to 8 of the syllabus content.
Written paper.
Externally assessed. Candidates answer all questions.
Weighting:
50% of the AS Level
25% of the A Level

## Paper 2 — 2hour

**Fundamental Problem-solving and Programming Skills**

60 marks
Structured questions
Questions are based on the AS Level syllabus content.
Externally assessed
46% of the AS Level
23% of the A Level

## Paper 3 — 1 hour 30 minutes

**Advanced Theory**

75 marks
Paper 3 will assess sections 13 to 20 of the syllabus content.
Written paper.
Externally assessed. Candidates answer all questions.
Weighting:
25% of the A Level

## Paper 4 — 1 hour 30 minutes

**Practical**

75 marks
Paper 4 will assess sections 19 to 20 of the syllabus content, except for low-level and declarative programming.
Candidates will submit complete program code and evidence of testing.
Candidates will be required to use either Java (console mode), Visual Basic* (console mode), or Python (console mode) programming languages.
Externally assessed. Candidates answer all questions on a computer without internet or email facility.
Weighting:
25% of the A Level

# Subject Content

Learners study the following topics:

## AS Content

1 Information representation
2 Communication
3 Hardware
4 Processor Fundamentals
5 System Software
6 Security, privacy and data integrity
7 Ethics and Ownership
8 Databases
9 Algorithm Design and Problem-solving
10 Data Types and Structures
11 Programming
12 Software Development

## A Level Content

13 Data Representation
14 Communication and internet technologies
15 Hardware and Virtual Machines
16 System Software
17 Security
18 Artificial Intelligence (AI)
19 Computational thinking and Problem-solving
20 Further Programming

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# Drama

**Exam Board:**

**Cambridge AS & A Level Drama, 9482 (for examination in 2027-2029)**

**Course structure:**

**LINEAR**

## Course Introduction

Cambridge International AS & A Level Drama provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. As a subject, Drama is an excellent choice for cultivating learners' creativity, empathy, collaboration and communication skills.

## Syllabus Overview

The Cambridge AS and A Level Drama encourages learners to be:

| | |
|---|---|
| **Confident** | developing practical skills to deliver dramatic performance for an audience |
| **Responsible** | developing shared responsibility, working with others and understanding the power of drama to engage, influence and persuade reflective, engaging with performance processes, and using them to inform future practice |
| **Innovative** | creating original dramatic work and formulating imaginative responses to existing repertoire |
| **Engaged** | developing their enjoyment of drama as a means of nourishing their own continuing practical, intellectual and artistic growth. |

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# Course Aims:

The Cambridge AS and A Level Drama enables students to:

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

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# Assessment Overview

## Component 1

2 hour

**Written exam**

Duration: 2 hours
Marks: 60 marks
Candidates answer two questions:
one question from Section A and one question from Section B.
Open-book exam.
Externally assessed.
Weighting:
50% of the AS Level
25% of the A Level

## Component 2

**Practical drama**

Marks: 60 marks
There are two compulsory parts: devising and performing.
Candidates work in a group to devise and perform a play based on the stimulus prescribed in the syllabus.
Two parts to the devising coursework:

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

Candidates work in a group to prepare and perform an extract from a published play of their own choice.
One part to the performing coursework:

- 10–25 minute scripted performance

Internally assessed and externally moderated.
Weighting:
50% of the AS Level
25% of the A Level

## Component 3

**Theatre-making and performing**

Coursework
Marks: 60 marks
Two compulsory parts: devising and performing.
Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus.
Two parts to the devising coursework:

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

Candidates individually create a programme of thematically linked materials and perform it.
One part to the performing coursework:

- 6–8 minute individual performance

Internally assessed and externally moderated.
Weighting:
25% of the A Level

## Component 4

**Coursework**

Marks: 60 marks
Candidates explore performance texts, a theatre genre, a theatre practitioner's work or a performance style.
One part to the research coursework:

- 2500–3000 word research essay

Externally assessed.
Weighting:

- 25% of the A Level

will assess sections 13 to 20 of the syllabus content.
Written paper.
Externally assessed. Candidates answer all questions.
Weighting:
25% of the A Level

At AS Level, students focus on three key areas: 1) the exploration, interpretation and analysis of the potential of dramatic texts in a performance context, 2) the development of dramatic skills and their application to the process of devising based on a selected stimulus, and 3) the development of acting skills and their application to scripted performance.

At A Level, students focus on a further three key areas: 1) theatre-making and performance through the process of devising and presenting a piece inspired by a selected practitioner or tradition or style, 2) structuring individual performance work from materials on a chosen theme selected and linked by the student, and 3) exploration of and research into performance texts, practitioners, styles, and genres.

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# Economics

**Exam Board:**
**Cambridge International AS & A Level Economics - 9708**

**Course structure:**
**MODULAR**


## Course Introduction

Cambridge International AS & A Level Economics provides students with the tools to analyse economic theories, evaluate real-world issues, and develop informed perspectives on global economic policies and systems. The course emphasizes critical thinking, analytical skills, and problem-solving, making it ideal for progression to higher education or careers in business, finance, or public policy.

## Syllabus Overview

The Cambridge International AS & A Level Economics syllabus encourages learners to be:

| | |
|---|---|
| **Confident** | understanding and explaining complex economic principles with assurance. |
| **Responsible** | recognizing the societal impact of economic decisions and promoting sustainable growth. |
| **Reflective** | evaluating global economic systems and their implications. |
| **Engaged** | exploring the role of economics in everyday life and global issues. |

## Content Overview

### AS Level:

Learners explore the fundamental principles of economics, including:

- Basic Economic Ideas and Resource Allocation
- The Price System and Microeconomic Theory
- Government Intervention in the Market
- The Macroeconomy and Economic Indicators

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### A Level (A2):

The A2 component builds on AS knowledge, covering:

- Market Structure and Business Organization
- Macroeconomic Theory and Policy
- Trade, Globalization, and Economic Development
- Theory of the Firm and Resource Allocation

Students starting in August 2026 will complete their A-Level Economics course in June 2028, taking their AS Economics exams in 2027. The syllabus for this cohort will reflect the latest updates in global economic context.

# Assessment Overview

**Paper 1** — 1 hour

**AS Level Multiple Choice**

Marks: 30 marks
30 multiple-choice questions
Questions are based on the AS Level subject content.
Externally assessed.
Weighting:
33% of the AS Level
17% of the A Level

**Paper 2** — 2 hour

**AS Level Data Response and Essays**

Marks: 60 marks
Section A: one data response question (20 marks)
Section B: one essay from a choice of two focusing mainly on microeconomics; there are two parts to each essay question (20 marks)
Section C: one essay from a choice of two focusing mainly on macroeconomics; there are two parts to each essay question (20 marks)
Questions are based on the AS Level subject content.
Externally assessed.
Weighting:
67% of the AS Level
33% of the A Level

**Paper 3** — 1 hour 15 minutes

**A Level Multiple Choice**

Marks: 30 marks
30 multiple-choice questions
Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.
Externally assessed.
Weighting:
17% of the A Level

**Paper 4** — 2 hour

**A Level Data Response and Essays**

Marks: 60 marks
Section A: one data response question (20 marks)
Section B: one essay from a choice of two focusing mainly on microeconomics; the essay questions are unstructured with no parts (20 marks)
Section C: one essay from a choice of two focusing mainly on macroeconomics; the essay questions are unstructured with no parts (20 marks)
Questions are based on the A Level subject content; knowledge of material from the AS Level subject content is assumed.
Externally assessed.
Weighting:
33% of the A Level

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# Further Mathematics

**Exam Board:**

**Cambridge International AS & A Level - Further Mathematics 9231**

**Course structure:**

**MODULAR**

## Course Introduction

Cambridge International AS & A Level Further Mathematics develops transferable skills like logical thinking, accuracy, mathematical modelling, and analysis. These skills support A Level Mathematics, apply across subjects, and prepare learners for higher education or employment.

## Syllabus Overview

The Cambridge International AS & A Level Further Mathematics encourages learners to be:

| | |
|---|---|
| **Confident** | using and sharing information and ideas, and using mathematical techniques to solve problems. These skills build confidence and support work in other subject areas as well as in mathematics. |
| **Responsible** | through learning and applying skills which prepare them for future academic studies, helping them to become numerate members of society. |
| **Reflective** | through making connections between different branches of mathematics and considering the outcomes of mathematical problems and modelling. |
| **Innovative** | through solving both familiar and unfamiliar problems in different ways, selecting from a range of mathematical and problem-solving techniques. |
| **Engaged** | by the beauty and structure of mathematics, its patterns and its many applications to real life situations |

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## Course Aims:

To enable students to:

- further enhance mathematical knowledge and skills to build confidence, satisfaction, and enjoyment
- develop a deeper understanding of mathematical principles and appreciate mathematics as a logical and coherent subject
- expand the ability to apply mathematical skills to everyday situations and other subjects
- strengthen logical problem-solving, mathematical representation, and selection of appropriate methods
- gain the mathematical background needed for advanced study in mathematics or related subjects

## Content Overview

The course prepares students for undergraduate Mathematics, covering advanced calculus, polar coordinates, 3D vectors, eigenvectors, complex numbers, differential equations, hyperbolic functions, advanced statistics, and extended mechanics topics like circular motion and variable forces.

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# Assessment Overview

## AS Level Components

### Paper 1 — 2 hour

**Further Pure Mathematics 1**

Marks: 75 marks

- 6 to 8 structured questions based on the Further Pure Mathematics 1 subject content
- Answer all questions
- Written examination
- Externally assessed
- Weighting:
  - 60% of the AS Level
  - 30% of the A Level
- Compulsory for AS Level and A Level

### Paper 2 — 2 hour

**Further Pure Mathematics 2**

Marks: 75 marks

- 7 to 9 structured questions based on the Further Pure Mathematics 2 subject content
- Answer all questions
- Written examination
- Externally assessed
- Weighting:
  - 30% of the A Level
- Compulsory for A Level

## A Level Components

### Paper 3 — 1 hour 30minutes

**Further Mechanics**

Marks: 50 marks

- 5 to 7 structured questions based on the Further Mechanics subject content
- Answer all questions
- Written examination
- Externally assessed
- Weighting:
  - 40% of the AS Level
  - 20% of the A Level
- Offered as part of AS Level or A Level

### Paper 4 — 1 hour 30minutes

**Further Probability & Statistics**

Marks: 50 marks

- 5 to 7 structured questions based on the Further Probability & Statistics subject content
- Answer all questions
- Written examination
- Externally assessed
- Weighting:
  - 40% of the AS Level
  - 20% of the A Level
- Offered as part of AS Level or A Level

# Subject Content

## AS Level

1 Paper 1 – Further Pure Mathematics 1
2 Paper 4 – Further Probability & Statistics

## A Level

1 Paper 2 – Further Pure Mathematics 2
2 Paper 3 – Further Mechanics

It is expected that learners will have studied the majority of the Cambridge International AS & A Level Mathematics content.

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# History

**Exam Board:**

**Cambridge International AS & A Level History, 9489 (for examination from 2027 onwards)**

**Course structure:**

**MODULAR**


## Course Introduction

Cambridge International AS and A Level History explores the past from a diversity of perspectives, including social, economic, political and cultural. Learners develop transferable skills. These include the ability to evaluate historical evidence, present clear and logical arguments and assess different historical interpretations of an argument. Learners develop an understanding of historical concepts such as cause and consequence, and significance.

## Syllabus Overview

Our approach in Cambridge International AS and A Level History supports the development of learners who are:

| | |
|---|---|
| **Confident** | developing the ability to analyse, explain, interpret and evaluate historical issues and perspectives |
| **Responsible** | acquiring knowledge and skills through independent reading and enquiry |
| **Reflective** | recognising the complexities of the past and the significance of events, individuals and time periods and making links with new areas of historical study |
| **Innovative** | learning how to present clear, logical arguments and supporting their own judgements |
| **Engaged** | developing their interest in history and broadening their knowledge and understanding of different perspectives |

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# Course Aims:

The aims are to enable students to:

- expand their knowledge and understanding of key historical periods and events
- develop their interest in the past and an appreciation of the collective efforts and achievements that have shaped our present
- build confidence in working with historical concepts such as cause and consequence, change and continuity, similarity and difference, significance and interpretations
- appreciate the nature and diversity of historical sources available, and how historians use them
- develop independent thinking and make informed judgements on historical issues
- develop an empathy with people living in different places and in different time periods
- build a strong foundation of knowledge and skills for further study of history.

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# Content Overview

### AS Level:

Learners study one topic for Paper 1 and another for Paper 2 from the 'International history' option.

### A2 Level:

Learners study one further topic for Paper 3, choosing from: a) the origins of the First World War, b) the Holocaust, or c) the origins and development of the Cold War. For Paper 4, they study topics linked to the 'International history' option.

## AS Level Components

**Paper 1** — 1 hour 15 minutes

**Historical Sources**

Marks: 40 marks

- Candidates answer one two-part historical sources question on one of the options.
- Candidates answer both parts of the question they choose.
- Questions are based on the prescribed rotation of topics for paper 1 for the year of examination.
- Externally assessed.
- Weighting:
  - 40% of the AS Level
  - 20% of the A Level

**Paper 2** — 1 hour 45 minutes

**Outline Study**

Marks: 60 marks

- Candidates answer two two-part questions on one of the options.
- Candidates answer both parts of the questions.
- Questions are based on the prescribed rotation of topics for paper 2 for the year of examination.
- Externally assessed.
- Weighting:
  - 60% of the AS Level
  - 30% of the A Level

## A Level Components

**Paper 3** — 1 hour 15 minutes

**Historical Interpretations**

Marks: 40 marks

- Candidates answer one historical interpretations question on one of the topics given in the syllabus.
- Questions are based on the topics for paper 3.
- Externally assessed.
- Weighting:
  - 20% of the A Level

**Paper 4** — 1 hour 45 minutes

**Depth Studyobability & Statistics**

Marks: 60 marks

- Candidates answer two questions from a choice of three on one of the options.
- Questions are based on the topics for paper 4.
- Externally assessed.
- Weighting:
  - 30% of the A Level

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# Fine Art

**Exam Board:**

**Pearson Edexcel Level 3 Advanced GCE in Art and Design (Fine Art – 9FA0)**

**Course structure:**

**LINEAR**

## Course Introduction

The Pearson Edexcel A Level in Fine Art is designed to engage students in an aesthetic and intellectual exploration of traditional and digital media. The course focuses on developing students' imaginative, creative, and critical thinking skills, preparing them for further study in art-related fields or professional opportunities. Students will gain hands-on experience in painting, drawing, sculpture, printmaking, and lens-based media, enhancing their ability to communicate visually. Work is recorded in a series of personal sketchbooks alongside exhibition pieces, displayed at the end of the course.

## Syllabus Overview

The Fine Art syllabus emphasizes creativity, critical analysis, and the integration of contextual understanding. It encourages students to explore artistic concepts, techniques, and processes while fostering personal and meaningful responses to their environment and ideas.

| | |
|---|---|
| **Confident** | Expressing their ideas and artistic intentions boldly and independently. |
| **Innovative** | Experimenting with new techniques and interdisciplinary approaches |
| **Engagement** | Exploring the role of art in personal, social, and global contexts. |

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# Course Aims:

To enable students to:

- Develop imaginative, creative, and intuitive capabilities.
- Enhance investigative and analytical skills.
- Explore and apply knowledge of various artistic media and techniques.
- Understand the interrelationship between art and cultural, historical, and contemporary contexts.
- Create a personal and meaningful body of work that reflects their artistic journey

# Content Overview

### Component 1 – Personal Investigation

Students undertake a portfolio-based investigation that includes:

- Practical Work: Exploration of themes through painting, drawing, 3D work or mixed media.
- Personal Study: A 1000-3000 word analytical essay linking practical work to contextual studies.

### Component 2 – Externally Set Assignment

An externally set theme provides a starting point for a focused portfolio. Students will produce a final piece during a 15-hour supervised session.



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# Assessment Objectives

Students' work is evaluated using the following objectives:

**AO1**: Develop ideas through focused investigations and critical understanding.
**AO2**: Explore and refine materials, techniques, and processes.
**AO3**: Record ideas and observations relevant to artistic intentions.
**AO4**: Present a personal and coherent artistic response.

# Assessment Breakdown:

Students' work is evaluated using the following objectives:

- **Component 1: Personal Investigation (60%)**
- **Component 2: Externally Set Assignment (40%)**

# Subject Content and Skills

Disciplines in Fine Art:

- **Painting and Drawing**
- **3D**
- **Printmaking**
- **Lens-based Image Making**
- **Mixed media**

# Key Skills Developed:

- **Experimentation with traditional and digital media.**
- **Analysis of historical and contemporary artworks.**
- **Development of a critical vocabulary for discussing art.**
- **Collaboration and independent problem-solving.**

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# Graphic Communication

**Exam Board:**

**Pearson Edexcel Level 3 Advanced GCE in Art and Design (Graphic Communication 9GC0)**

**Course structure:**

**MODULAR**

## Course Introduction

The Pearson Edexcel A Level in Graphic Communication is designed to engage students in the exploration of visual communication through both traditional and digital media. The course focuses on developing students' creativity, technical skills, and ability to convey messages effectively. Work is documented through drawing, research and experimentation in sketchbooks, culminating in final pieces displayed at the end of the course. The Graphic Communication syllabus emphasises visual problem-solving, user-centered design, and creative experimentation. It encourages students to explore design principles, techniques, and emerging technologies while fostering an understanding of audience needs and responses.

## Syllabus Overview

| | |
|---|---|
| **Confident** | Expressing their ideas and artistic intentions boldly and independently. |
| **Innovation** | Experimenting with new techniques and interdisciplinary approaches. |
| **Engagement** | Exploring the role of design in personal, social, and global contexts. |

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# Course Aims:

To enable students to:

- Enhance investigative and analytical skills.
- Explore and apply knowledge of various artistic media and techniques and use problem solving techniques.
- Enhance technical abilities in both traditional and digital media.
- Understand the interrelationship between design and cultural, historical, and contemporary contexts.
- Produce effective and meaningful visual communication projects.

# Content Overview

### Component 1 – Personal Investigation

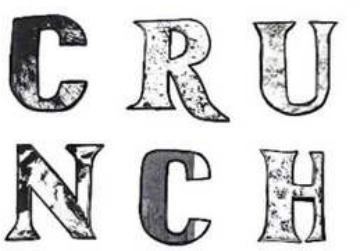
Students undertake a portfolio-based investigation that includes:

- Practical Work: Development of themes through advertising, branding, illustration, or information design using drawing as a core part of the design process.
- Personal Study: A 1000-3000 word analytical essay linking practical work to contextual studies.

### Component 2 – Externally Set Assignment

An externally set theme provides a starting point for a focused portfolio. Students will produce a final piece during a 15-hour supervised session.





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# Assessment Objectives

Students' work is evaluated using the following objectives:

**AO1:** Develop ideas through focused investigations and critical understanding.
**AO2:** Explore and refine materials, techniques, and processes.
**AO3:** Record ideas and observations relevant to artistic intentions.
**AO4:** Present a personal and coherent artistic response.

# Assessment Breakdown:

Students' work is evaluated using the following objectives:

- **Component 1: Personal Investigation (60%)**
- **Component 2: Externally Set Assignment (40%)**

# Subject Content and Skills

- Advertising: Students will explore how graphic communication conveys messages, builds brand identity and uses problem solving to meet design briefs.
- Illustration: Students will learn to create visuals that connect with narratives, meet client briefs, and serve diverse purposes in product design.
- Branding: Students will explore brand identity, sustainability, prototyping and packaging.
- Information Design: Students will understand typography, layout and digital graphics techniques.

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# English Literature

**Exam Board:**

**Cambridge International AS & A Level Literature in English - 9695**

**Course structure:**

**MODULAR**


## Course Introduction

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

## Syllabus Overview

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

| | |
|---|---|
| **Confident** | exploring texts and ideas with self-assurance, intellectual freedom and personal insight |
| **Responsible** | committing to their learning and developing approaches to critical analysis to better understand ideas of culture, context and the community |
| **Reflective** | considering literary ideas and concepts that are presented in a range of ever-changing contexts |
| **Innovative** | approaching tasks and texts with a combination of creative, original and flexible thinking |
| **Engaged** | recognising and interrogating the role literature plays in matters of personal, social and global significance |

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# Course Aims:

The aims are to enable students to:

- enjoy the experience of reading literature
- develop an appreciation of and an informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures
- communicate effectively, accurately and appropriately in written form
- appreciate the nature and diversity of historical sources available, and how historians use them
- develop the interdependent skills of reading, analysis and communication
  analyse and evaluate the methods writers use in creating meaning and effects
- analyse and evaluate the methods writers use in creating meaning and effects
- encourage wider reading and an understanding of how it may contribute to personal development
- build a firm foundation for further study of literature

# Content Overview

### AS Level:

Learners study three set texts – one each of Drama, Poetry & Prose – and prepare for one unseen text.

### A2 Level:

Learners study four further set texts – Shakespeare and Drama; Pre- and Post-1900 Poetry and Prose

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| Paper 1 | 2 hour |
|---|---|

**Drama and Poetry**

2 hours
50 marks
Candidates answer two questions: one question from Section A: Drama and one question from Section B: Poetry.
Externally assessed
50% of the AS Level
25% of the A Level

| Paper 2 | 2 hour |
|---|---|

**Prose and Unseen**

50 marks
Candidates answer two questions: one question from Section A: Prose and one question from Section B: Unseen.
Externally assessed
50% of the AS Level
25% of the A Level

| Paper 3 | 2 hour |
|---|---|

**Shakespeare and Drama**

50 marks
Candidates answer two questions: one question from Section A: Shakespeare and one question from Section B: Drama.
Externally assessed
25% of the A Level

| Paper 4 | 2 hour |
|---|---|

**Pre- and Post-1900 Poetry and Prose**

50 marks
Candidates answer two questions: one question from Section A: Pre-1900 Poetry and Prose, and one question from Section B: Post-1900 Poetry and Prose.
Candidates respond to both a poetry question and a prose question.
Externally assessed
25% of the A Level

## Subject Content

Students starting in August 2026 will complete their A Level Literature course and sit the external examinations in June 2028.

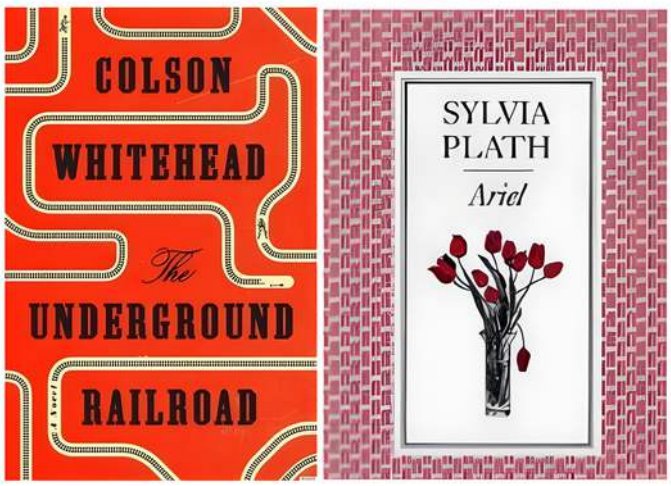
## Possible set texts to be studied in Literature:

**AS Level:**

The Tempest – William Shakespeare
Selected poems from Ariel – Sylvia Plath
The Underground Railroad – Colson Whitehead

**A2 Level:**

Set texts will be decided with students during AS.



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# Mathematics

**Exam Board:**

**Cambridge International AS & A Level - Mathematics 9709**

**Course structure:**

**MODULAR**

## Course Introduction

Cambridge International AS & A Level Mathematics develops transferable skills, including working with mathematical information, logical thinking, accuracy, mathematical modelling, analysing results, and reflecting on findings. These skills are applicable across various subjects and prepare learners for higher education or employment.

## Syllabus Overview

The Cambridge International AS & A Level Further Mathematics encourages learners to be:

| | |
|---|---|
| **Confident** | using and sharing ideas and techniques to solve problems builds confidence and supports work in mathematics and other subjects. |
| **Responsible** | through learning and applying skills which prepare them for future academic studies, helping them to become numerate members of society. |
| **Reflective** | through making connections between different branches of mathematics and considering the outcomes of mathematical problems and modelling. |
| **Innovative** | through solving both familiar and unfamiliar problems in different ways, selecting from a range of mathematical and problem-solving techniques. |
| **Engaged** | by the beauty and structure of mathematics, its patterns and its many applications to real life situations |

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# Course Aims:

To enable students to:

- Develop mathematical skills that build confidence and enjoyment.
- Understand mathematical principles and appreciate mathematics as a logical subject.
- Apply mathematics in everyday situations and other subjects.
- Analyse problems logically, represent them mathematically, and select appropriate solutions.
- Build a strong foundation for further study in mathematics or related subjects.

# Content Overview

The course enables students to understand and appreciate the foundations of Mathematics, including but not limited to algebra, trigonometry, calculus, geometry, numerical analysis, probability & statistics, and basic classical mechanics.

# Assessment Overview

The course enables students to understand and appreciate the foundations of Mathematics, including but not limited to algebra, trigonometry, calculus, geometry, numerical analysis, probability & statistics, and basic classical mechanics.

| **Paper 1** | 1 hour 50 minutes |
|---|---|

**Pure Mathematics 1**

75 marks
10 to 12 structured questions based on the Pure Mathematics 1 subject content
Written examination
Externally assessed
60% of the AS Level
30% of the A Level
**Compulsory for AS Level and A Level**

| **Paper 3** | 1 hour 50 minutes |
|---|---|

**Pure Mathematics 3**

75 marks
9 to 11 structured questions based on the Pure Mathematics 3 subject content
Written examination
Externally assessed
30% of the A Level only
**Compulsory for A Level**

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**Paper 4** 1 hour 15 minutes

**Mechanics**

50 marks
6 to 8 structured questions based on the Mechanics subject content
Written examination
Externally assessed
40% of the AS Level
20% of the A Level
**Offered as part of AS Level and A Level**

**Paper 5** 1 hour 15 minutes

**Probability & Statistics 1**

50 marks
6 to 8 structured questions based on the Probability & Statistics 1 subject content
Written examination
Externally assessed
40% of the AS Level
20% of the A Level
**Compulsory for A Level**

**Paper 6** 1 hour 15 minutes

**Probability & Statistics 2**

50 marks
6 to 8 structured questions based on the Probability & Statistics 2 subject content
Written examination
Externally assessed
20% of the A Level only
**Offered only as part of A Level**

# Subject Content

**Pure Mathematics**

- Paper 1: Pure Mathematics 1
- Paper 3: Pure Mathematics 3

**Mechanics**

- Paper 4: Mechanics

**Probability & Statistics**

- Paper 5: Probability & Statistics 1
- Paper 6: Probability & Statistics 2

A Level Further Mathematics students must take Paper 4 – Mechanics.

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# Media Studies

**Exam Board:**
**Cambridge International AS & A Level Media Studies - 9607**

**Course structure:**
**MODULAR**

## Course Introduction

Cambridge International AS & A Level Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives. Learners develop a set of transferable skills, including the skill of thinking critically about mediated information, understanding its rhetorical qualities, and being aware of the significance of its conditions of production and reception. Learners will also be able to practise this skill to communicate their own ideas in a variety of forms. These skills can be applied across a wide range of subjects and real-world situations.

## Syllabus Overview

The Cambridge International AS & A Level Media Studies encourages learners to be:

| | |
|---|---|
| **Confident** | using theoretical approaches to decode media texts and contexts, and applying systematic procedures to understand audience behaviour |
| **Responsible** | challenging ideas about the nature of the media and their effects, considering the social, cultural and ethical dimensions |
| **Reflective** | developing an awareness of personal assumptions and being prepared to adopt alternative positions in order to make sense of these |
| **Innovative** | using creative strategies to communicate ideas, to tell stories and to demonstrate aesthetic awareness |
| **Engaged** | by adopting a critical stance in relation to the media and its products, while retaining an appreciation of the complex pleasures for audiences and users |

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# Course Aims:

To enable students to:

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

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# Content Overview

Throughout the two years, learners will study the key concepts of Media Studies and apply this to one of the following areas of the media: Music, Print, Radio and podcasts, Video games.

## Component 1

**Foundation Portfolio**

50 marks
Candidates produce a media product that includes digital evidence of the process of their work and a creative critical reflection. Candidates work either individually or as part of a group to complete this coursework.
Internally assessed and externally moderated
50% of the AS Level
25% of the A Level

## Component 2

2 hour

**Media texts and contexts**

50 marks
**Section A: Media texts (25 marks)**
Candidates answer one question based on an unseen moving image extract.
**Section B: Media contexts (25 marks)**
Candidates answer one question from a choice of two questions.
Externally assessed
50% of the AS Level
25% of the A Level

## Component 3

**Advanced Portfolio**

50 marks
Candidates produce a campaign of media products, digital evidence of the process of their work and reflect upon their finished products, in the form of an evaluative essay of around 1000 words.
Candidates work either individually or as part of a group to complete this coursework.
Internally assessed and externally moderated
25% of the A Level

## Component 4

2 hour

**Critical Perspectives**

60 marks
Section A: Media debates (30 marks)
Candidates answer two from a choice of three questions.
Section B: Media ecology (30 marks)
Candidates answer one question.
Externally assessed
25% of the A Level

## Subject Content

Students starting in August 2026 will complete their A Level Media Studies course and sit the external examinations in June 2028.
The following are the key areas of media studies for the examinations and coursework:

**AS Level:**

- Media Text
- Technical Elements
- Media Contexts

**A2 Level:**

- Media Ecology and at least two of the following topics
- Media Regulation
- Postmodern Media

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# Music

**Exam Board:**
**Cambridge International A Level Music 9483**

**Course structure:**
**LINEAR**

## Course Introduction

The course fosters a broad appreciation of music through listening, composing, and performing, with an emphasis on both Western and non-Western styles. It promotes critical engagement, creativity, and interpretative skills, encouraging students to explore music in its cultural contexts. Learners are guided to communicate their understanding effectively, using evidence-based arguments. The course also equips students with aural and analytical skills for lifelong learning and prepares them for advanced studies in music.

## Course Aims

- Develop the ability to perform with technical control and interpretative insight.
- Nurture compositional creativity and originality.
- Enhance analytical skills for understanding music's historical and cultural contexts.
- Foster independent and collaborative learning in music-making

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# Syllabus Overview

- Performing – Solo and ensemble work evaluated for technique and interpretation.
- Composing – Original compositions reflecting creativity and understanding of styles.
- Appraising – Analytical study of set works and listening tasks exploring different music contexts.

# Content Overview

There are three routes for Cambridge International AS & A Level Music:

| Route | Paper 1 | Component 2 | Component 3 | Component 4 | Component 5 |
|---|---|---|---|---|---|
| 1 AS Level only (Candidates take all AS components in the same series) | yes | yes | **A Level candidates take two components from 3, 4 and 5.** | | |
| 2 A Level (staged over two years) - Year 1 AS Level | yes | yes | | | |
| Year 2 Complete the A Level | | | yes | yes | yes |
| 3 A Level (Candidates take all components in the same examination series) | yes | yes | yes | yes | yes |

# Assessment Objectives

**AO1 Listening**
Listen attentively and responsively, and communicate knowledge, understanding and musical insight.

**AO2 Performing**
Perform with technical, stylistic, interpretative and expressive control, and communicative awareness.

**AO3 Composing**
Compose with technical, stylistic, musical and expressive control, and communicative awareness.

**AO4 Critical reflection**
Make connections and reasoned judgements in listening, performing, composing, and critically reflect on these.

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# Physics

**Exam Board:**

**Cambridge International AS & A Level Physics - 9702**

**Course structure:**

**MODULAR**

## Course Introduction

Cambridge International AS & A Level Physics develops a set of transferable skills including handling data, practical problem-solving, and applying the scientific method. Learners develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness. They acquire the essential scientific skills required for progression to further studies or employment.

## Syllabus Overview

The Cambridge International AS & A Level Physics encourages learners to be:

| | |
|---|---|
| **Confident** | secure in their knowledge, keen to explore further and able to communicate effectively through the language of science |
| **Responsible** | developing efficient and safe scientific practices and working collaboratively with others |
| **Reflective** | able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment |
| **Innovative** | applying problem-solving skills to novel situations and engaging with new tools and techniques, including information technology, to develop successful approaches |
| **Engaged** | developing an enquiring mind, keen to apply scientific skills in everyday life. |

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# Content Overview

AS Level: Paper 1, 2 & 3
A Level (A2): Paper 4 & 5.

## Paper 1 — 1 hour 15 minutes

**Multiple Choice**

40 marks
40 multiple-choice questions
Questions are based on the AS Level syllabus content.
Externally assessed
31% of the AS Level
15.5% of the A Level

## Paper 2 — 1 hour 15 minutes

**AS Level Structured Questions**

60 marks
Structured questions
Questions are based on the AS Level syllabus content.
Externally assessed
46% of the AS Level
23% of the A Level

## Paper 3 — 2 hour

**Advanced Practical Skills**

40 marks
Practical work and structured questions
Questions are based on the experimental skills in the Practical assessment section of the syllabus. The context of the questions may be outside the syllabus content.
Externally assessed
23% of the AS Level
11.5% of the A Level

## Paper 4 — 2 hour

**A Level Structured Questions**

100 marks
Structured questions
Questions are based on the A Level syllabus content; knowledge of material from the AS Level syllabus content will be required.
Externally assessed
38.5% of the A Level

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# Subject Content

Learners study the following topics:

### AS Topics

1 Physical quantities and units
2 Kinematics
3 Dynamics
4 Forces, density and pressure
5 Work, energy and power
6 Deformation of solids
7 Waves
8 Superposition
9 Electricity
10 D.C. circuits
11 Particle physics

### A Level Content

12 Motion in a circle
13 Gravitational fields
14 Temperature
15 Ideal gases
16 Thermodynamics
17 Oscillations
18 Electric fields
19 Capacitance
20 Magnetic fields
21 Alternating currents
22 Quantum physics
23 Nuclear physics
24 Medical physics
25 Astronomy and cosmology

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# Psychology

**Exam Board:**

**Cambridge International AS & A Level, 9990 (for examination from 2027 onwards)**

**Course structure:**

**MODULAR**

## Course Introduction

Cambridge International AS & A Level Psychology encourages learners to think like psychologists. The syllabus provides opportunities to explore key concepts and debates that underpin the subject of psychology and to develop the skills of interpretation, application, analysis and evaluation while studying a range of stimulating topics and real-world issues.

## Syllabus Overview

The Cambridge International AS & A Level Physics encourages learners to be:

| | |
|---|---|
| **Confident** | communicating psychological ideas and arguments to others, and exploring contemporary social issues with maturity and insight |
| **Responsible** | considering the ethical and moral implications of what they learn and being able to apply it responsibly reflective, about one's own and others' behaviour and mental processes |
| **Reflective** | able to evaluate evidence to draw informed and appropriate conclusions and recognising that the applications of science have the potential to affect the individual, the community and the environment |
| **Innovative** | developing informed views about real-world issues, and an ability to think psychologically to understand problems and respond to different situations |
| **Engaged** | debating issues and using research findings to understand the world around them. |

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# Course Aims:

The aims are to enable students to develop:

- knowledge and understanding of psychological concepts, theories and research findings
- an understanding of psychological approaches, issues and debates and research methodology
- an awareness of the scientific method and range and limitations of psychological theory and practice
- improved skills in data analysis, evaluation and drawing conclusions
- an awareness of the relationships between psychological findings and everyday life
- an understanding of ethical issues in psychology
- an appreciation and understanding of individual, social and cultural diversity

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# Content Overview

**AS Level:** Learners study four psychological approaches: biological, cognitive, learning and social.
**A2 Level:** Learners study two additional specialist options from the following: Clinical psychology, Consumer psychology, Health psychology, Organisational psychology.

**All AS Level candidates take:**

**Paper 1** 1 hour 30 minutes

**Approaches, Issues and Debates**

60 marks
Section A: Short answer questions based on core studies (38 marks).
Section B: Extended response and essay questions, based on core studies (22 marks).
Externally assessed
50% of the AS Level
25% of the A Level

**And**

**Paper 2** 1 hour 30 minutes

**Research Methods**

60 marks
Section A: Short answer questions and scenario-based questions (46 marks).
Section B: A planning question divided into several parts (14 marks).
Externally assessed
50% of the AS Level
25% of the A Level

**A Level candidate also take:**

**Paper 3** 1 hour 30 minutes

**Specialist Options: Approaches, Issues and Debates**

60 marks
Candidates answer questions from two specialist options. Each specialist option is out of 30 marks.
Externally assessed
25% of the A Level

**And**

**Paper 4** 1 hour 30 minutes

**Specialist Options: Application and Research Methods**

60 marks
Section A: Candidates answer questions from two specialist options. Each specialist option is out of 18 marks.
Section B: A planning question divided into several parts (24 marks).
Externally assessed
25% of the A Level

# Subject Content

The course consists of approaches, issues and debates, and research methodology that underpin the study of psychology. These fundamental aspects of psychology are taught and assessed through 12 compulsory core studies and built upon further by exploring how psychology can be applied in a range of contexts – the specialist options.

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A LEVELS SUBJECTS BOOKLET 2025 - 2026