

Durham School for Girls, Doha



14

AS/A Level Options Booklet

2026-2027



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Welcome from the Head of Secondary

Choosing AS Level subjects is an important milestone in every student's educational journey. It represents the next step after IGCSEs and offers the opportunity to specialise in subjects that reflect personal strengths, interests, and future aspirations. This is an exciting time when students begin to shape their pathways towards university and beyond.

The transition from IGCSE to AS Level brings greater independence, responsibility, and academic challenge. Success at this stage forms the foundation for achieving the Thanaweya and for progression to A Level, university, and future careers. It is therefore vital that students make well-informed decisions based on their abilities, goals, and passions.

This booklet and the accompanying options guidance have been designed to support students and families in understanding the range of courses on offer and where each might lead. We encourage thoughtful discussion and careful consideration when finalising subject choices.

At DSGD, we are proud to provide a supportive, inclusive, and stimulating environment where every girl can achieve her potential. Our curriculum promotes intellectual curiosity, independence, and resilience—qualities essential for success both in further study and in life.

We expect our students to approach the AS Level programme with commitment, enthusiasm, and a strong sense of purpose. Regular attendance and sustained effort are key to achieving success, and we continue to expect at least 90% attendance from our girls.

We hope you find this booklet helpful as you make these important decisions, and we look forward to supporting you through the next stage of your academic journey.

Ms Wendy Jones
Vice Principal and Head of Secondary

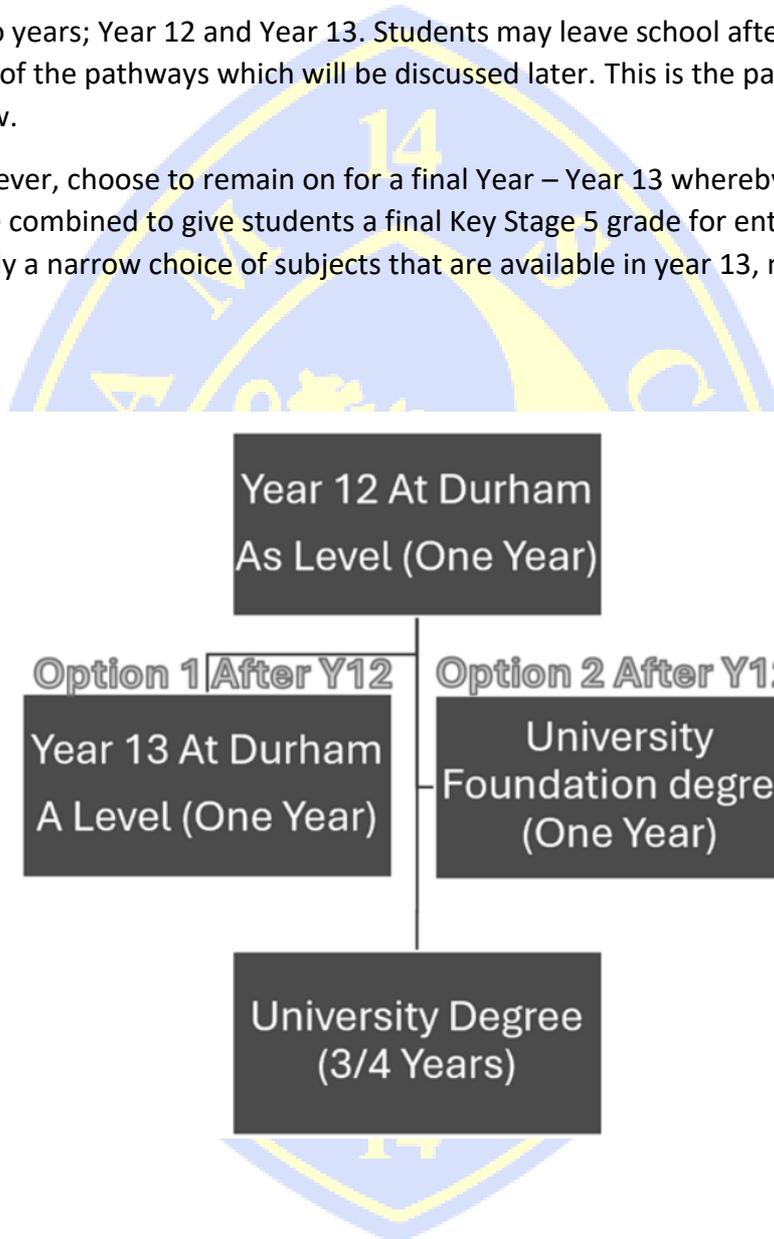
What is Sixth Form?

What we offer

Welcome to the next stage of your academic journey – selecting subjects for 6th form. The aim of this booklet is to give you a brief synopsis and general overview of the subjects offered at Durham School for Girls for Years 12 and 13. It aims to highlight minimum entry requirements, potential careers in these subject areas and associated information to help you make this very important decision.

6th form comprises two years; Year 12 and Year 13. Students may leave school after Year 12 and proceed to University using one of the pathways which will be discussed later. This is the pathway that the majority of DSGD students follow.

Students may also however, choose to remain on for a final Year – Year 13 whereby their grades in both Year 12 and Year 13 are combined to give students a final Key Stage 5 grade for entry to Third Level Education. We offer only a narrow choice of subjects that are available in year 13, maths and the 3 science subjects.



What are AS Levels and A Levels?

Students in sixth form will enter a programme of AS (Advanced Subsidiary) Levels and A (Advanced Levels). These are the traditional programmes of study, offered by British International Schools worldwide.

At Durham School for Girls, AS Examinations are usually held at the end of Year 12. Students will then have the option to continue their studies in some subject areas in Year 13 (A Level) as long as they have successfully passed these subjects at AS. The exception to this is **Arabic** where students will complete the AS Level examination in January and continue to complete the A Level in June. The exams are monitored and regulated by the UK Government by The Office of Qualifications and Examinations Regulation (OFQUAL).

AS Examinations are a one-year programme of study, most often assessed at the end of Year 12 in the format of a written assessment. Most students will leave school after Year 12; however, this is dependent on a variety of factors including meeting the requirements of the Thanweya at both IGCSE and AS/A level and their chosen university requirements.

AS and A Levels are approved by the Ministry of Education in Qatar. Exams are scheduled by the Exam Board and are non-movable. These usually take place between April and June of year 12.

The syllabus and exam content are standardised for all international students who take these qualifications, regardless of where they live. The exam schedule is prepared in the UK and examination times are fixed and set. This does mean that as a school we have no control over this and it is possible that in Year 12, some final papers could fall on a Friday, or a holiday.

Examination fees. AS and A Level exam fees are charged by the Examination Board and the cost for each exam is set in the UK. Exam fees are **not** included in DSGD school fees and parents will be charged per exam in addition to school fees. An approximate charge per exam is around 600 QR although this does differ from one subject to another.

Please note that all school fees must be paid in full before exam entries can be paid for.

The Ministry of Education Leavers Certificate Requirements
The 'Thanaweya'

At Durham School for Girls, we follow guidance provided by the Ministry of Education to ensure that students meet the requirements of the Thanaweya. There are several successful routes to achieve the Thanaweya, and both the IGCSE and AS / A Level components are of vital importance. We ensure that the curriculum offered is appropriate and therefore students will be placed on an individualised Pathway in Year 12 based on the number of IGCSEs that they achieve at a pass grade AND the grades they got. Please note that the pass grade is set by the Ministry of Education each year.

If your daughter does not meet the minimum requirements at the end of year 11, they may not be able to progress to year 12.

IGCSE	AS Level	A Level	Compulsory Subjects
7 IGCSE Passes	3 AS Level Passes	None	Islamic Studies (Ministry curriculum)
7 IGCSE Passes	1 AS Level Passes	1 A Level Pass	Islamic Studies (Ministry curriculum)
5 IGCSE Passes	4 AS Level Passes	None	Islamic Studies (Ministry curriculum)
5 IGCSE Passes	2 AS Level Passes	1 A Level Pass	Islamic Studies (Ministry curriculum)

In Year 12, all students will choose a minimum of 2 AS level option subjects that they will study alongside AS and A Level Arabic. Some students will study 3 AS level option subjects in addition to Arabic.

Durham School for Girls Code of Conduct and Values.

When entering Sixth form there is a standard of expectations from all students in Year 12 and Year 13. This is different to those expectations from previous years, you are now the oldest students in the school. To be regarded as young adults, you need to act like young adults who are role models within Durham School for Girls.

The MARK values are the code of the whole school community: staff, students and parents. These values underpin the core meaning of The Durham Family.

M	A	R	K
Moral Integrity	Ambition	Responsibility	Kindness
<p>We demonstrate a desire to do the right thing.</p> <p>We act in private as we do in public.</p> <p>We have the courage to say and do the right thing.</p> <p>We stand firm for what is right.</p> <p>We challenge things we think wrong and are open to challenge from others.</p> <p>We are accountable for failure as well as success, and do not allocate blame.</p> <p>We can be relied upon to do what is right.</p> <p>We demonstrate and promote honesty.</p>	<p>We achieve our goals by consistently working toward them.</p> <p>We go above and beyond the call of duty.</p> <p>We aim for the best in 'me and them' and take pride in all we do.</p> <p>We seek help and support before giving up and identify lessons in setbacks.</p> <p>We encourage all to develop maximum potential and support others to achieve.</p> <p>We embrace opportunities, challenge, and seek to develop our skills and talents.</p> <p>We identify opportunities for School Development.</p>	<p>We do what we say we will.</p> <p>We are punctual and prompt in all that we do.</p> <p>We use our resources responsibly, developing and caring for our environment.</p> <p>We act before being asked and consistently deliver on expectations.</p> <p>We prepare thoroughly for all tasks.</p> <p>We encourage autonomy in all and seek leadership.</p> <p>We acknowledge and seek to resolve problems.</p> <p>We pioneer better ways of doing things.</p>	<p>We are open and approachable to all.</p> <p>We welcome and listen to the opinions of others.</p> <p>We look to engage and involve all in the community.</p> <p>We attend to newcomers and those in need of help and build relationships actively.</p> <p>We are positive in responding to questions.</p> <p>We support each other and stand up for fellow colleagues and pupils.</p> <p>We acknowledge individual needs within the community.</p> <p>We speak positively of the School community.</p>

Attendance

Excellent attendance is obligatory when entering the Year 12 programme. Girls need to be responsible for being independent learners, following up on work, completing assignments and attending classes. The Ministry of Education and school have a minimum target of 90% attendance for every student.

The Curriculum

Students will study a minimum of 2 AS Level option subjects and a maximum of 3 AS Level option subjects in addition to Arabic AS and A Level and Islamic Studies. The majority of students will also complete examinations to gain the A Level in Arabic which supports their Thanaweya pass.

The following are **core subjects** and all students will study them:

Compulsory subjects for Year 12

- Arabic (AS Level – examined in January of Year 12)
- Arabic (A Level for the majority – examined in June of Year 12)
- Islamic Studies (Ministry curriculum)
- Two or three AS Level Option subjects (examined in June of Year 12)

Subject options for 2026/2027 academic year (pupils will study two or three options depending on their attainment at IGCSE)

- Art & Design
- Biology
- Business Studies
- Chemistry
- English General
- History
- IT
- Mathematics
- Physics
- Psychology
- Travel and Tourism

Study Periods

A Study Period is a new concept in Year 12 and you need to understand what it is. During your week you will study 3 or 4 subjects, attend form time where careers information will be shared as well as information about Unifrog and University applications. AS and A levels are more challenging, and to do well in the exams you will need to read and study independently. During the study periods you must be in the 6th Form study room, completing revision, homework or some type of academic work. This is not a lesson for you to chat with your friends, if you do not use these lessons properly, they will be taken from you.

Option Blocks 2026-27

OPTION BLOCK A	OPTION BLOCK B	OPTION BLOCK C	OPTION BLOCK D
Business Studies	Chemistry	Biology	Art and Design
Physics	English General	English General	Business Studies
Travel and Tourism	Psychology	IT	History
			Mathematics

The Options Process

- Consider your strengths and interests. Choose subjects you enjoy and excel at.
- Think about future career plans. Some university courses or career paths may require specific subjects.
- Balance your workload. Aim for a mix of subjects that challenge you without overwhelming your schedule.
- Seek advice. Talk to teachers and your parents for input and to support in your decision-making process.

Next Steps

Step 1:

- Read the booklet and see what excites you.
- Look at how the course is assessed – Course work or exams?
- Choose your options on what you like, what you are good at and what might be useful in the future.
- Talk to your teachers
- All students will select 3 options subjects in this process so that this information can be used for curriculum planning and timetabling.
- A full enrollment process will take place at the start of Term 1 when you reach year 12 and you know what you achieved in your IGCSE exams.

Step 2: Complete the options form and return to your form tutor by Thursday 19th February 2026

Step 3: You may be seen individually to discuss your options

Step 4: Work hard to achieve the best results that you can in Year 11.

Important Deadlines

- **Options Event** for parents and students with subject teachers: **Monday 2nd February 2026** (2.30pm-4.00pm)
- **Subject Selection Deadline: Thursday 19th February 2026**
- **Enrolment into Year 12:** Start of Term 1 (August/September 2026)
- **Start of AS Level Courses:** Start of Term 1 (August/September 2026)
- **Window for Option changes:** 3 weeks following the start of the course.

How to Choose AS Level Subjects

Choosing AS subjects is often one of the biggest decisions a student will make in their second level education lives.

At this point students often fall into three categories;

1. Students who know what University and/or programme of study they will complete at third level and are confident they will get the minimum entry requirements for these courses based on current attainment grades.
2. Students who know what University and/or programme of study they will complete at third level but are unlikely to get the minimum entry requirements for these courses based on current attainment grades and will therefore need to look for other alternatives.
3. Students who do not know which career they wish to pursue in third level education.

Students falling into category 1 who have a clear idea of the third level education direction they wish to pursue;

- Ensure that courses are well researched and that you select the subjects in AS that are appropriate.
- Websites like www.unifrog.org, www.ucas.com and <https://www.informedchoices.ac.uk/> are all very helpful.
- Please do ensure however that you keep your options open.
- Often students do change their minds after IGCSE examinations.

Students who fall into either categories 2 or 3 should consider the following;

- Research potential careers on either <https://www.informedchoices.ac.uk/> or www.unifrog.org.
- Speak with teachers, friends, tutor, Head of Year, parents and school guidance counsellor for advice.
- Consider subjects that you have an interest in and that you are likely to get good grades in.
- Choose subjects that can be accepted in a wide variety of courses such as Business Studies, IT, a science subject, Mathematics and English for example.

Frequently Asked Questions

- **Can I change my subjects later?** Subject changes may be possible in the first 3 weeks of the course, but are subject to availability in the class and school policy.
After this it will not be possible to change a subject, because too much learning time will have been lost, and you will not be able to catch up.
- **Are there prerequisites for some subjects?** At AS Level there are minimum grades that you must achieve for some subjects. Students meeting the requirements will get priority in the subject. For students accepted on to a course without the minimum requirements, an academic contract will be signed and the requirements of the contract met by the student to continue the course
- **Who can I contact for help?** Your form tutor, head of year and subject teachers are available to answer questions and provide guidance. Ms Rebecca Saunders (Deputy Head of Academics) oversees the curriculum, and she is also available to answer questions.
- **What if I'm unsure about my future career?**
If you're unsure about your future career, choose subjects that keep your options open and align with a broad range of career paths. You can also talk to our university and careers counsellor, who can help advise you.
- **Can I drop a subject?**
No. Research shows these students still don't perform any better in their other subjects. The learning habits and study skills that you develop as well as many other characteristics, such as resilience, problem solving and tenacity all come from sticking at something that you find challenging. We feel it is very important that you develop these characteristics and do not give up when learning is hard.
- **What if I struggle with a subject?**
Seek help from your teachers or tutors if you're struggling with a subject. They can provide additional support, resources, or alternative learning strategies to help you succeed.
- **How do I balance AS Level subjects with other commitments?**
Effective time management and organisation are key to balancing your academic studies with other commitments such as extracurricular activities and personal interests. Create a study schedule and prioritise your tasks to ensure you stay on track with your academic goals.
- Attendance and Academic progress are linked. Attendance should be 90 %+ to ensure academic success.
- **Can I take exams early?**
No. Every AS Level course has to be studied over a full academic year for a reason. It is not possible to learn everything that comes up in the exam in a shorter time.

Who can I talk to for advice?

- Subject teachers - they will be available at the Options event and in school at anytime
- Your form tutor
- Head of Year: Ms Fatma (fhashim@durhamqatar.com)
- Head of Sixth Form: Ms Majd (mnabtiti@durhamqatar.com)
- Deputy Head Academic: Ms. Rebecca (rsaunders@durhamqatar.com)
- Head of Secondary: Ms. Wendy (wjones@durhamqatar.com)
- University and Careers Counsellor: Ms. Sara (skurat@durhamqatar.com)
- Your parents

Information on AS and A Level Subjects

Subject: Arabic AS Level

Exam Board: Pearson Edexcel

Specification Code: WAA01/01

Course Aims:

The aims and objectives of this qualification are to enable students to develop:

- an understanding of a wide variety of complex reading texts for different purposes
- an understanding of standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts
- the ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices
- the ability to express themselves fluently, spontaneously and appropriately in a range of written context
- the skills necessary for further study or employment, either in Arabic-speaking countries or where Arabic is used as the main medium of communication for business and commerce
- an understanding of the nature of language in different cultural contexts in order to build up competence in written communication.

Content Overview:

The Pearson Edexcel International Advanced Subsidiary in Arabic and the Pearson Edexcel International Advanced Level in Arabic are part of a suite of International Advanced Level qualifications offered by Pearson.

Content overview

This unit consists of three sections:

Section A: Reading

Section B: Grammar

Section C: Essay

Assessment Overview:

IAS Unit 1: understanding and written response

Externally assessed Written examination : 2 hours and 30 minutes 80 marks	100% of the total IAS Level	50% of the total IA Level
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Assessment overview

Section A: Reading

Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. In addition, marks will be given for vocalization of text produced in response to one of the questions.

Section B: Grammar

Students will be assessed on their ability to manipulate Arabic language, grammar and lexis. They will be assessed on their ability to vocalize Arabic vowels and select the right word form over three distinct tasks focusing on a topic area to provide contextualization.

Section C: Essay

Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.

Arabic and Islamic studies are compulsory subjects for Arab and Qatari students, as it is essential for them to obtain their Thanaweya certificates.

Course Aims:

The Advanced Level specification requires students to:

- use the Arabic language to present viewpoints, develop arguments, analyse and evaluate in writing
- understand and apply the grammatical system and a range of structures in Arabic as detailed in Arabic unit content: Grammar list
- study aspects of contemporary society, cultural background and heritage of one or more of the Arabic-language countries or communities
- transfer meaning from English into Arabic.

The knowledge and understanding requirements of this Advanced Level specification are inextricably linked to the two language skills of reading and writing in Arabic in line with the requirements of the subject criteria.

Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification.

Content Overview:

The Pearson Edexcel International Advanced Subsidiary in Arabic and the Pearson Edexcel International Advanced Level in Arabic are part of a suite of International Advanced Level qualifications offered by Pearson.

Assessment Overview:**Unit code: WAA02\01**

Externally assessed

Written examination: 3 hours

80 marks

This paper mark is combined with the AS level paper mark to achieve the final A level grade (each has a 50% weighting)

Assessment overview

3 hour examination in three sections.

Section A: Translation

Students will be expected to undertake a short translation from English into Arabic.

Section B: Creative/Discursive Essay

Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively or discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.

Section C: Research-based Essay

Students must answer one question, in Arabic, that relates to a topic or a text chosen from the prescribed list featured in Section 2.4 (Set topics, texts and films). A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.

Course Aims:

Cambridge AS Level Art and Design is a rigorous course that challenges students to develop advanced practical skills, critical understanding and independent thinking through sustained creative practice.

Students following this course are expected to:

- Record confidently from first-hand observation, personal experience and other sources
- Develop an inquisitive, creative approach to research and problem-solving
- Communicate personal responses through technical control across a range of materials and processes
- Analyze, evaluate and apply concepts and techniques with increasing independence
- Articulate ideas using appropriate subject vocabulary
- Develop visual awareness, critical understanding and cultural awareness
- Build confidence and enthusiasm while developing personal artistic intentions
- Establish contextual understanding that supports reflective practice and critical thinking

This course supports learners in becoming confident, responsible, reflective, innovative and engaged practitioners.

Content Overview:

Students explore a wide range of processes and techniques across Fine Art, Graphic Communication, Three-Dimensional Design and Textiles and/or Fashion. The course encourages personal responses based on knowledge, understanding and skill in art, craft and design.

At AS Level, students complete two components. In Component 1 (Portfolio), students develop a sustained body of practical and supporting work that demonstrates recording, research, experimentation and the development of ideas leading towards personal outcomes.

In Component 2 (Externally Set Assignment), students respond to one of three starting points issued by Cambridge. They produce preparatory studies followed by a final outcome completed under supervised exam conditions. This component requires focused investigation, independent problem-solving and creative decision-making.

Assessment Overview:

Cambridge AS Level Art and Design is fully externally assessed. All work is submitted digitally and marked by Cambridge.

- Component 1 (Portfolio) accounts for 60% of the final grade and assesses development, investigation and technical skill.
- Component 2 (Externally Set Assignment) accounts for 40% and assesses the ability to respond independently to a theme through a final personal outcome.

Students are assessed on their ability to record ideas, explore materials and techniques, develop concepts through contextual understanding and present a coherent personal response. Cambridge AS Level Art and Design is graded on the A–E scale, where A is the highest grade.

Course Aims:

The Pearson International AS Level Biology course aims to develop students' essential knowledge and understanding of key biological concepts and their interconnections. It fosters a deep appreciation of scientific methods and the ability to apply them confidently in practical and theoretical contexts. Students will build competence in experimental techniques, mathematical analysis, and problem-solving, while cultivating enthusiasm for biology and its real-world applications. The course also encourages curiosity and prepares learners for further study and careers in science-related fields.

Content Overview:**Unit 1: Molecules, Diet, Transport and Health**

Covers key biological molecules (water, carbohydrates, lipids, proteins, nucleic acids) and their role in health, focusing on the cardiovascular system. Includes membrane transport, enzymes, protein synthesis, genetic code, mutations, and genetic screening with ethical considerations. Practical and mathematical skills involve core experiments, data presentation, graphing, concentration and percentage calculations, and enzyme rate analysis.

Unit 2: Cells, Development, Biodiversity and Conservation

Explores cell structure, division, gamete formation, fertilisation, stem cells, gene expression, and epigenetics. Examines plant cell functions, human use of plants, biodiversity measurement, population changes, and conservation strategies by zoos and seed banks. Practical and mathematical skills include investigations, magnification calculations, ratios, percentages, and statistical analysis using charts and tables.

Unit 3: Practical Skills in Biology I

Develops competence in experimental design, safe use of apparatus, data collection and analysis, graph interpretation, and evaluation of results with reference to errors and uncertainties. Students learn to plan investigations, control variables, apply scientific knowledge, and use digital tools for data processing and research, citing sources accurately.

Assessment Overview:**Unit 1: Molecules, Diet, Transport and Health (40%)**

Assessed through a 1 hour 30-minute written examination. The paper includes multiple-choice, short-answer, open-response, calculation, and extended-writing questions. Students must apply knowledge to familiar and unfamiliar contexts, with at least 8 marks targeting Level 2 mathematics.

Unit 2: Cells, Development, Biodiversity and Conservation (40%)

Also assessed by a 1 hour 30-minute written examination with similar question types. Students are expected to use scientific understanding in varied contexts and demonstrate problem-solving and analytical skills.

Unit 3: Practical Skills in Biology I (20%)

Assessed through a 1 hour 20-minute written examination. This paper focuses on applying practical skills, interpreting data, and evaluating experimental procedures. All papers require mathematical competence and the ability to integrate theory with practice.

Subject: Business AS Level	Exam Board: Pearson Edexcel	Specification Code: WBS11
Course Aims:		
<p>The Pearson International Edexcel AS Business aims and objectives are to enable students to:</p> <ul style="list-style-type: none"> • develop an enthusiasm for studying business • gain a holistic understanding of business in a range of contexts • develop a critical understanding of organisations and their ability to meet society’s needs and wants • understand that business behaviour can be studied from a range of perspectives • generate enterprising and creative approaches to business opportunities, problems and issues • be aware of the ethical dilemmas and responsibilities faced by organisations and individuals • acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis • apply numerical skills in a range of business contexts. 		
Content Overview:		
<p>Unit 1: Marketing and People Marketing and People focuses on the marketing side of business, helping learners understand customer needs and how to carry out market research. It then explores demand and supply, including calculations of price elasticity of demand (PED) and income elasticity of demand (YED), before examining the 4Ps—product, price, promotion, and place—and how they shape business decisions. The unit also places strong emphasis on managing employees by covering recruitment, training, organisational structure, motivation, and leadership approaches. Finally, it considers the role of entrepreneurs, including their motives and characteristics, as well as the objectives and choices businesses make.</p> <p>Unit 2: Managing Business Activity Managing Business Activities focuses on the planning of businesses that they need to operate effectively, including how they raise finance and the different forms of ownership. It then develops financial planning skills by exploring sales, revenue, and costs through topics such as sales forecasting, break-even analysis, cash flow, and budgeting. The unit also examines profitability and liquidity, as well as common causes of business failure. Resource management is covered with an emphasis on production and efficiency, capacity utilization, inventory control, and quality management. Finally, it considers key external influences—such as economic conditions, legislation, and the competitive environment—and how these factors shape most business decisions.</p>		
Assessment Overview:		
<p>Unit 1: Marketing and People Paper 1 WBS11/01 50% IAS Grade Assessed externally in a 2-hour written assessment with short- and extended-response questions based on sources including calculation questions. It also contains one essay question, based on one or more sources. The paper is structured in 3 sections; A, B, and C, which have different sources for students to reference from.</p> <p>Unit 2: Managing Business Activities Paper 2 WBS11/02 50% IAS Grade Assessed externally in a 2-hour written assessment with short- and extended-response questions based on sources including calculation questions. It also contains one essay question, based on one or more sources. The paper is structured in 3 sections; A, B, and C, which have different sources for students to reference from.</p>		

Subject: Chemistry AS Level	Exam Board: Pearson Edexcel	Specification Code: XCH11
Course Aims:		
<p>The Pearson International AS Level Chemistry course is designed to develop students' essential knowledge and understanding of key chemical principles and their interconnections. It promotes a deep appreciation of scientific methods and the ability to apply them in both theoretical and practical contexts. Students will gain confidence in experimental techniques, mathematical applications, and problem-solving skills, while fostering curiosity and enthusiasm for chemistry and its relevance to further study and careers in science-related fields.</p>		
Content Overview:		
<p>Unit 1: Structure, Bonding and Introduction to Organic Chemistry Students build foundational skills in writing formulae, equations, and calculating chemical quantities. The unit explores atomic structure, electron configurations, and their link to the Periodic Table, leading to an understanding of ionic, covalent, and metallic bonding, molecular shapes, and electron-pair repulsion theory. It introduces basic organic chemistry, including alkanes and alkenes, and mechanistic conventions. Analytical techniques such as mass spectrometry are highlighted for their applications in research and diagnostics.</p> <p>Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols This unit extends bonding concepts to intermolecular forces and examines the chemistry of Groups 1, 2, and 7, applying redox principles. Students study energetics, enthalpy changes, and factors influencing reaction rates and equilibria, supported by models like Maxwell-Boltzmann distribution and collision theory. Organic topics include halogenoalkanes and alcohols, with emphasis on reaction mechanisms and spectroscopy for chemical analysis and real-world applications such as drug detection.</p> <p>Unit 3: Practical Skills in Chemistry I Practical competence is developed through core experiments and additional investigations linked to Units 1 and 2. Students learn to follow instructions, work safely, manipulate apparatus, and produce accurate results. Skills include data collection, analysis, graphing, and evaluation of uncertainties. The unit assesses the ability to apply scientific knowledge to practical contexts, plan investigations, and present findings using appropriate scientific and mathematical conventions.</p>		
Assessment Overview:		
<p>Unit 1: Structure, Bonding and Introduction to Organic Chemistry (40%) Assessed through a paper with two sections: multiple-choice questions and a mix of short-answer, open-response, and calculation questions. At least 18 marks test Level 2 mathematical skills, and students must apply experimental knowledge in both familiar and unfamiliar contexts.</p> <p>Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols This paper includes three sections: multiple-choice, structured and extended-response questions, and a contemporary context question. It requires use of the Data Booklet and includes a minimum of 18 marks for Level 2 mathematics. Some questions are synoptic, drawing on Unit 1 content, and students must demonstrate understanding of experimental methods.</p> <p>Unit 3: Practical Skills in Chemistry I Assessed through a written paper with short-answer, open-response, and calculation questions. At least 6 marks target Level 2 mathematics. Students are expected to apply practical skills and techniques to new situations, interpret data, and evaluate experimental procedures.</p>		

Course Aims:

- Develop understanding and confident use of the English language in the context of contemporary topics.
- Explore and appraise a broad and diverse range of topics (local, national, international).
- Gain a wider awareness and knowledge of contemporary issues through reading and discussion.
- Develop independent reasoning, interpretation, analysis, evaluation, and persuasive skills.
- Learn to write structured and developed arguments and present reasoned explanations.
- Present a point of view clearly, and reflect upon and consider views of others.

In short: the course is designed to build critical thinking, analytic reading, effective writing, and reasoned argument skills — all grounded in engagement with real-world and contemporary issues

Content Overview:

The syllabus is structured around broad topic-areas, giving students a wide range of themes to read about and write on.

The topic areas are:

1. Economic, Historical, Moral, Political, and Social Issues

- a. History and its role in modern society, conflicts, wars, terrorism, state institutions and governance, justice and human rights, social justice, migration, globalization, welfare, employment, freedom of speech, religion and tolerance, social attitudes, and more.

2. Science, Technology, Environment, and Related Issues

- a. Scientific and medical advances and ethics; healthcare; environmental issues; space exploration; technology and ICT; surveillance/privacy; natural disasters; food and water security; transport, travel and tourism; rural/urban issues; mathematics applications, and more.

3. Literature, Language, Arts, Crafts, Media, and Culture

- a. Literature and non-fiction writing; language use; performing, visual and applied arts; heritage and traditional arts; media (print and digital), advertising, freedom of media, censorship; mass media influence and communication.

Through engaging with these themes, students develop skills in reading, critical thinking, analysis, evaluation, and structured writing.

Assessment Overview:**Paper 1 – Essay**

Candidate chooses **one essay question** from a choice (10 possible) covering any of the three topic areas.

1h 15min, 30 marks — **50%** of AS level.

Candidates are advised to write ~600–700 words.

Paper 2 – Comprehension

Reading comprehension and writing responses based on provided passages.

Two sections (Section A & B) — includes explanation, interpretation, and in Section A a short persuasive/argumentative response.

1h 45min, 50 marks — **50%** of AS level.

Three main assessment objectives guide what students are measured on:

- **AO1 – Selection and application of information:** Understand information from a variety of materials; identify and interpret relevant data/examples; apply informed evidence and examples to support ideas.
- **AO2 – Analysis and evaluation:** Analyse meaning and language in context; develop explanations with examples, analysis and evaluation; construct and evaluate arguments and make supported judgments.
- **AO3 – Communication using written English:** Write structured, cohesive, and organized responses; communicate ideas and opinions clearly and accurately; use appropriate language, register, grammar, punctuation, linking ideas and arguments effectively.

Dictionaries are **not allowed** during the exam.

Subject: History AS Level	Exam Board: Pearson Edexcel	Specification Code: WH101/01 WH102/01
Course Aims:		
<p>The aims and objectives of these qualifications are to enable students to:</p> <ul style="list-style-type: none"> • develop their interest in and enthusiasm for history and an understanding of its intrinsic value and significance • acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate • build on their understanding of the past through experiencing a broad and balanced course of study • improve as effective and independent learners, and as critical and reflective thinkers with curious and enquiring minds • develop the ability to ask relevant and significant questions about the past and to research them • acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional • develop their use and understanding of historical terms, concepts and skills • make links and draw comparisons within and/or across different periods and aspects of the past • organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements. 		
Content Overview:		
<p>The students will cover two units consisting of Depth study with interpretations and Breadth study with Source evaluation.</p> <p>Unit 1: Depth Study with Interpretations</p> <p>1c: Germany, 1918–45</p> <ul style="list-style-type: none"> • The democratic experiment 1918–29 • The rise of the Nazis, 1919–33 • Nazi Germany, 1933–39 • Germany at war, 1939–45 <p>Unit 2: Breadth Study with Source Evaluation</p> <p>1C: Russia, 1917–91: From Lenin to Yeltsin</p> <ul style="list-style-type: none"> • Communist government in the USSR, 1917–91 • Industrial and agricultural change, 1917–91 • Control of the people, 1917–91 • Social developments, 1917–91 		
Assessment Overview:		
<p>Unit 1: Depth Study with Interpretations (50% of the total IAS)</p> <p>The paper has four questions. Students must answer two 25-mark essay questions from a choice of four. Essay questions assess understanding of the period in depth (AO1) and the ability to analyse and evaluate historical interpretations (AO3).</p> <p>Written examination: 2 hours</p> <p>Unit 2: Breadth Study with Source Evaluation (50% of the total IAS)</p> <p>Students answer two questions: one from Section A and one from Section B. A source booklet is provided for Section A.</p> <p>Section A comprises one compulsory question in two parts, which assesses the ability to analyse and evaluate two sources (AO2).</p> <p>Section B comprises a choice of three essays, which assess understanding of the period in depth (AO1)</p> <p>Written examination: 2 hours</p>		

Course Aims:

- Develop a broad range of IT skills
- Develop an understanding of the parts, use and applications of IT systems within a range of organisations, including the use of networking technology
- Develop an understanding of how IT systems affect society in general
- Develop a broad knowledge of the use of IT in workplace situations and the potential risks
- Develop an understanding of the system life cycle and apply this understanding to workplace situations
- Develop an understanding of project management skills
- Be aware of new and emerging technologies
- Apply their knowledge and understanding of IT to solve problems

Content Overview:

When studying Information Technology, you will:

- Gain General Computing Knowledge and ICT skills which will prepare you for any higher studies and industry.
- Gain the necessary skills and knowledge in hardware and software, Networks, the internet, System life cycle and new technologies as the information industry changes so rapidly, it is important to keep track of new and emerging technologies and consider how they might affect everyday life.
- Develop your knowledge and understanding of Information Technology through entry to higher education, where this qualification will provide a useful foundation for further study of Computing or more specialist aspects of Information Technology.

Assessment Overview:

At AS Level candidates take papers 1 and 2:

- **Paper 1:** Theory paper with 70 marks. Questions will be based on sections 1–11 of the subject content. Externally assessed - 50% of the AS Level.
- **Paper 2:** Practical paper with 90 marks. Tasks will be based on sections 8–11 of the subject content. Candidates apply knowledge and understanding from sections 1–7 of the subject content. Externally assessed - 50% of the AS Level.

Course Aims:

The International AS Mathematics course aims to:

- Develop a strong understanding of fundamental and extended mathematical concepts across algebra, geometry, functions, calculus, and statistics.
- Build fluency in manipulating expressions, solving equations, and interpreting graphs with accuracy and confidence.
- Encourage students to think logically, structure mathematical arguments, and communicate solutions effectively.
- Introduce core and extended calculus skills that prepare students for further study at International A Level.
- Equip learners with the statistical tools needed to analyse data, model real situations, and draw informed conclusions.
- Promote independent learning, resilience, and problem-solving strategies essential for success in mathematics and beyond.

Content Overview:**Pure Mathematics 1**

Students explore the foundational elements of advanced mathematics, including:

- Algebraic manipulation: surds, indices, expanding and factorising
- Quadratic functions and inequalities
- Coordinate geometry in the (x, y) -plane
- Trigonometric graphs, identities, and equations
- Sequences and series (arithmetic and geometric)
- Exponentials and logarithms
- Differentiation: rules, tangents, normals, optimisation
- Integration: basic techniques and areas under curves

Pure Mathematics 2

This unit extends students' mathematical knowledge and prepares them for higher-level Pure Mathematics:

- Algebraic fractions and rational functions
- Further trigonometry: compound angle identities and reciprocal trig functions
- Exponential and logarithmic modelling
- Binomial expansion
- Advanced differentiation techniques: product, quotient, and chain rules
- Further integration techniques and applications
- Functions, mappings, and inverse functions
- Numerical methods (iteration and roots of equations)
- Introduction to differential equations

Statistics 1

Students develop statistical reasoning and applied problem-solving through:

- Data collection and sampling techniques
- Representing data: histograms, box plots, and cumulative frequency graphs
- Measures of central tendency and dispersion
- Probability rules and combined events
- Binomial distribution
- Correlation and linear regression
- Statistical modelling and interpretation

Continued over the page

Assessment Overview:

To achieve the International AS Level Mathematics (IAS) qualification, students must complete all three of the following externally assessed units:

1. Pure Mathematics 1 (WMA11 – P1)

Duration: 2 hours

Marks: 100

Assesses the full P1 content

2. Pure Mathematics 2 (WMA12 – P2)

Duration: 2 hours

Marks: 100

Assesses the full P2 content

3. Statistics 1 (WST01 – S1)

Duration: 1 hour 30 minutes

Marks: 80

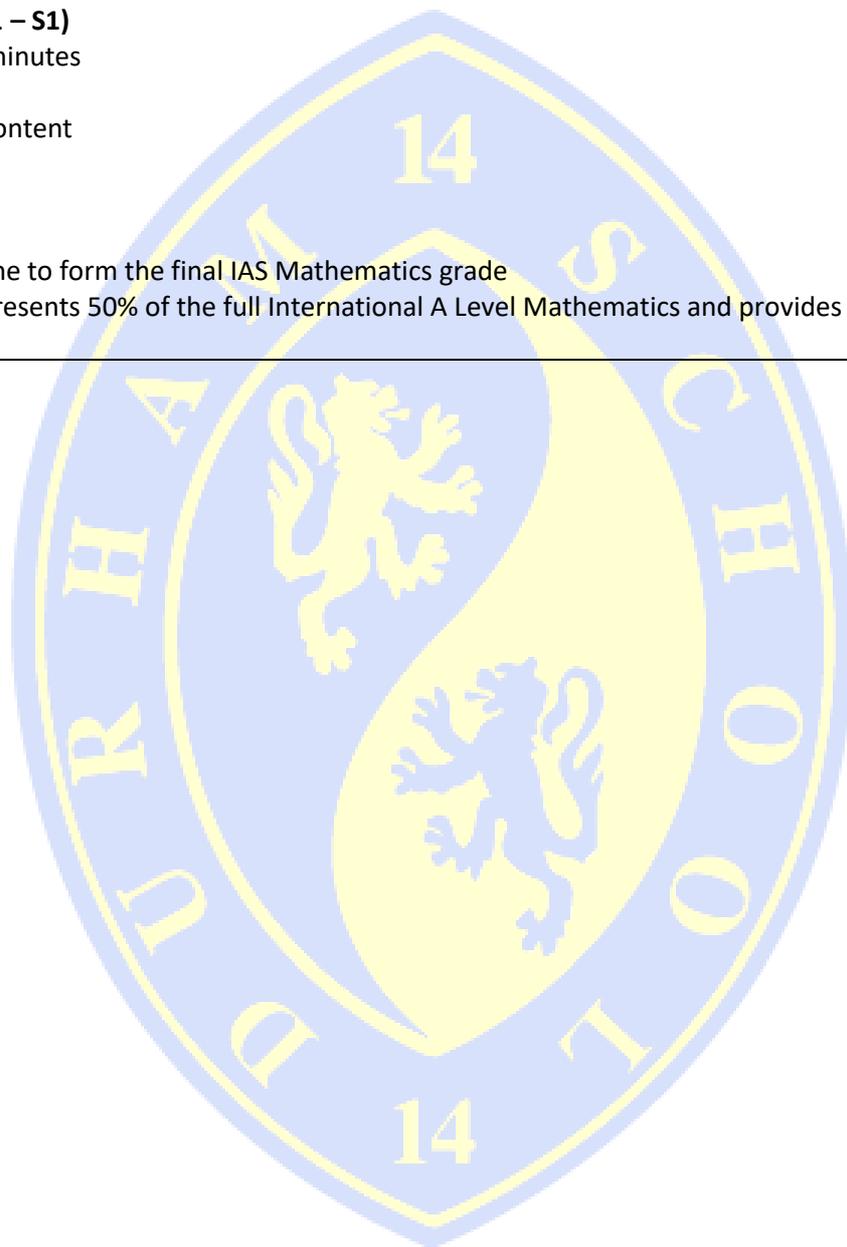
Assesses the full S1 content

IAS Grading

Grades awarded: A–E

All three units combine to form the final IAS Mathematics grade

This qualification represents 50% of the full International A Level Mathematics and provides the foundation for A2 units (P3, P4, S2, etc.)



Subject: Physics AS Level	Exam Board: Pearson Edexcel	Specification Code: XPH11
Course Aims:		
<p>The Pearson International AS Level Physics course aims to develop students' essential knowledge and understanding of core physical principles and their interconnections. It encourages a deep appreciation of scientific methods and their application in both theoretical and practical contexts. Students will gain confidence in experimental techniques, mathematical reasoning, and problem-solving skills, while fostering curiosity and enthusiasm for physics and its relevance to further study and careers in science, engineering, and technology.</p>		
Content Overview:		
<p>Unit 1: Mechanics and Materials This unit introduces principles of motion and forces alongside the properties of materials. Students explore applications such as sports and medical engineering while developing practical skills through experiments like projectile motion analysis, Hooke's law, and Young's modulus. Mathematical techniques include graph interpretation, rate of change, uncertainty analysis, and trigonometric applications in force diagrams.</p> <p>Unit 2: Waves and Electricity Students study wave behaviour, the particle nature of light, and electric currents, with real-world contexts such as medical physics and space technology. Practical work includes investigating potential dividers, current-voltage characteristics, refractive indices, and wave demonstrations. Mathematical skills focus on substituting values into equations, applying linear relationships, and handling uncertainties.</p> <p>Unit 3: Practical Skills in Physics I This unit develops experimental competence through a range of investigations linked to Units 1 and 2. Students learn to plan and implement experiments, collect and analyse data, and draw valid conclusions. Assessment focuses on applying practical techniques, interpreting results, and using scientific conventions confidently across diverse contexts.</p>		
Assessment Overview:		
<p>Unit 1: Mechanics and Materials (40%) Assessed through a 1 hour 30-minute written examination. The paper includes multiple-choice, short-answer, open-response, calculation, and extended-writing questions. Students must apply knowledge to familiar and unfamiliar contexts, with some questions targeting Level 2 mathematics.</p> <p>Unit 2: Waves and Electricity (40%) Also assessed by a 1 hour 30-minute written examination with similar question types. This paper requires mathematical skills and application of concepts in varied contexts. A minimum of 32 marks across Units 1 and 2 will assess Level 2 mathematics.</p> <p>Unit 3: Practical Skills in Physics I (20%) Assessed through a 1 hour 20-minute written examination. Students demonstrate understanding of experimental techniques and data analysis, applying practical skills to new situations. All papers test problem-solving and interpretation skills alongside mathematical competence.</p>		

Course Aims:

The course aims to enable students to develop knowledge and understanding of psychological concepts, theories and research findings by exploring key psychological approaches, issues, debates, and research methodologies. Through this, students will gain an awareness of the scientific method and the range and limitations of psychological theory and practice, while also improving their skills in data analysis, evaluation, and drawing informed conclusions. The course further aims to enhance students' awareness of the relationship between psychological findings and everyday life, alongside developing a clear understanding of ethical issues in psychology and fostering an appreciation of individual, social and cultural diversity.

Content Overview:

The AS Level Psychology course focuses on the **key approaches, issues and debates, and research methodology** that underpin the scientific study of psychology. These are taught and assessed through 12 compulsory core studies, which provide learners with a broad range of topic areas and a strong foundation in research methodology. Research methods, ethical considerations, and key psychological debates are integrated throughout the teaching of each study.

The 12 compulsory core studies are organised into four psychological approaches, each supported by three studies.

Biological Approach

- Dement and Kleitman – sleep and dreams
- Hassett et al. – monkey toy preferences
- Hölzel et al. – mindfulness and brain scans

Cognitive Approach

- Andrade – doodling
- Baron-Cohen et al. – eyes test
- Pozzulo et al. – line-ups

Learning Approach

- Bandura et al. – aggression
- Fagen et al. – elephant learning
- Saavedra and Silverman – button phobia

Social Approach

- Milgram – obedience
- Perry et al. – personal space
- Piliavin et al. – subway Samaritans

At AS Level, learners are required to consider key issues and debates in relation to each core study where appropriate, including the application of psychology to everyday life, individual and situational explanations, nature versus nurture, and the use of children and animals in psychological research.

For each core study, candidates should demonstrate understanding of the psychological concepts being investigated, the background and aims of the study, the procedures and methodology used, ethical considerations, results and conclusions, and the strengths and weaknesses of the study and issues and debates.

Assessment Overview:

Paper 1: Approaches, Issues and Debates – Externally assessed examination - 60 marks, worth 50% of the AS grade (1 hour 30 minutes)

- Section A: Short-answer questions based on core studies (38 marks)
- Section B: Extended-response and essay questions based on core studies (22 marks)
- Assessment type: Externally assessed

Paper 2: Research Methods – Externally assessed examination - 60 marks, worth 50% of the AS grade (1 hour 30 minutes)

- Section A: Short-answer and scenario-based questions (46 marks)
- Section B: Planning question divided into several parts (14 marks)

Subject: Travel & Tourism AS Level	Exam Board: Cambridge	Specification Code: 9395
Course Aims:		
<p>The aims are to enable students to develop:</p> <ul style="list-style-type: none"> • understanding of the changing nature of travel and tourism and its importance: <ul style="list-style-type: none"> – to destinations – to communities – to the environment and the economy, globally, nationally and locally • understanding of the importance of sustainability in travel and tourism development • appreciation of the importance of the customer in the travel and tourism industry 		
Content Overview:		
<p>Cambridge International AS and A Level Travel and Tourism (9395) is ideal for those seeking to specialise in this subject.</p>		
<p>The course encourages learners to appreciate the changing nature of travel and tourism and understand the importance of sustainability in the development and management of the industry.</p>		
<p>This syllabus: enables learners to understand the concepts and theories in travel and tourism and recognise their impact on people, environments and economies develops learners' practical and research skills through planning and organising an actual tourism event, which will contribute to their further study and working in the industry</p>		
Assessment Overview:		
<p>Paper 1: Themes and Concepts</p>		
<p>This is a 2-hour exam worth 75 marks. Candidates answer three questions, each split into four parts and possibly based on stimulus material. Questions cover Topics 1–4 of the subject content. It is externally assessed and makes up 50% of the AS Level.</p>		
<p>Paper 2: Planning and Managing a Travel and Tourism Event</p>		
<p>This is an 8500-word coursework project worth 50 marks. Candidates plan and manage a travel and tourism event as part of a team but submit their work individually. This paper assesses Topic 5 of the subject content. It is internally assessed and externally moderated, making up the remaining 50% of the AS Level.</p>		

AS Level Subject Enrolment Criteria

Subject	Criteria
AS Art & Design	IGCSE Art / Art Textiles
AS Biology	IGCSE Biology (minimum Grade 5 or contract needed)
AS Business	IGCSE English (minimum Grade 3)
AS Chemistry	IGCSE Chemistry (minimum Grade 5 or contract needed)
AS English General	IGCSE 1 st Language English (minimum Grade D or contract needed) IGCSE 2 nd Language English (minimum Grade C or contract needed)
AS History	IGCSE History (minimum Grade 4 and English Grade 3 or contract needed)
AS IT	IGCSE Computing (minimum Grade 4 or contract needed)
AS Mathematics	IGCSE Mathematics - Higher tier only (minimum Grade 4 or contract needed)
AS Physics	IGCSE Physics (minimum Grade 5 or contract needed)
AS Psychology	IGCSE English (minimum Grade 4 or contract needed)
AS Travel and Tourism	IGCSE English (minimum Grade 4 or contract needed)