

THE ENGLISH INTERNATIONAL COLLEGE

SIXTH FORM GUIDE



2011/2012

ETHOS

There is no doubt that in today's volatile economic climate, academic skills and qualifications are more desirable and necessary than ever before. In the Sixth Form it is our major concern to help students achieve these goals in every way possible. We have high expectations for our students and are always concerned about both their academic progress and social welfare. We require them to approach their studies in an organised and disciplined manner and we regard it as very important to provide a friendly, working atmosphere within a rigorous and stable structure. If, at any time, we feel a student is having difficulties, we will not hesitate to get in touch with parents and invite them to discuss the problems with the teachers concerned.

The first decade of the new millennium has taught us that we can no longer turn our backs on critical issues which could constitute a major turning point in the history of man. We are all responsible for the way the world is. We believe it is important to encourage our students to be aware of the many changes taking place, for example, to our environment, in political, economic and social issues and to understand the influences which affect our own perceptions of the world. Our students are the decision makers of tomorrow and if we are to try to create a future which is more stable and productive for everyone, we must ensure that we play our part by encouraging our students to leave this college prepared for the challenge - to be thoughtful, well informed and responsible people.

We have now been established for 29 years and have felt justifiably proud of the excellent track record of examination results and university entrance including Oxford and Cambridge. We believe that progress is an essential part of a healthy ethos and we must never be complacent about success, or turn a blind eye to the changing needs of our students. We look forward to the future with enthusiasm and feel sure that in the Sixth Form at EIC, we can provide the right conditions for study to bring out the best in our students.

Lesley Lawrence
Head of Sixth Form

OUR AIMS

- To provide friendly and familiar surroundings, faces and procedures enabling the process of study to continue without interruption or anxiety.
- To encourage social awareness and the development of a mature and responsible attitude towards study, the college and the community.
- To be aware of students' needs and to give supportive and constructive help.
- To provide small study and teaching groups where emphasis can be placed on individual help.
- A routine which is both established and consistent.

WHAT WE EXPECT FROM STUDENTS

- A serious attitude to study and the will to work, making good use of all Media/Library and ICT facilities and private study time.
- A positive contribution to school life and to the Sixth Form in particular.
- Consideration for, and co-operation with, staff and fellow students.
- Punctuality in arriving to school, for lessons, study periods, and in handing in all homework and coursework assignments.
- Students should come to all lessons properly equipped also having completed the necessary reading and preparation.
- Each student to keep a carefully prepared plan of private study. All students should be prepared to organise their own study and expect to devote a considerable amount of time to work over and above that spent on assignments which are specifically set.
- Although there is no uniform in the Sixth Form, students are expected to adhere to the dress code.
- A sense of humour.

DRESS CODE FOR SIXTH FORM

BOYS

Shirts with collars and long / short sleeves. No football shirts. No 'T' shirts

Trousers must be plain. No denim or jean style trousers. No tracksuits.

Shorts must be plain, tailored and knee length not longer. No denim or jean style shorts.

Shoes or black trainers.

Jumpers or jackets should be a plain colour (no slogans)

GIRLS

Shirts or blouses with collars and long or short sleeves. No 'T' shirts.

Trousers must be plain. No denim or jean style trousers or three quarter length trousers. No tracksuits.

Skirts must be knee length or longer.

Shoes or black trainers.

Jumpers or jackets should be a plain colour (no slogans)

NB: No bare midriffs or any visible body piercing except earrings.

PE Lessons

BOYS

White 'T' shirts with sleeves

Any dark coloured sports shorts. Tracksuits may be worn.

Trainers

GIRLS

White 'T' shirts with sleeves.

Any dark coloured sports shorts. Tracksuits may be worn.

Trainers

Students must change before and after PE lessons.

REQUIREMENTS FOR ENTRY TO SIXTH FORM

- Entry is selective and by invitation.
- We require students to have gained at least six IGCSE's Grade C or above including English and Maths and students must have good academic prospects based on performance in Year 11. Normally a student is required to have already gained grades B, A or A* in extended syllabuses, especially in the subjects they wish to study. Alternatively, if GCSE has been studied, we require a minimum of six grade B including Maths and English with 'A' level subjects chosen from A* or A grades.
- Other qualifications will be judged on merit and entrance testing.
- New students joining us with different educational backgrounds will be expected to have gained equivalent qualifications or be prepared to be assessed in the subjects they wish to study.
- All students must prove willing to work hard and show a sense of responsibility towards the organisation of their own study time. Developing maturity is essential.
- The school may apply discretionary requirements in certain circumstances.

WHICH COURSE?

We offer 18 subjects leading to Advanced Subsidiary and Advanced level and an AVCE qualification in Travel and Tourism. Subjects offered are:

Mathematics
Physics
Chemistry
Biology
Physical Education
Geography

English Literature
French
Spanish
German
English Language
Drama and Theatre Studies

History
Art & Design
Business Studies
Computing
Music
Economics

Other courses offered are:

- JSLA (Sports Leaders` Award)

In the Sixth Form all students in Year 12 and Year 13 participate in a programme of Physical Education. In Year 12, students also take part in the Horizons course. Details of all these courses can be found in the next section of the guide.

Year 12 and 13 students meet in their respective tutor groups every morning at 8.45 am for registration. During this time school notices are communicated. Every week, an extended tutor period is set aside specifically for students and their tutors to discuss any Sixth Form business regarding group activities or students' academic progress, UCAS applications and careers advice.

We seek to encourage and, if necessary, enforce hard work although we prefer to give a measure of freedom for self-motivation and personal growth towards maturity.

WHAT ELSE DOES OUR SIXTH FORM PROVIDE?

- It provides an opportunity to influence others by the setting of and maintaining certain standards of behaviour such as dress, appearance and manners.
- A sense of responsibility and the chance to develop and exercise leadership and social skills. This is encouraged by the delegation of duties and an involvement in extra-curricular activities, drama and sports. The 'Sixth Form Show' is an important and successful annual event and all Sixth Form students are expected to contribute to its success. Various social events are organised throughout the year by the students and staff, culminating in a Graduation Dinner for all Year 13 leavers. The school competes regularly in sporting activities with local schools and the Sixth Form versus the staff football and volleyball matches are a regular Friday event. The highlight of the year is our annual prizegiving and graduation ceremony where we pay particular attention to the Sixth Form and applaud the successes of our Year 13 students.
- The Sixth Form meet in their tutor groups once a week for an extended tutor period to discuss matters such as study skills, careers and personal and social education. Time is also devoted to organising various activities such as arranging assemblies, charity fund-raising, keeping up to date with current affairs, sixth form dinners with guest speakers, university entrance and the 'Sixth Form Show'. All of these are aimed at helping the students cope with their increasing independence and becoming more responsible young adults.
- A balanced curriculum including PE, Horizons and the opportunity to take additional examinations in JSLA (Sports Leaders' Award) and the Duke of Edinburgh Award Scheme.
- Full guidance for university and college entrance in the UK (UCAS) Oxbridge, Spain, the United States and worldwide. Help is given to prepare for interviews and entrance examinations.
- Reports are sent home at least twice a year and, in addition, regular checks are made concerning progress. Frequent meetings involving the teachers, Sixth Form Tutors and Head of Sixth Form are timetabled to discuss individuals which enables us to monitor each students progress and to give supportive help and advice.
- At least two parents evenings are arranged during the year where progress and achievement can be discussed. However, we wish to stress that parents are very welcome any time to make an appointment with the Head of Sixth Form or individual teachers.
- The Sixth Form share a quiet, spacious study area in the Media Centre which is supervised and they are expected to organise their study time appropriately. A cafeteria is also available.

ADDITIONAL COURSES IN THE SIXTH FORM CURRICULUM

HORIZONS

Our success at placing EIC students in top universities is always a cause for celebration, both at Speech day and in our annual Roll of Honour. This success is a result of many strategies which complement our rigorous academic curriculum.

Several of our staff, notably Mrs Lawrence, Dr Morris and Mr Trafford, have attended many relevant courses over the years and visited top universities including Oxford and Cambridge; in addition we have often hosted the UK universities tour and invited key speakers from these institutions to address our staff and students. In this way we are able to keep abreast of all that is of relevance.

As part of our ongoing development, and in response to the increasingly competitive nature of university applications, we have been reviewing our current Complementary Studies course to ensure that we continue to provide the very best preparation, both for university and for life, for our senior students.

Mr Simon Hickman will be leading this course.

Y. Stevenson

Top universities have advised us that the profile of their students is:

Students should be widely read – they should enjoy reading for it's own sake. They should have gone beyond their A level syllabuses – they should be familiar with the history and the key thinkers of their chosen subjects. They should be serious-minded young adults rather than teenagers and should be prepared to take the lead in interviews.

Therefore our new course will have the following aims:

We will try to mirror university tutorials with small groups, where students will be expected to contribute, to communicate and to formulate their own ideas over time.

The tutorials will be flexible, provocative, argumentative, lively, bringing ideas into their AS/A level courses. We would expect all students, regardless of their AS choices, to appreciate and hold views on language, knowledge, belief, perception, logic, argument, politics, current affairs, history, the questions of the day, economics, mathematics, science, aesthetics and ethics. They should all have come across a cross-section of ideas and personalities that have shaped the world – for example Marx, Newton, Keynes, Picasso, Cervantes, Franco, Muhammad, Popper, Turing, Chomsky, Darwin, Neo-coms, the normal distribution, cubism, post modernism, the information revolution, $E = mc^2$ and the Big Bang!!

Eventually our students should be prepared for university in the wider sense. They should attend open days and interviews with confidence being able to talk about their enthusiasms, a project they are proud of, and being able to defend their opinions, listen critically to others, to respond and to communicate. Time will also be given to university research and the application process.

This is an ambitious course, however the world is looking for independent, critical thinkers!

The course will be delivered by a committed team of teachers all able to contribute from their own interests and specialisms, backed up by outside speakers and the resources of the media centre, library and the internet.

PHYSICAL EDUCATION

Physical Education is viewed as an important and integral part of the curriculum and, at EIC, we aim to promote physical activity and a healthy lifestyle.

The PE staff endeavour to make their lessons purposeful and enjoyable for all. A measure of this success is the regular, 100% attendance and the friendly camaraderie that exists between staff and students. Highlights of the school year feature staff and student football, volleyball, and tennis matches. Students are offered a wide range of options including basketball, football, swimming, tennis, fitness, rounders, badminton and beach rugby.

They are expected to wear suitable clothing such as white 'T' shirts, navy or dark shorts with the option of tracksuits in the winter as well as suitable trainers.

Physical Education is compulsory for Years 12 and 13 but emphasis is on participation and enjoyment. We are proud of some of the excellent results we have achieved in inter-schools sports fixtures.

Physical activity within the Sixth Form programme is seen as an integral component of the success of students at this level, indeed the benefits of exercise to student health, motivation, concentration and levels of stress, have been extensively documented. Consequently, it is now the intention of the PE Department to offer the internationally recognised, 'UK Junior Sports Leader Award,' to all students in the Sixth Form.

Through this course, students still participate in various sports but they are also expected to take on diverse leadership responsibilities. These include taking warm-ups, leading skill sessions, coaching peers, all whilst adhering to health & safety requirements. The course will conclude in April with each student delivering a forty minute session to twelve children from the Primary School.

Sixth Form students develop increased confidence alongside skills in communication, presentation, organisation, reflection and management. By delivering sport through the medium of Sports Leadership, it is hoped that Physical Education in the Sixth Form will become more relevant, structured and purposeful.



THE MEDIA CENTRE AND LIBRARY

The Media Centre

The Media Centre was opened in 2005 with a spacious area fitted with air conditioning and heating units specifically designed solely for Sixth Form work and study. Nearly all Sixth Form students have some non-contact lesson time when they are expected to work quietly on their various subject tasks. The centre is specially equipped with 20 purpose built work consuls, 9 of which have desk top PCs. It is equipped with wi-fi and power sockets so that students may use their laptops. A member of staff is on duty in the Media Centre at all times except break and lunchtimes and silence is the order of the day. However, quiet discussion of work is permitted if necessary. Students may use their own personal music devices but no leakage may be audible to other users.

The Media Centre is also equipped with a small library of books, prospectuses and information dedicated to university applications so that students may take advantage of this during their study time. The Head of Sixth Form has an office in the Media Centre so that students may ask for advice or help regarding university entrance or any other matters regarding the Sixth Form. Good use of study time is mandatory and students are encouraged and helped to organise their time appropriately.

The Media Centre is open from 8.30am to 5.00pm all day and every day and the study area is solely for Sixth Form use.

Lesley Lawrence
Head of Sixth Form

The Library

An alternative to the Sixth Form study area in the Media Centre, the library is the ideal place for serious work. It is a pleasant, airy space with good climate control and power sockets for laptops as well as a printer, a photocopier and scanner facilities.

The library is open from 9.00am to 4.00pm including breaks and lunchtimes and from 9.00am to 4.45pm on Tuesdays and Thursdays. Our protocol is silence so you can focus on your work, although quiet discussion of work is permitted if necessary. You are allowed to use personal music devices but no leakage should be audible to other library users.

From time to time younger pupils visit the library and the noise level can rise. The library timetable is displayed in the Sixth Form study area in the Media Centre. Please ask for a copy if you need to plan your work.

Supporting your studies is an important part of the librarian's work. If she can offer assistance in realising your dream of academic success, please do ask.

Mrs M. Sutcliffe
EIC Librarian

'A' AND 'AS' LEVEL COURSES

FINE ART

Fine Art consists of a diverse variety of disciplines such as painting, drawing, print making, sculpture and alternative media including installation. The students work should be produced as a culmination of their personal experience and should demonstrate use of formal elements and creative skills. Their outcomes should give visual form to individual thoughts and feelings, observations and ideas whilst at the same time reflect an attempt to extend their own and others ways of seeing the world.

The revised Edexcel specification for GCE Art and Design has reduced the number of unitary requirements from six to four. As a result, there is much greater cohesion and continuity of delivery, removing artificial divisions between units.



The assessment components are as follows:

Component Method of assessment	Weighting	
AS		
Unit 1 Art and Design Coursework	30% of advanced GCE 60% of AS	Internally set Internally marked Externally moderated
Unit 2 Art and Design Externally Set assignment	20% of advanced GCE 40% of AS	Externally set Internally marked Externally moderated
A2		
Unit 3 Art and Design Coursework Practical work Personal Study	30% of Advanced GCE	Internally set Internally marked Externally moderated
Unit 4 Art and Design Externally Set Assignment	20% of Advanced GCE	Externally set Internally marked Externally moderated

The assessment objectives and weighting are as follows:

		AS/A2
A01	Record observations, experiences, ideas, information and insights in Visual and other forms, appropriate to intentions.	25%
A02	Analyse and evaluate critically sources such as images, objects, artefacts and texts, showing understanding of purposes, meanings and contexts.	25%
A03	Develop ideas through sustained investigations and exploration, selecting and using materials, processes and resources, identifying and interpreting relationships and analysing methods and outcomes.	25%
A04	Present a personal, coherent and informed response, realising intentions, and articulating and explaining connections with the work of others.	25%

BIOLOGY A LEVEL: BRINGING SCIENCE TO LIFE

Could you be the next Norman Borlaug and save a thousand million lives?

“Norman Borlaug, who died on September 12 aged 95, won the 1970 Nobel Peace Prize for his achievement in promoting the use of more productive cereal strains in order to feed the world’s vast population of the starving; his efforts to introduce hybrid cereal varieties into agricultural production in Pakistan, India, Mexico and other developing countries are estimated to have saved about a thousand million people from dying of hunger.”

Telegraph 13/09/09

Former Biology students from EIC are now, or will be, studying medicine, cancer biology, physiotherapy, veterinary science, psychology, education, forensic anthropology, sports science and marine biology. From providing a better quality of life, to saving lives, to working towards a better environment, our students are proving valuable citizens in the modern world. A single biologist's work can have a major impact on the world and the organisms within it: could that biologist be you?



In the theoretical aspects of the course you are required to:

- Recognise, recall and show understanding of scientific knowledge
- Select, organise and communicate relevant information in a variety of forms
- Analyse and evaluate scientific knowledge and processes
- Apply scientific knowledge and processes to unfamiliar situations
- Assess the validity, reliability and credibility of scientific information

In the practical biology and investigative skills aspect of the course you are required to:

- Use theories, models and ideas to develop and modify scientific explanations
- Use knowledge and understanding to pose scientific questions, define scientific problems, present scientific arguments and scientific ideas
- Use appropriate methodology, including ICT, to answer scientific questions and solve scientific problems
- Carry out experimental and investigative activities, including appropriate risk management, in a range of contexts
- Analyse and interpret data to provide evidence, recognising correlations and causal relationships
- Evaluate methodology, evidence and data, and resolving conflicting evidence
- Appreciate the tentative nature of scientific knowledge
- Communicate information and ideas in appropriate ways using appropriate terminology
- Consider ethical issues in the treatments of humans, other organisms and the environment
- Appreciate the role of the scientific community in validating new knowledge and ensuring integrity
- Appreciate the ways in which science is used to inform decision making about issues to benefit society

In other words you need to be able to think critically. A Level Biology is not just about learning facts but about using the facts and your skills to solve problems. You will also need to demonstrate good English and mathematical skills. Knowledge of Chemistry to GCSE level is also desirable.

BIOLOGY *(continued)*

Course Summary:

You will be studying the Edexcel A Level Biology course

Note that you will be required to use the schools VLE system Moodle to submit assignments and coursework as well as access extension materials.

The aims of the course are:

- To develop your interest in, and enthusiasm for, Biology including developing an interest in further study and careers in the subject
- Appreciate how society makes decisions about biology-related issues and how Biology contributes to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works.
- Develop essential knowledge and understanding of different areas of Biology and how they relate to each other.

AS Level:

Unit 1: Lifestyle, Transport, Genes and Health

- Structure and function of carbohydrates, lipids and proteins; enzyme transport
- Structure and properties of cell membranes; passive and active transport
- Structure and role of DNA and RNA
- Replication; protein synthesis
- Monohybrid inheritance
- Gene mutations
- Principles of gene therapy; social and ethical issues

Accounts for the 40% of the AS Level and is assessed by a 1 hour 30 minutes exam

Unit 2: Development, Plants and the Environment

- Cell structure and ultra-structure of eukaryote and prokaryote cells: cell specialisation
- The role of meiosis
- Genotype and environmental influence
- Stem cell research and its implications
- Biodiversity, adaptations and natural selection
- Principles of taxonomy
- Plant cell structure
- Transport of water in plants
- Uses of plant products

Accounts for the 40% of the AS Level and is assessed by a 1 hour 30 minutes exam

Unit 3: Practical Biology and Research Skills

You will write a fully referenced report of between 1500 and 2000 words, either a record of a visit to a site of biological interest or a report of research into a biological topic. The topic need not be related to the syllabus but can cover an issue of personal interest. The visit or issue is intended to bring you into contact with "real-life" example of Biology in use. You will be assessed on your ability to describe the biological-based methods and processes in the context of the selected problem or issue; to identify the relevant applications of Biology and to use information or arguments from your research and communicate them clearly. This will be externally marked by Edexcel.

As part of Unit 3 you will conduct a number of field trips, including a residential trip.

A2 Level:

Unit 4: The Natural Environment and Species Survival

- Photosynthesis; energy transfer within ecosystems
- Evidence for global warming
- Evolution through natural selection and speciation
- Nutrient recycling
- DNA profiling and PCR
- Structure of bacteria and viruses
- Infectious diseases (eg AIDS and TB) and immunology

Accounts for the 40% of the A2 Level and is assessed by a 1 hour 30 minutes exam

Unit 5: Energy, Exercise and Coordination

- ATP, glycolysis, aerobic/anaerobic respiration
- Control and functioning of heart; ventilation and cardiac output
- Homeostasis
- The nervous system
- Impact of exercise on body and improving performance
- Hormonal coordination
- Brain structure and development
- Imbalances in brain chemicals
- Human Genome Project

Accounts for the 40% of the A2 Level and is assessed by a 1 hour 30 minutes exam.

In addition there is a section of the exam based on a pre-released article.

Unit 6: Practical Biology and Investigative Skills

You will complete a written report of an individual experimental investigation, which you have devised and carried out. The time taken is the equivalent of two weeks normal lesson and homework time. The report will be between 2700 – 3000 words long. You will be assessed on ability to plan and carry out experimental procedures, to display and interpret your results, including an appropriate statistical analysis, and to report on your work.

Accounts for 20% of the A2 Level.

In addition each unit contains 4 core practical experiments which may be examined on in the written papers and also cover key practical skills monitored by your teachers: use apparatus safely and skillfully; produce and record reliable and valid results; present and analyse data.

Taking your studies further:

Biology is a broad subject and there are many possible degrees and careers. Ask to see the separate booklet listing potential degrees. Biology combines with many other subjects, you can study biophysics, bioinformatics, biochemistry, biogeoscience, there is even an accountancy and biology course! Biology is a well respected subject and the skills you develop during the course will be of value even in career choices outside of Biology itself.

Could you be the next Elizabeth Blackburn?

Dr. Blackburn was the recipient of the 2009 Nobel Prize for Medicine for discovering telomerase, the enzyme that repairs the end of chromosomes. This work has a major impact on the study of aging and age-related diseases. She was controversially sacked by the Bush administration from the Presidents Council of Bioethics for refusing to allow her scientific advice to be manipulated for political ends. Go girl!

BUSINESS STUDIES

What is Business Studies?

Most EIC students should have a good idea from IGCSE Business Studies what the subject is all about. The A Level course develops the concepts covered at IGCSE. For those who have not done Business Studies IGCSE the subject looks at how a business operates. It is not a “how to be a millionaire in 10 easy steps” course, nor is it a “how to avoid paying tax” course, as many students seem to think! Business Studies looks at how businesses make decisions or assess situations, this could be in areas such as marketing, staffing or finance.

Is Business Studies for me?

If you have an interest in how businesses operate then this could be for you. You will need to have an interest in assessing different courses of action (there is rarely a definite correct answer to business issues, if there was everyone with an A Level would be a millionaire!) and analysing data. It helps if you follow the business world news as all theories are linked to real life examples.

What will I study?

Like all A Level courses Business Studies is divided into 4 units. Students study & take an exam in 2 of these units at the end of Year 12 for the AS exam. The marks from these AS exams are combined with the marks from the 2 units studied in Year 13 for the full A Level.

The units are:

Year 12

Unit 1: Developing New Business Ideas

This unit looks at how new or existing businesses generate their product or service ideas and test them through market research. It also considers the competition in the market; the economic climate; how the business might be financed and how much revenue the idea might generate.

Unit 2: Managing the Business

This unit covers key activities which you may be involved in if you were to set up or manage a business. It also introduces some basic management tools and models (like 4Ps & motivation theories) which will be developed in the A2 qualifications.

Year 13

Unit 3: International Business

The aim of this unit is to introduce you to the world of international business and issues which a company trading internationally would have to consider.

Unit 4: Making Business Decisions

In this unit, you will learn how to assess the current competitiveness of a business through performance and non performance indicators.

How is the course assessed?

The entire course is assessed through external exams, there is no coursework. All questions require a written answer, sometimes a brief definition, sometimes a longer written answer based on a case study.

Are there any course requirements?

There is some Maths involved in Business Studies so it is a requirement that all Business Studies students have at least a grade C in Maths. You should also note that most universities will require a B in Maths to allow you to do a Business based degree. If you studied IGCSE Business then you will need at least a B grade. It is possible for students who have not done IGCSE to take the A Level, but it is not advised. You will be in a class with students who have already covered the basics and so would require a huge amount of additional work.

What can I do with a Business Studies A Level?

The A level is designed for students who may be considering going straight into the business world after A Level, and is a useful introduction to what issues need to be considered. You can, of course, go on to do a degree in Business and it is a popular choice either on its own or combined with a foreign language. In the end wherever you work it will be in a business (yours, someone else's, government's....) so this subject gives you an understanding of how it is run.

CHEMISTRY

Chemistry affects the lives of every one of us.

Chemistry is an exciting and challenging subject to study as it helps to unravel the mysteries concerning materials of every description including the human body. The role of a chemist is a very important one in all aspects of our life. In fact we use very few materials that have not been changed in some way by a chemist.

Chemical research may be targeted where it is dedicated to making new substances which are more effective, cheaper and with fewer disadvantages than those used at present or fundamental where it is designed to further our understanding of how and why things are as they are.

The course aims to:

- Stimulate and sustain an interest and enjoyment of the subject while fostering imaginative and critical thinking with acquisition of knowledge.
- Study aspects of chemistry that are often in the media and affect their lives, such as climate change, green chemistry, pharmaceuticals and chemistry research.
- Give students a practical experience that will develop and enhance these skills.
- Appreciate the interlinking patterns in the subject.

The course consists of:

AS Units: Unit 1: The Core Principles of Chemistry (Written exam 1 hr 30 mins)
Unit 2: Applications of Core Principles of Chemistry (Written exam 1 hr 30 mins)
Unit 3: Chemistry Laboratory Skills I.

A2 Units Unit 4: General Principles of Chemistry I – Rates, Equilibria and Further Organic Chemistry (Written exam 1 hr 40 mins)
Unit 5: General Principles of Chemistry II – Transition Metals and Organic Nitrogen Chemistry (Written exam 1 hr 40 mins)
Unit 6: Chemistry Laboratory Skills II.

An A2 level in Chemistry is essential for students wishing to go into the fields of Medicine, Dentistry and Veterinary science. It is a must for the fields of Biology, Biochemistry, Chemical and Marine Engineering, Food Science, Pharmacy, Water Science, Agricultural Science. It is also extremely useful for careers in development of new materials in the fashion, fragrance and cosmetics industries as well as in art restoration.

Since the subject involves many physical and mathematical concepts, students are advised to take a combination of these three 'A' Levels. Pupils taking 'A' level Biology would find Chemistry very helpful to understand its Biochemical aspects. As a grounding for an 'A' level course, we expect a grade B in GCSE Chemistry (extended) along with reasonable grades in Physics, Mathematics and English.



COMPUTING

Computers are an integral part of almost every business in the world today. The rise of IT has been so fast that there are now more jobs than professionals available to fill them. Careers within the IT industry are many and varied including Programmers, Network Managers, Systems Administrators, Systems Analysts, Web Designers, Multimedia Specialists, Database Administrators, Hardware Engineers, Sales and Marketing, Technical Writers and Artificial Intelligence Research all of which can command some of the highest graduate salaries after leaving University.

The Computing course studied at AS and A2 level will provide an excellent mix of practical and theoretical study both elements being tested at each level. A GCSE in ICT is not essential to take Computing at this level, however an avid interest in the subject is together with a firm Mathematical GCSE (A or B grade) and preferentially studying Mathematics at A level.

Cambridge International A Level & AS Level Computing are accepted by universities and employers as proof of essential knowledge and ability. This syllabus is designed to give greater flexibility both to teachers and to candidates. It is envisaged that candidates will use the skills and knowledge of computing acquired through this course in one of three ways:

- To provide a general understanding and perspective of the use of computer technology and systems, which will inform their decisions and support their participation in an increasingly technologically dependent society.
- To provide the necessary skills and knowledge to seek employment in areas that utilise computing.
- To develop their knowledge and understanding of computing through entry to higher education, where this qualification will provide a useful foundation for further study of computing or more specialist aspects of computing.

Candidates may choose:

- To take components 1, 2, 3 and 4 in the same examination session, leading to the full A Level
- To follow a **staged** assessment route by taking papers 1 and 2 (for the AS qualification) in one session, then papers 3 and 4 (for the full A Level) at a later session
- To take papers 1 and 2 only (for the AS qualification).

Paper 1 1½ hours

Written paper on Section 1 of syllabus
Marks - 75. Worth 50% towards the AS and 25% towards the A level.

Paper 2 2 hours

Practical programming techniques - No coursework but a supervised practical examination.
Marks - 75. Worth 50% towards the AS and 25% towards the A level.

Paper 3 2 hours

Written paper on Section 3 of syllabus, also assuming knowledge from Section 1
Marks - 90. Worth 60% towards the A2 and 30% towards the A level.

Paper 4

Computing project - Coursework.
Marks - 90. Worth 60% towards the A2 and 30% towards the A level.



Advanced Subsidiary (AS) forms 50% of the assessment weighting of the full Advanced Level.
Further details of what the course covers and how it is examined can be found in the specification.

DRAMA AND THEATRE STUDIES



What do I need to know or be able to do before taking the course?

You will have achieved a grade A or B at GCSE. It is important that you are interested in gaining a greater understanding of how theatre and plays work and that you are confident to perform on stage as a group as well as individually. English Language and English Literature GCSE at grade C or above are also advantageous.

What will I learn on this course?

The course demands practical, creative and communication skills in almost equal measure. You will extend your ability to create drama and theatre, either in a performing or production role. You will also be required to write about drama and to develop your powers of analysis to become an informed critic. The course will involve taking part in drama productions, as well as studying plays and playwrights.

What kind of student is this course suitable for?

You need to be curious about issues and ideas and have a creative instinct for communicating your views through drama. You may be keen on acting, writing or on the visual and technical side of theatre and wish to develop your skills in some or all of these areas. Equally you will be interested in going to the theatre to see plays performed by different theatre companies.

Examinations

You take the AS level examination at the end of Year 12 and if you wish to continue to A2 level in Year 13, you will take further examinations at the end of that year,

Trips

You will be required to go on a theatre trip to London or elsewhere to see English speaking theatre and participate in backstage tours and workshops.

AS LEVEL

UNIT 1: WORTH 40%

Exploration of Drama and Theatre

You will study two contrasting plays in a practical and active way. You will also look at one of the texts in light of a theatre practitioner such as Stanislavki, Artaud or Brecht. You will be assessed on exploration notes that are sent to the exam board as well as a live theatre performance evaluation.

UNIT 2: WORTH 60%

Theatre Text in Performance.

You will be required to perform in a full length play that is directed by the teacher as well as perform a monologue or duologue to an external examiner in the summer term. This exam is practical and does not involve coursework.

DRAMA AND THEATRE STUDIES *(continued)*

A2 LEVEL

UNIT 3 WORTH 40%

Exploration of Dramatic Performance

This unit requires the creation of a unique and original piece of theatre. Students will be assessed in both the creation and the finished product in the form of a performance to an invited audience. Written work will be required reflecting the research and development work.

UNIT 4 WORTH 60%

Theatre Text in Context.

This is an externally assessed unit and takes the form of 2 hour and 30 minute written paper. You will study one play from a choice of three, either *Lysistrata*, *Dr Faustus* or *Woyzeck* as well as one Shakespearean play and you will need to research their context as well as looking into how you might approach the plays from a designers or directors perspective.



What could I go on to do at the end of my course?

This AS/A level can lead to further study in Drama, Theatre Studies and Performing Arts in Higher Education at degree or HND level. It can be used as part of your course to broaden your studies and skills and may lead to a career in the performing arts industries, media arts, journalism and teaching. Drama and Theatre Studies AS/A level complements a range of subjects such as English Literature and is useful in building confidence and improving presentation skills in a range of careers.

ENGLISH LITERATURE

Q: *English Literature: that's just looking at books isn't it?*

A: Well, it's a starting point! We do "look at" books in English Literature but if we stopped there, we'd just be studying a collection of pretty book covers. It would be more accurate to say that we *read* books.

Q: *Reading...looking at...it's the same thing surely.*

A: No. To read a text well, you have to understand *why* it was written and *how* it was written.

Q: *What's the difference?*

A: *Why* involves studying the time in which the author lived. What prompted him or her to write in that way? *How* involves studying the techniques the author used in order to communicate his or her ideas effectively.

Q: *It sounds like you need to know a bit about writing.*

A: Absolutely right. To read well, you have to write well. In English Literature at A level we explore the different choices an author makes in writing the text. This helps us to understand the text in more detail so that we can apply this knowledge to our own writing.

Q: *Oh I see. So what's involved in A level Literature?*

A: I'm glad you asked! A level English Literature is divided into four units. We study two units at AS and two units at A2 level.

At AS, Unit 1 involves studying a selection of poetry and prose (including texts from 1800 – 1945). This unit is assessed by means of an external examination of 2 hours 15 minutes. In Unit 2 we focus on drama. We look at Shakespeare and the work of other playwrights from 1300 to 1800. For this unit you create a portfolio of work, which involves exploring a text as well as writing your own creative ideas.

At A2, Unit 3 involves interpreting prose and poetry, including poetry written after 1990. This unit is assessed by an external examination of 2 hours 45 minutes. Unit 4 is called *Reflections in Literary Studies*. For this unit you complete an extended study on literary texts of your choice, which have been approved by your teacher.

Q: *What? So I've got to decide ...I've got to think for myself?*

A: Exactly. That is the key skill we develop in English Literature: thinking.

Q: *So what do I need to study English Literature at A level?*

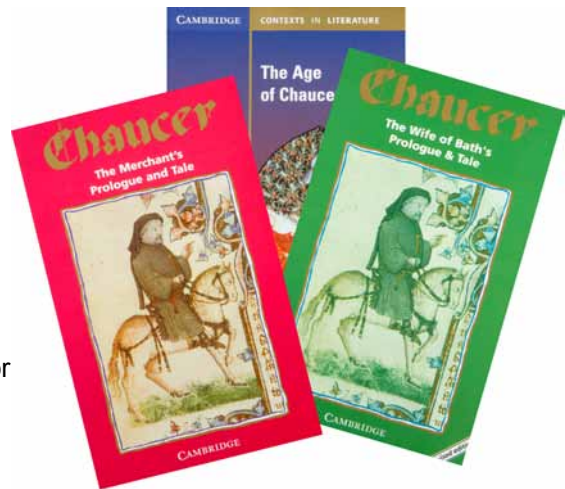
A: You need at B or above for IGCSE/GCSE English Literature. If you are new to EIC and haven't studied English Literature before, you'll need to discuss your plans with the Head of English and Classics.

Q: *I really like reading. Is that important?*

A: Yes, it is. In fact, it's fundamental to your enjoyment of the course. If you enjoy reading, thinking for yourself and discussing your ideas, then you'll enjoy A level English Literature.

Q: *How will A level English Literature help me?*

A: An A level in English Literature reflects good communication skills and a wide cultural knowledge: skills that are important whatever degree you choose. English Literature can be studied as a single subject at degree level or combined with a wide variety of other subjects. Philosophy, Anthropology, Archaeology, Classics, Politics, History, Law or Languages all combine well with the study of English Literature.



ENGLISH LANGUAGE

Q: *A Level English Language? Well, that's just the same as IGCSE English Language isn't it?*

A: Not exactly. Perhaps the title of the A level is a little misleading. *Linguistics* might be a more accurate term.

Q: *What does that mean?*

A: It involves the study of how and why we speak and write as we do. We look at how our use of language changes in different contexts and what this tells us about the identity of the speaker or writer.

Q: *Hmm...sounds a bit like Psychology.*

A: Yes, we do explore the more psychological aspects of our language, particularly at A2. We study how, as young children, we learn to read and write. We also study how our language has changed through the centuries.

Q: *What's involved in A level English Language?*

A: A level English Language is divided up into four units. We study two units at AS and two units at A2 level.

At AS, in Unit 1 we focus on varieties of contemporary language. This involves written, spoken and electronic communication. This unit is assessed by an external examination of 2 hours 15 minutes. Unit 2 is the coursework component. Here you have to produce some of your own writing for both reading and listening audiences.

At A2, we focus in Unit 3 on how and why English has changed over time and we also look at the development of children's language. You will be assessed by an examination of 2 hours 45 minutes. In Unit 4 you carry out a research investigation on a linguistic topic of your choice.

Q: *What do I need to study English Language at A level?*

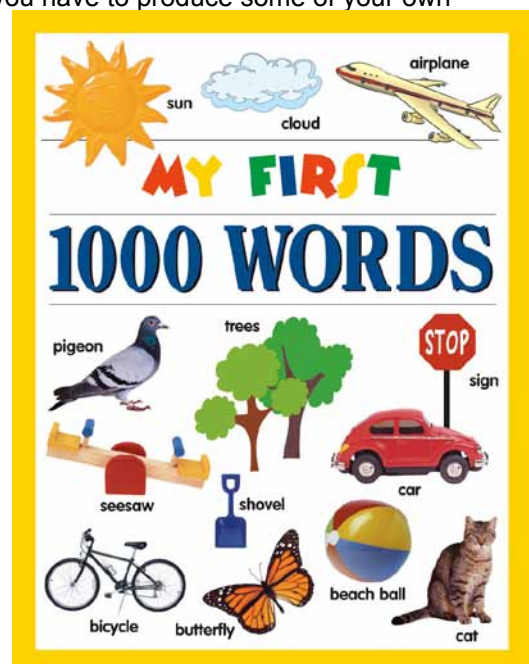
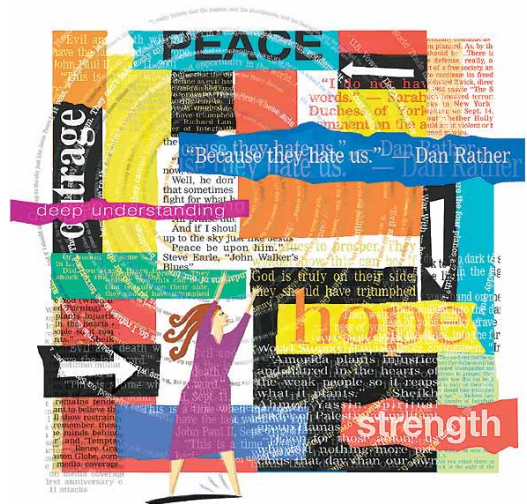
A: You need a B or above for GCSE/IGCSE English Language.

Q: *Anything else?*

A: Well, if you're a "people watcher", you'll enjoy English Language. English Language particularly appeals to those who like to think about *why* we speak or write as we do.

Q: *How will A level English Language help me?*

A: In studying English Language at A level, you develop your skills as a communicator. This is particularly useful, whichever degree course you decide to follow. It forms a good foundation for study in any arts-based degree in combination with, for example, History, Social Studies, Media Studies, Foreign Languages and Politics.



GEOGRAPHY

Geography at AS and A2 level gives you an opportunity to examine our complex and ever-changing world. The course focuses on how we tackle and manage contemporary issues that face us; it also attempts to answer questions such as;

- *Who will be the next Global Superpower?*
- *Will all countries be allowed to develop?*
- *What can or should be done to prevent Global Warming?*
- *To what extent should Biodiversity be protected?*
- *Are the Olympics in London going to leave a successful legacy?*



It is not a requirement that you should have studied Geography at GCSE in order to take an

AS level or A level Course. However, those students who have studied IGCSE Geography will find that the material and the skills they have learned will prove a valuable foundation for further studies at this level. What is more important is that you should have a lively and enquiring mind, an interest in the environment and current affairs, a willingness to explore new ideas and an ability to communicate your ideas effectively.

Please note that the normal requirements for students wishing to study AS Geography are a grade B or above in IGCSE Geography with grade C or above in at least 4 other subjects. For students who have not studied IGCSE/GCSE Geography a grade B or above in at least 5 IGCSE/GCSE subjects.

What will I learn on the Course?

An enquiry approach to planning Geographical Investigations
Processes and systems that shape the Natural Environment
The relationship between People and The Natural Environment
Political, Social, Cultural influences in our contemporary world
The driving forces and conflicts in the global economy
Global Equalities and Inequalities and the management of our global resources.

What kind of student is this course suitable for?

Have an interest and concern for their environment.
Are interested in current affairs.
Enjoy studying a subject that is relevant to their own lives and experiences.
Want the opportunity to carry out practical work outdoors as well as class work.
Want to broaden their AS or A level studies to cover both 'sciences' and 'humanities'.
Enjoy travel and finding out about new people, places, landscapes and events.
Want to keep their options open - Geography AS or A level is an appropriate qualification for a very wide range of higher education or career choices.

What is the Course Content?

AS LEVEL: YEAR 12

Unit 1 Global Challenges (60%)

The meaning, causes and impacts and management of global challenges, and how we can influence global challenges through our own lives. There are two compulsory topics: World at Risk and Going Global. They encompass a wide range of contemporary issues and involve debate on some of the more controversial issues in Geography and their impacts.

GEOGRAPHY *(continued)*

Unit 2 Geographical Investigations (40%)

A closer look at how physical and human issues influence lives and can be managed. This module is based on fieldwork - both traditional methods and using new technologies such as GIS systems.

The topics studied are crowded coasts and re-branding places. Pupils travel to London to see the re-branding in the Olympics and east London and complete a local coastal study in Marbella.

A LEVEL: YEAR 13

Unit 3 Contested Planet

The use and Management of resources is a key issue for geography and today's world. This area is explored through six compulsory topics: Energy Security, Water Conflicts, Biodiversity under Threat, Superpower Geographies, Bridging the Development Gap and The Technological Fix.

Unit 4 Geographical Research

Students select and study one from six research options: Tectonic activity and hazards, Cold Environments - Landscape and Change, Life on the Margins – the Food Supply Problem, The World of Cultural Diversity, Pollution and Human Health at Risk, Consuming the Rural Landscape – Leisure and Tourism.

How is the Course Assessed?

The assessment for the course is 100% Exam, with each unit being assessed through a separate exam. Resources for Units 3 and 4 are pre released before the exam.

What could I go on to do at the end of my course?

According to recent studies, Geography graduates and Psychology graduates are the most employable!

Geography combines effectively with almost all other AS and A level subjects. Taken with sciences like Mathematics, Physics, Chemistry and Biology, Geography supports applications for almost any science-based university course like engineering, psychology, environmental sciences, oceanography and geology. Taken with humanities like English, French, History or Business Studies, Geography supports an equally wide range of university courses such as business, law, media, politics and philosophy.

HISTORY

WHAT IS HISTORY?

"The past itself is logically irrecoverable" (Warren)

History can be defined as the study of the "past" and the attempt made to describe, explain or rationalize it. Studying History then, generally means studying the writings of historians – and often at second hand in a form regurgitated by teachers: easier to take, perhaps, but sometimes a little thin and unappetizing.

Sixth Form historians at EIC will be encouraged to explore and analyze a great range of historical sources, both 'primary' (contemporary documents, artifacts, etc) and 'secondary' (historians' interpretations). Students will be encouraged to develop their own individual interpretations and not simply 'regurgitate' teacher notes or the standard text. History at this school will appeal to the enquiring mind and those who are simply not satisfied with 'yes' or 'no' answers – think beyond the box.



AS and A2 Programmes of Study

AS Students

D6 Ideology, Conflict and Retreat: the USA in Asia, 1950-73

- The Korean War, 1950-53: causes, course and consequences
- The ideological struggle in South East Asia in the early 1950s
- The French in Vietnam; the British in Malaysia; US concerns
- South East Asia Treaty Organization (SEATO)
- Growing US participation in Vietnam, 1954-68
- Kennedy and Johnson
- The Nixon Presidency and the withdrawal of US forces, 1969-73
- The reaction to the Vietnam War in the USA
- The changing international diplomatic context.

B1 Britain, 1830-85: Representation and Reform

- The Great Reform Act: its immediate causes (from 1830); passage and impact to 1850
- Chartism: origins of the movement from 1832; course and nature of threat to the authorities; its impact on politics and the political culture of working people.
- Parliamentary reform and redistribution, 1867-85: the causes, significance and impact to 1885 of parliamentary reforms and associated franchise reforms.
- The implications of Parliamentary reform for the development of the Whig/Liberal and Tory/Conservative parties.

OR

B2 Poverty, Public Health and the Growth of Government in Britain, 1830-75

- Reasons for widespread poverty in early 19th century: the operation of the old Poor Law and reasons why it was controversial
- The Poor Law Amendment Act of 1834 and diverse reactions to it up until 1875
- The impact of cholera on pressure for public health legislation in the 1830s and 1840s: the role of Edwin Chadwick and John Snow
- Local public health provision and legislation: reasons for passing the Public Health Act (1848) and reactions to it in the 1850s

D3 Russia in Revolution, 1881-1924: From Autocracy to Dictatorship

- The challenges to the Tsarist state, 1881-1906: nature of the regime; economic and social changes; opposition parties; the 1905 revolution.
- Tsarism's last chance, 1906-1917: the Dumas; Stolypin; the impact of War; the downfall of the Romanovs. February to October 1917: the Provisional Government and the Bolshevik coup.
- Holding on to and consolidating power, 1918-24: civil war; changing economic policies; creating the Soviet state

A2 Students

Unit 4:

Title CW 42: The Making of Modern China, c1900-2000

Focus

The political, social and economic transformation of China in the twentieth century and the factors influential in this process.

Course content:

Teachers must design their own teaching programme based on these four bullet points

- China in the early 20th century: society, economy and government.
- The reasons for the nationalists' initial triumph and later overthrow.
- China under Mao.
- The extent of change in China's society and economy since 1976.

Suggested Areas of Enquiry

Example 1: Factors

One of the following examples of foreign influence:

- The impact of the USSR 1919-27.
- The impact of Japan 1937-45.
- The impact of the USA 1941-49.
-

Assignment Focus

Part A What, in your view, was the short-term significance of [the chosen example]?

Part B Assess the impact of interference by foreign powers on China's development in the 20th century.

Example 2: The role of individuals

The role of one of the following individuals: The Empress Dowager Cixi in the period 1900-1908; Sun Yat-sen in the period 1911-25; Lin Biao in the period 1946-49; Jiang Qing in the period 1966-76.

Assignment Focus

Part A What, in your view, was the short-term significance of [the chosen individual]?

Part B Assess the significance of the role of individual leadership and personality in hastening or retarding change in China throughout the 20th century.

Example 3: Key events

The significance of one of the following:

- The Wuchang rising of 1911.
- The violent break between the KMD and the Communists in 1927.
- The proclamation of the PRC in 1949.
- The death of Mao Zedong in 1976.
-

Assignment Focus

Part A What, in your view, was the short-term significance of [the chosen event]?

Part B In considering the process of change in 20th century China, how far can [the chosen event] be seen as a turning point?

C2 The United States, 1917-54: Boom, Bust and Recovery

- The economy of the United States in the 1920s.
- Political and social tensions, 1917-33: the Ku Klux Klan;
- Prohibition and organised crime; immigration policy; the Red Scare.
- Opposition to Roosevelt as President, 1933-45.
- The USA, 1941-54: the impact of war and the significance of anticommunism.

Associated controversies

- Why did the United States suffer such a serious depression in the years 1929-33?
- How successful was the impact of the New Deal to 1941

What do I need to know or be able to do before taking this course?

It is not a requirement that you have studied History at GCSE in order to take an AS or Advanced course in the subject. A number of topics offered for study are developments from GCSE but there are also plenty of topics offered which are likely to be new to most students. It is more important that you have an enquiring mind, an interest in the past and its relevance to current affairs and ability to communicate your ideas effectively.

Those students who have studied History GCSE will find that the skills they have learned and the knowledge they have acquired will form a solid foundation for further studies at AS/A level.

What could I do at the end of this course?

History combines well with math's and science subject to create an attractive portfolio of qualifications, enabling a student to move on to a university science-based course. Combined with English and a modern foreign language it would provide a good basis for an arts or languages-based degree. Choose wisely, History could be your future. The skills and knowledge acquired will open up a number of career opportunities including teaching, law, journalism, business and public service.

MATHEMATICS

The value of AS or A level Mathematics

Mathematics is extremely versatile and useful because of its in built problem solving capabilities - future employers find this aspect invaluable. At both AS and A level it can be combined with AS and A level Physics, Chemistry, Biology, Computer Science, Business Studies and Geography for university courses such as Pure Sciences, Biological Sciences, Earth Sciences, Medicine, Dentistry, Psychology, Accounting, Finance, System Analysis and Management. It can be studied for its own sake - just for the joy of it! For example, English and Mathematics has always proved to be a very powerful combination in the past.

IGCSE entry requirements grade B and above.

Terminology of AS and A level Mathematics

(a)	Pure Maths	'units'	C1	C2	C3	C4
(b)	Mechanics	'units'	M1	M2	M3	M4
(c)	Statistics	'units'	S1	S2	S3	
(d)	Further Maths	'units'	FP1	FP2	FP3	

Possible AS combinations the school could offer

(1)	AS Mathematics	C1 + C2 + M1
	or	C1 + C2 + S1
(2)	A Mathematics	C1 + C2 + C3 + C4 + M1 + S1

and for exceptional students - **Further Mathematics** can be offered. Entry requirement A or A*.

MUSIC

What do I need to know or be able to do before taking this course?

It is useful to have taken Music at GCSE level but not essential, particularly if you have taken other music examinations such as Associated Board practical or theory exams Grade V or above. However, it is essential to be able to read music and play a musical instrument. It is important that you are keen to be involved with musical performance and are willing and able to play in front of others.

What will I learn on this course?

The course demands performing, composing, listening and analytical skills in almost equal measures. You will improve your skills in performing and composing in a range of styles, and listen to a wide range of music to develop a more informed appreciation of how and why it was written and/or performed.

What kind of student is this course suitable for?

Anyone who has taken an interest in creating, listening to and performing different styles of music, and who wishes to broaden their experience and deepen their understanding of both live and recorded music.

According to which route you choose through the Areas of Study, you may focus mainly on classical music or popular music. For example, you could study Music for Film and Television, Popular Music and Jazz or Music for Large Ensemble or Sacred Vocal Music etc.

MUSIC *(continued)*

Examinations

The AS examination is taken at the end of Year 12 after which point you may wish to continue on to take A2 in Year 13. There are 6 modules in all, 3 in each year:

Unit 1: Performing (30% AS, 15% A2). In this module you will develop your skills as a musical performer. You can perform as a soloist and/ or as part of an ensemble. Any instrument or voice is acceptable as part of a 5-6 minute performance. This is teacher-assessed.

Unit 2: Composing (30% AS, 15% A2). This unit encourages students to develop their composition skills leading to the creation of a final 3-minute piece. Study includes: How to write for instruments and voices (including ICT if appropriate), how to develop musical ideas within chosen forms and structures, and understanding the principles of rhythmic, melodic and harmonic construction.

Unit 3: Developing Musical Understanding (40%AS, 20% A2). This unit focuses on listening to familiar music and understanding how it works. Students learn to use a score to identify harmonic and tonal and other musical features and will study selections of from a wide range of set works (classical, world and popular), developing their skills of aural analysis.

(A2 ONLY)

Unit 4: Specialist Options (A2 15%). This unit gives students opportunities to extend their performance skills as a soloist and/or as part of an ensemble, and this can be in any style; however students are encouraged to develop skills further by playing a range of styles. Performances may be performed from, they may be improvised, and they may be ensemble performances.

Unit 5: Composition and Technical Study (A2 15%). The composition section further develops students' composition skills, leading to the creation of a final piece. The Technical Study builds on the knowledge and awareness of harmony gained in Unit 3; pupils will learn to complete a passage of music from a given part (popular or classical).

Unit 6: Further Musical Understanding (A2 20%). This unit focuses on listening to music, familiar and unfamiliar, and understanding how it works. Students study a range of set works and learn how to write perceptively about music in particular comparing, contrasting and evaluating as appropriate.

What could I go on to do at the end of my course?

This AS/A Level can lead to further study in Music and the Performing Arts in Higher Education at Degree or HND level. It can also be used to broaden your studies and skills, and could lead to a career in the performing arts industries, teaching, music therapy, music journalism, publishing, etc.

What other skills might I learn?

This course develops essential skills for your career in many fields. You will learn to

- Discuss critically both orally and in writing
- Plan and set targets for achievement
- Use the Internet as a research tool
- Work out appropriate and practical interpretations of a score
- Plan and participate in rehearsals
- Contribute to group evaluation

Any career which requires the above personal skills will benefit from this course.

This subject can also be useful in combination with any other of the Performing Arts subjects, (particularly if you are considering stage/theatre work), or with core subjects such as English or Mathematics.

PHYSICAL EDUCATION

What is AS and A level Physical Education?

Sports Science is the largest growth area in modern universities, with a multitude of sports related courses now available at degree level.

AS PE is a natural progression to have a career within the sports industry.

The course incorporates the assessment of both performance and knowledge of the subject area of Physical Education. It offers a rounded, integrated course of study providing the opportunity for personal development and improvement for each student. It requires the students to develop analytical and study skills, which will enable them to progress to higher education. It provides strong links with other qualifications in sport and recreation and specifically BTEC National Diploma Science (Sports) and GNVQ Advanced Leisure and Recreation.



Central to the study of Physical Education is the development of skill and technique, both physical and cognitive, in order to enhance the performance of physical activities. Implicit within this is the requirement to participate and perform. The development of ability towards an individual's optimum performance requires the application of knowledge and understanding where the individual is challenged to understand, and possibly achieve, a higher level of skill. Consequently, assessment of the individual student's performance allows for both the process of improvement attained through the application of knowledge and understanding of related subject matter, and the outcome assessment of the individual performance against accepted performance criteria.

Course content

AS

Unit 1 - Participation in Sport and Recreation

The first section of this unit will develop your knowledge and understanding of what makes a healthy and active lifestyle. You will research how the body reacts and adapts to exercise, the components of both skill and physical fitness and advanced methods of training. This element has a clear link with the work covered in your previous GCSE course of study. The second section looks into how sport and competition has developed over time.

Assessment

A 1hr 30 minute exam, featuring both short answers and extended writing questions.
This unit contributes 50% of the total AS exam mark

Unit 2 - The Critical Sports Performer

This Unit will involve four tasks which provide opportunities to develop practical experiences and to conduct some independent research into the structure, provision and analysis of physical activity. You will be required to perform two out of three roles, as either, the Performer, the leader and or the official. You will then research all three roles at local level and finally produce an analysis of performance of their first task. This unit is assessment internally through a portfolio of evidence and contributes the remaining 50% of the total mark for AS.

A2

Unit 3 - Preparation for Optimum Sports Performance

You will develop your knowledge and understanding of the short and long term physiological and psychological preparations made by athletes. You will investigate technical preparations, such as training camps and ergonomic aids to performance.

Assessment

This will be in the form of a 2hr exam paper featuring both short answers and extended writing questions.

Unit 4 - The Developing Sports Performer

Continuing the work covered in the AS UNIT 2 you will select one role to pursue as your practical option (Performer, Leader of Official) You will then research one of these roles at International level looking into grassroots development as well as elite performers.

Assessment

This will be as a completed CD portfolio and submitted to EDEXCEL for moderation.

Am I able to do this course section

As we move from GCSE to A level study the emphasis moves quite radically from the practical component to the theoretical side of sport. To enjoy this course it is important to have enthusiasm for sport, to take part in activities on a regular basis and have an interest in the issues surrounding sport. However it is vital to have enjoyed the theory aspect of the GCSE course of study and we would also recommend at a least a B grade pass in the theory element.



And at the end of the course?

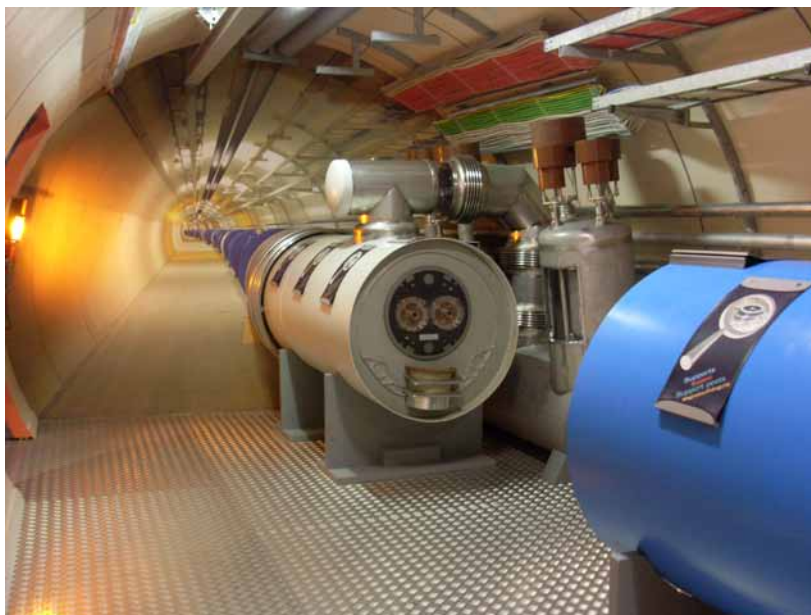
The Olympic games is reported to be the biggest global event in the world today, attracting attention from every country. Sports stars have become household names and are often more famous than films stars or politicians. Media coverage of sport has played a significant part in this.

The world of sport science, recreation and leisure is a growth industry, there are vast amounts of careers and opportunities surrounding this expansion. From the creation of opportunity for young people, the needs of the early retired, to the nurture of elite performers; sport has a key role to play in the health, enjoyment and success of a nation. If you think a career linked with sport is for you, then AS Physical Education could be a step in the right direction.

AS coursework is based entirely on your performance in a chosen sport, to succeed at this level you must be performing at a high level on a regular basis. All AS candidates must only choose PE if they can provide evidence of regular sporting involvement outside of school.

PHYSICS

Recent advances in science and technology amaze and excite us all. For young people these new scientific developments increase the opportunities available for them to enjoy work in science-based jobs. Choosing Physics as an IGCSE subject keeps your options open to a wide range of interesting occupations which have good, long term career prospects.



If you study Physics at 'A' Level, your qualifications can open up the possibility of exciting work in areas such as aerospace, engineering, technological innovation, scientific journalism, telecommunications, consultancy, administration or electronics. You might like to work in environments such as hospitals, research laboratories, agricultural establishments, classrooms, oil industries or the Civil Service.

If you choose a career which has no connection with the Physics you studied at GCSE or 'A' level, the ideas and principles learned at the time will always help you make better sense of the scientific information which affects us all and which we encounter every day.

The course aims to:

- Develop students' interest in, and enthusiasm for, the subject, including developing an interest in further study and careers in the subject.
- Appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.

The course consists of:

AS Units: Unit 1: Physics on the Go (Written exam 1 hr 30 mins)
Unit 2: Physics at Work (Written exam 1 hr 30 mins)
Unit 3: Exploring Physics (No coursework. There is a written alternative to the practical examination).

A2 Units Unit 4: Physics on the Move (Written exam 1 hr 35 mins)
Unit 5: Physics from Creation to Collapse (Written exam 1 hr 35 mins)
Unit 6: Experimental Physics (No coursework. There is a written alternative to the practical examination).

As a grounding for an 'A' level course, we look for a good grade in GCSE Physics (extended) along with reasonable grades in Chemistry (if taken), Mathematics and English.



MODERN FOREIGN LANGUAGES

Why choose a modern foreign language?

If you enjoy language learning and the challenge it presents, if you are interested in current affairs and discovering more about different attitudes, ways of life, people and places, if you enjoy travelling and want to be able to communicate with those you meet, then you should be continuing your study of one or more languages. In addition, living in Spain offers a fantastic opportunity for learning a language in the country where it is spoken and for having access to different aspects of Spain's rich heritage.



What do I need to know or be able to do before taking this course?

You need to achieve a grade B or higher at GCSE in the language(s) of your choice as these courses build upon previous knowledge and skills acquired.

What does the course consist of?

You will increase your understanding of the spoken and written forms of the language and learn how to communicate more clearly using more complex and varied structures. You will cover up-to-date topics relating to the culture and society of the countries in which the language is spoken. This will enable you to gain valuable insight into and understanding of these countries. There will also be the opportunity at Advanced level to study literature.

What examination will I have to take?

At the end of Year 12 you will take two units of assessment for AS level:

Unit 1: Spoken Expression and Response

Content summary:

This unit rewards students for their ability to converse in the target language on a general topic area that they have chosen in advance. Students will need to demonstrate that they can engage in a discussion that relates to a chosen general topic area and allied subtopics.

Unit 2: Understanding and Written Response

Content summary:

This unit requires students to understand and convey their understanding texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the language in continuous writing.

Students will be expected to recognise and use the language in a variety of contexts and in relation to a prescribed range of general topic areas.

At Advanced level in Year 13 you will take a further two units which count for 50% of the final grade, the other 50% being carried over from AS.

Unit 3: Understanding and Spoken Response

Content summary:

This unit requires students to demonstrate the effectiveness of their target language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with

MODERN FOREIGN LANGUAGES

the teacher/examiner, defend their views and sustain discussion as the teacher/examiner moves the conversation away from their chosen issue.

They will be expected to use the language of debate and argument to discuss the issue and will also be assessed for understanding as well as communication and quality of spoken language.

Unit 4: Research, Understanding and Written Response

Content summary:

This unit requires students to demonstrate skills in advanced-level Spanish/ French/ German writing (discursive or creative essay) and translation from English into the target language. The unit also requires students to demonstrate evidence of independent, advanced-level Spanish /French /German language reading and research of a chosen text, play, film or topic area that links to the culture and/or society of a Spanish /French /German -speaking country, countries or community.

What could I go on to at the end of my course?

A foreign language will always be an asset in today's world as communication across languages and cultures becomes an increasingly vital aspect of many jobs and functions in our daily lives. Having a language at AS or Advanced level will improve your employability, in particular with companies which have international branches.

You may choose to study your language(s) to a higher level at university as a main or secondary subject. Languages can be studied on their own or combined with an ever increasing range of subjects such as: English, English Literature, Geography, History, Journalism, Music, Philosophy, Theatre Studies, Business, IT, Law, Management.

Similarly languages are immensely valuable for courses linked to tourism, hotel management, marketing, insurance.



WHICH UNIVERSITY?



In the second and third term of Year 12, advice and help will be given to enable students to select appropriate courses in college or universities for further study. Applications for UK universities are sent in by the school between September and December of the year preceding entry and are processed through the UCAS system. For American, European and other universities, applications are made direct to the colleges. For further information about university applications please do not hesitate to contact the Head of Sixth Form who will be pleased to answer your questions.

Since the first 'A' level examinations in June 1985, our students have gained or are gaining degrees at universities and colleges throughout the world. Here is a list of some of them.

BRITAIN

University of Cambridge - Sidney Sussex College
University of Cambridge - Homerton College
University of Cambridge - St. Catherine's College
University of Oxford - Lady Margaret Hall
University of Oxford - Somerville College
University of Oxford - Worcester College
University of Oxford - St. Hugh's College
University of Oxford - Lincoln College
University of Oxford - Jesus College
Imperial College of Science and Technology, London
University of London - University College
University of London - King's College
University of London - London School of Economics and Political Science
University of London - Queen Mary College
University of London - Goldsmith's College
University of London - Royal Holloway College
University of London - School of Oriental and African Studies
University of London - School of Slavonic and E. European Studies

University of Warwick
University of Leeds
University of Nottingham
University of Durham
University of Bristol
University of Southampton
University of Edinburgh
University of Liverpool
University of Bath
University of Birmingham
University of Cardiff
University of Glasgow
University of Edinburgh
University of Middlesex
University of York
Liverpool, John Moores University
University of Westminster, London
University of the West of England
University of Buckingham
University of Sunderland
Oxford Brookes University
West Hertfordshire College
Anglia Polytechnic University
University of Central Lancashire
Leeds Metropolitan University

University of Newcastle
University of Manchester
University of Reading
University of East Anglia
University of Surrey
University of Loughborough
University of Sussex
University of Kent
University of Exeter
University of Essex
University of Salford
University of Portsmouth
University of Leicester
University of Bournemouth
University of Teeside
University of Napier
University of Plymouth
City University - London
University of Brighton
University of Greenwich - London
University of Lancaster
Royal Military College of Science & Technology
Arts Educational School of Drama
London College of Fashion

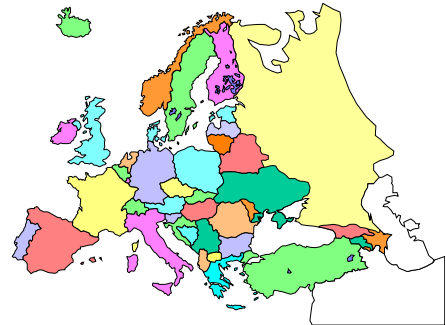
ART COLLEGES



London College of Printing
 Chelsea College of Art and Design
 Falmouth College of Art and Design
 Surrey Institute of Art and Design
 Leeds College of Art and Design
 Bath College of Art and Design
 Kent College of Art and Design
 Ravensbourne College of Art and Design
 Birmingham Institute of Art and Design
 Plymouth College of Art and Design
 Escole Messana, Barcelona
 City & Guilds of London Art School

EUROPE

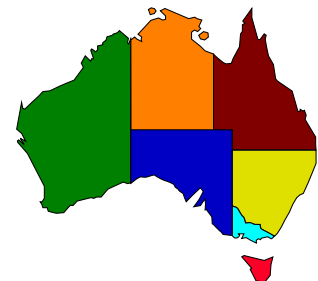
Amsterdam, Oslo, Lausanne, Vienna, Stockholm, Copenhagen, Monte Carlo, Paris, Granada, Cordoba, Malaga, Seville, Marbella, Madrid, Barcelona, Leiden, Salzburg.



USA - CANADA - AUSTRALIA



Harvard
 Yale
 University of Virginia
 University of Tennessee
 Arizona State University
 University of Southern California
 University of Massachusetts - Amherst
 Florida Institute of Technology
 Eckerd College, Florida
 Magill University - Canada
 University of Toronto, Canada
 New York State University.
 Queensland University
 American University of Beirut
 Concordia University - Canada
 Augusta State University USA



THEY HAVE OBTAINED OR ARE OBTAINING DEGREES WHICH INCLUDE:

Economics and Politics
 Russian
 Law
 European Business/Law
 Accountancy
 Economics/German
 History/Law
 Business/Estate Management
 Medicine
 English
 English and Drama
 English Language and Literature
 Fine Art
 Philosophy and Chinese
 Social Sciences
 Medical Psychology
 Journalism

Veterinary Medicine
 Avionics
 History and Politics
 Mathematics
 Mathematics/Business Management
 Physics
 Biology/Business Management
 Biology/Chemistry
 Marine Engineering
 Biology
 Economics
 Hispanic Studies and Philosophy
 German with English
 Graphic Design
 Civil Engineering
 Mechanical Engineering
 Aeronautical Engineering

Artificial Intelligence
 History and Spanish
 Geography
 Geology
 Geoscience
 Event Management
 Sports and Exercise Science
 History, Literature and
 Cultures of the Americas

French/Spanish
Psychology
Fine Art/Drama
Communications
History
Global Information Systems
Media Production
Psychology with Sociology
Electrical Engineering
Media Studies
Anthropology
European Studies
English Studies and History of Art
Arabic with Middle Eastern and Islamic Studies
Computer Science and Statistics
Marketing
Anthropology with Environmental Science
Art and Design
Architecture

Computer Studies
German/Business Studies
Public Relations/International Business
Business and Marketing
French and Hispanic Studies
Criminology
International Business
Pharmacy
Dentistry
Latin American Language and Culture
Communication Studies
Marine Science
Communication and Engineering
Translation, Spanish/English/French
Biological Sciences
Computer Systems with Telecommunications
Law and Philosophy
Management of Business
English and Sociology
Education with Spanish

EIC ALUMNI REUNION DINNER

This event is organised to take place every two or three years during the Christmas holidays. Many former students attend; some of whom left the school many years ago. We love to keep in touch with our ex-students, not only to exchange news, but because we regard many of them as our friends. It's an important event for us, so do make sure that you visit us after you leave to keep in touch, or sign up for a newsletter on our website so that we can let you know where and when the next dinner will be held. We look forward to seeing you there!

Contact addresses:

<http://www.eicmarbella.com>

sixthhead@eic.edu

