

# SUBJECT INFORMATION PACK FOR YEARS 12 & 13 2023/2024

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## HEADTEACHER'S LETTER

Dear Students and Parents/Guardians,

Entry into Year 12 is based on academic record and potential, and requires an increased commitment. IGCSE/GCSE grades A\*- B, grades 9 - 6, or equivalent, are normally required, but there are subjects that are not dependent on previous study at IGCSE/GCSE. Students should cultivate sound work habits and learn to study independently.

General Certificate of Education (GCE) and International A Level (IAL) AS/A Level courses form the core of the curriculum in Years 12 and 13. Students in Year 12 usually study four subjects. Each subject has an assigned number of 'direct contact' periods. 'Non-contact' periods are for private study and are considered as 'study periods'.

The Heritage Private School is an Examination Centre for Cambridge Assessment International Education (<http://www.cambridgeinternational.org/>) and Pearson Edexcel International Examinations (<http://qualifications.pearson.com>). You will notice when reading this Subject Information Pack that each subject has a subject code, which refers to the syllabus followed. In addition to the summaries contained in this Subject Information Pack, the full syllabus for each subject may be found by visiting the relevant Cambridge or Pearson website and locating the subject via its name and/or subject code.



**We are very proud that the School is a Cambridge International Fellowship Centre.**

**In addition, we are proud that the School is a recipient of the ISA British Council International School Award for outstanding development of the international dimension in the curriculum. It is currently the only school in Cyprus to have been re-awarded the ISA 2019-2022.**



Apart from their chosen subjects, students in Years 12 and 13 attend compulsory PE/Sports lessons and in addition, students in Year 12 follow a Careers and Life Skills programme. Years 12 and 13 students are expected to develop a range of interests, make good use of their time and show a responsible attitude. They are also expected to contribute to the life of the School by accepting additional responsibilities and taking a lead in School activities or as elected Prefects. Students are also encouraged to participate in super-curricular activities which aim to enrich subject knowledge beyond the curriculum.

The Headteacher, Head of Key Stage 5, Form Tutors and Subject Teachers offer advice and support throughout the two years. They help students plan their time efficiently and develop a disciplined approach to their studies. The Higher Education Team offers careers guidance and full support in applying for Higher Education courses. A Careers Presentation on Student Internships is held annually to inform students about internship opportunities and to encourage them to apply for Student Work Placements. We also greatly encourage our students to participate in community service.

During Years 12 and 13, students make important decisions about their future. The Careers and Life Skills programme in Year 12 aims to widen and deepen the understanding of possibilities, so that every student can make positive and well-informed choices. External speakers are invited to present various topics to the students. In addition, particularly in Year 13, individual appointments are arranged on completing application forms, and where necessary, preparing for interviews. The progress of each application is monitored by the School's Higher Education Team.

GCE and IAL AS/A Level examinations require intense and in-depth study. We hope that students will enjoy their final years at school, will be fully involved in the life of the School, and will achieve excellent results so that they can approach adult life with confidence.

Ms Elena Smilas  
Secondary School Headteacher

## HERITAGE SCHOLARSHIPS

A Scholarship is awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS/IAS Level and A/IAL Level examinations taken at The Heritage Private School during Year 11. The Scholarship covers approximately half of the student's Year 12 Heritage Private School fees. Another Scholarship is awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS/IAS and A/IAL examinations taken at The Heritage Private School during Year 12. The Scholarship covers approximately half of the student's Year 13 Heritage Private School fees. The School hopes that all of our students will make their best endeavours in the examinations and thereby have the opportunity to win one of these impressive Scholarships.

## GCE AND IAL AS/A LEVEL SUBJECTS

Each Cambridge A Level and Pearson Edexcel International A Level (IAL) subject is modular, and divided into two parts: AS and A2. For the subjects that are Pearson Edexcel International A Levels (IALs), the two parts are called IAS and IA2. The AS/IAS contains work covered in Year 12 and is typically examined at the end of Year 12. The second part of an A Level course is referred to as A2/IA2 and is typically examined at the end of Year 13. However, as these AS/IAS and A/IAL subjects are modular, each examination module (or level, in the case of Cambridge) taken or re-taken at any stage of Year 12 or 13 will count as a specific proportion, as indicated in the assessment tables, towards the overall qualification awarded.

Pearson Edexcel linear AS and A Levels are standalone qualifications, meaning that students who opt for these subjects will first take the AS Level at the end of Year 12, and then will be fully assessed again at the end of Year 13, where the A Level examinations will cover the whole two years' work. The exceptions are Art & Design, Drama & Theatre, Hebrew, Russian and Physical Education, where only the full A Level is available. Politics is also a linear subject, however, it is available as an AS Level standalone qualification and at full A Level.

We advise students to choose four AS/IAS subjects for Year 12 and to proceed with three of these subjects as full A Levels in Year 13. Students may carefully select from the subject list below, depending on interests, strengths, university course requirements (if any) and availability. In Year 13, students must also choose one subject from the University Preparation Block below.

The selection of five subjects should be an exception, for exceptional candidates. There is little evidence that universities are more impressed by one extra subject, and a student should only do so if the student is confident that he/she can cope with the load without grades suffering.

AS/IAS Levels are designed to encourage a broader curriculum and allow students to study a wider range of subjects. You may therefore wish to choose one subject which contrasts with your other choices.

Subject list for Years 12 and 13:

|                        |                  |                       |
|------------------------|------------------|-----------------------|
| Accounting             | Drama & Theatre  | Literature in English |
| Art & Design: Fine Art | Economics        | Mathematics           |
| Art & Design: Textiles | English Language | Further Mathematics   |
| Biology                | French           | Music                 |
| Business               | Geography        | Physical Education    |
| Chemistry              | German           | Physics               |
| Computer Science       | History          | Politics              |

University Preparation Block:

|   |                    |
|---|--------------------|
| AS Critical Skills in Contemporary Issues | IELTS              |
| Extended Project Qualification            | A2 Hebrew          |
| A2/Apolytirion Greek                      | A2 Russian         |
|   | AS Thinking Skills |

IGCSE French, IGCSE German, German Goethe-Zertifikat, IELTS, IGCSE Religious Studies and A Level Russian are also available as Institute lessons (at an additional fee).

## UNIVERSITY COURSES AND REQUIRED/PREFERRED A LEVELS

### University applications

Most universities worldwide will accept candidates holding three A/IAL Levels, with the top universities sometimes also requiring an additional subject at A/IAL Level, or at AS/IAS Level. It is possible that some universities may make offers based on the Apolytirion, usually with additional A/IAL qualifications. The academic rigour and international acceptance of A/IAL qualifications mean that it is in the interest of students to obtain their very best grades in these examinations, as they will remain an important and valuable element of students' CVs throughout their future careers. The USA and several other countries are also likely to require a Transcript of internal and external grades including internal examination results from Year 10 onwards, so students must ensure that their academic performance throughout these years reflects their best efforts. Students are additionally reminded that internal grades for non-examination subjects (e.g. PE and Careers/Life Skills) as well as for examination subjects, are recorded on Transcripts and the School Leaving Certificate (Apolytirion), which is issued after completion of Year 13.

### UK universities

For UK universities, in addition to A/IAL qualifications there is generally also a requirement for IGCSE grade C or above in English Language (First/Second depending on the course) or level 6 or above in IELTS (level depending on the course) and IGCSE grade C or above in Mathematics (although the top universities may require a B or A grade). For certain courses, particular A/IAL Level subjects are specified as a basic requirement, but this may differ among universities. For other courses, universities may prefer but not insist on certain subjects/combinations. You must look at admissions requirements on university websites, and for the UK, in the 'Course Search' facility of the Universities and Colleges Admissions Service (UCAS) website ([www.ucas.com](http://www.ucas.com)) to ascertain the general and specific course requirements for the subject that you are interested in. An A/IAL subject in your own (non-English) language is recognised and accepted by higher education establishments but it should be your 4th or 5th A/IAL subject.

Instead of publishing expected grades, universities using the UCAS application portal may alternatively use the UCAS 'Tariff Points' system. The UCAS Tariff Points for university entrance is:

| GRADE | FULL A LEVEL / IAL<br>TARIFF POINTS | AS LEVEL / IAS ONLY<br>TARIFF POINTS |
|-------|-------------------------------------|--------------------------------------|
| A*    | 56                                  | N/A                                  |
| A     | 48                                  | 20                                   |
| B     | 40                                  | 16                                   |
| C     | 32                                  | 12                                   |
| D     | 24                                  | 10                                   |
| E     | 16                                  | 6                                    |

If a student achieves the full GCE A Level/IAL qualification, then the AS/IAS UCAS Tariff Points for that subject are not counted; AS/IAS Tariff Points only count if the student does not go on to take the full GCE A Level/IAL.

UCAS tariff points are also awarded for Grade 6 and above for:

- Practical Music Examinations
- Theory of Music Examinations
- Speech and Drama Examinations
- Graded RAD Ballet and Vocational Graded RAD Ballet

For more information on the UCAS Tariff Points system, see: [www.ucas.com](http://www.ucas.com).

### European universities

For details of courses taught in the English language across mainland Europe, including application procedures and entrance requirements, see the Eunicas website (<http://www.eunicas.com/>).

### Universities in the USA

For higher education in the USA, visit the College Board website (<https://bigfuture.collegeboard.org/>). Many universities use the Common Application portal for online applications, but some university applications are made direct to the individual institution.

For potential study in the USA, the 'Study USA' organisation in Nicosia can also help you to identify suitable subjects and the best universities for each. See their website at: <http://www.studyusa.com.cy/>.

### Universities in Canada

For higher education in Canada, a good place to start researching universities and courses is the Universitystudy.ca website (<http://www.universitystudy.ca/>). Typically, university applications to Canada are made direct to the individual institution.

### Other countries

In terms of applications to other countries, there are many more options for higher education worldwide and students should research courses in their country of choice to ascertain admission requirements and deadlines; the School gives assistance and guidance to students wherever they decide to apply.

### Postponement of Higher Education

After graduation from Year 13, some students may have to postpone their higher education studies, typically those who are first required to complete their compulsory military service. As a result, these students may have not been able to take immediate advantage of the high level of support we offer in guiding our leavers through the university application process. The School would like to assure Heritage School graduates that they can still rely on our help and support after military service or postponement of higher education for any other reason. All current students and graduates are therefore warmly encouraged to seek our advice and assistance when they are ready to make their university decisions and applications.

## **EFFICIENT USE OF TIME**

Being able to make effective use of Years 12 & 13 depends on setting the right priorities from the beginning. Clearly, the AS/IAS and A/IAL Level subjects are most important, and must take priority over other activities.

Students are expected to spend about 3 - 4 hours per day study time at home in addition to the timetabled lessons and study periods. A large proportion of a student's study time will be spent on work that has been set, but time should also be allocated to background reading, research and revision, to consolidate work previously covered.

Life in Years 12 & 13 will present new challenges and responsibilities. It is essential to acquire the work habits which will stand students in good stead for the future. Students will be increasingly responsible for the effective management of their work and will need to learn to plan their work and to show initiative. Specifically, students will need to think carefully and take action about how to:

- Plan their week and organise their time.
- Keep up with the reading and research tasks they are given.
- Develop their essay-writing skills.
- Make the most of the Learning Resource Centre (LRC).
- Ensure they meet all coursework deadlines.
- Organise individual study sessions.
- Take effective notes.
- Keep up to date with all their assignments.
- Prepare for examinations.
- Research and plan for their higher education.

Whilst our main aim for Years 12 & 13 students is to enable them to fulfil their academic potential and gain entry to the university of their choice, extracurricular and super-curricular activities are also essential, as they develop other skills. Such activities include the Duke of Edinburgh's International Award, Clubs, Community Service, Projects, Competitions, Drama, Music and Sports. It is through fulfilling their academic potential, whilst at the same time participating in these activities, that students develop those vital qualities of self-motivation, self-awareness, self-discipline and self-confidence that will be the key to their success.

Students in Years 12 & 13 have more responsibilities, but they also enjoy some privileges. We treat our Years 12 & 13 students as young adults, so that their transition to university and the world at large will be as smooth as possible.

### **COMMUNITY SERVICE AND VOLUNTARY WORK PLACEMENTS**

Community Service and Voluntary Work Placement opportunities are open to Year 11 students in the summer following their IGCSE/GCSE examinations, and also to Years 12 & 13 students. These are activities that require a personalised approach and arrangement, as each student has different aptitudes and aspirations. All students are greatly encouraged to participate in Community Service or a Voluntary Work Placement. A Careers Presentation on Student Internships is held annually to assist students in identifying appropriate placements. Please remember that some Voluntary Work Placements are competitive and will require the student to attend an interview. In all cases, those accepting students for service or placements will have high expectations, and students should therefore approach these arrangements intending to do credit to themselves, their parents and the School.

### **SUMMARY OF POINTS TO CONSIDER WHEN MAKING YOUR CHOICES**

- University places are usually conditional on the grades obtained in three A/IAL Level subjects.
- The quality of your results at AS/IAS and A/IAL is more important than the quantity.
- AS/IAS and A/IAL performance is a major factor in university selection. For some subjects, and for the best universities, the top grades are required.
- Try to ensure that at least two of your AS/IAS and A/IAL choices are related to your intended field of study in higher education and/or career.
- Consider your academic strengths and weaknesses, and choose courses which you will enjoy and in which you think you will do well.
- Think about your long-term aims, insofar as you have considered these at this stage in your life.
- You need to consider whether your choices will satisfy the requirements of the university course you wish to follow.
- If you have a university course in mind, you should talk to the relevant Subject Teacher(s) and to the Higher Education Team. They will be able to advise you which A/IAL subjects are recommended or will be desirable, to give you the best possible competitive edge in your university applications.
- You do not necessarily need to choose a university course directly relevant to your subsequent career. Many graduates enter careers for which no particular degree course is specified. Even in areas where a relevant course is available, it is not necessarily required.

## AS & A LEVEL SYLLABUSES

### Accounting

### International AS/A Level: XAC11/YAC11 Pearson Edexcel

The Pearson Edexcel International Advanced Subsidiary (IAS) and International Advanced Level (IAL) in Accounting will provide students with a good knowledge and understanding of the principles, concepts and techniques of accounting. This qualification provides a secure foundation for further study.

### AIMS

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

- an understanding of the importance of effective accounting information systems and an awareness of their limitations through a critical consideration of current financial issues and modern business practices
- an understanding of the purposes, principles, concepts and techniques of accounting
- transferable skills of numeracy, communication, ICT, application, presentation, interpretation, analysis and evaluation in an accounting context
- an appreciation of the effects of economic, legal, ethical, social, environmental and technological influences on accounting decisions
- methodical and critical thought which would serve as an end in itself, as well as a basis for further study of accounting and other subjects.

### ASSESSMENT

| UNIT | EXAMINATION PAPER   | LENGTH OF EXAM | WEIGHTING |     |
|------|---|----------------|-----------|-----|
|      |   |                | IAS       | IAL |
| 1    | The Accounting System and Costing<br>Section A – Two compulsory 55-mark, multi-part questions based on given data.<br>Section B – Three optional 30-mark, multi-part questions from a choice of four.   | 3 hours        | 100%      | 50% |
| 2    | Corporate and Management Accounting<br>Section A – Two compulsory 55-mark, multi-part questions based on given data.<br>Section B – Three optional 30-mark, multi-part questions from a choice of four. | 3 hours        | ---       | 50% |

### Art & Design

### A Level Art & Design: Fine Art 9FA0 Pearson Edexcel

### A Level Art & Design: Textiles 9TE0 Pearson Edexcel

The A Level syllabuses for Art & Design allow students to specialise in a particular area of interest. These specialisms are called 'endorsements' and the School offers the 'Fine Art' or 'Textiles' endorsement at A Level. The general assessment criteria and requirements for each endorsement remains the same, and these are therefore described first below, followed by the more specific information related to Fine Art, Textiles.

At A Level, students are required to study additional content within the topic areas to further enhance their knowledge. The A Level examined material includes the whole two years' coursework and the evidence will be by portfolio and external examination.

For all A Level Art & Design courses, students are required to develop practical and theoretical knowledge and understanding of:

- materials, processes, technologies and resources;
- how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts;
- how images and artefacts relate to the time and place in which they were made, and to their social and cultural contexts;
- continuity and change in different genres, styles and traditions;
- a working visual/written vocabulary and specialist terminology.

## ASSESSMENT

For A Level the syllabus content is divided into two components, with examinations in Term 1 of each year. The examinations are completed over a period of five days.

## A LEVEL ART & DESIGN

| COMPONENT | LEVEL   | EXAMINATION PAPER  | LENGTH OF EXAM | WEIGHTING |
|-----------|---------|--|----------------|-----------|
| 1         | A Level | Art and Design Coursework.<br>This unit comprises of coursework and also a Personal Study which is an illustrated written submission of 1000 - 3000 words and represents 20% of this component | ---            | 60%       |
| 2         | A Level | Art and Design Externally Set Assignments.   | 15 hours       | 40%       |

### Art & Design: Fine Art

### A Level 9FA0 Pearson Edexcel

In the Fine Art endorsement for A Level Art & Design, the aim is to produce work from students' personal thoughts, feelings, observations and ideas, rather than that which is created exclusively for a practical function or that which is the outcome of a tightly prescribed brief. Students will demonstrate the use of formal elements and creative skills, and show evidence of trying to extend their own and others' ways of seeing the world. The disciplines will include painting and drawing, printmaking, sculpture and lens-based image making, and students will be required to work in one or more of the disciplines. In addition to producing their own work, students will carry out research and identify issues relevant to Fine Art, and they will learn about continuity and change in Fine Art in different genres, styles and traditions.

## PREVIOUS SKILLS NEEDED AT GCSE OR EQUIVALENT LEVEL

The syllabus contents of A Level courses are demanding both in terms of skills and time commitment and build on proficiencies taught at GCSE. It is therefore desirable that a student achieves the GCSE in Art & Design: Fine Art first, before progressing to A Level, unless the student can demonstrate equivalent accomplishments in the form of an alternative art qualification or can show a portfolio of art work at GCSE standard. This background will enormously help the student to develop their Art & Design capabilities at A Level, and ensure potential for their very best grades. For students new to Art & Design: Fine Art and with limited previous experience or portfolio, and who wish to complete the GCSE first, it is usually necessary to allow two years for that course: as the examination preparation period begins on 1 February each year, it is not generally realistic to try to complete the GCSE in the preceding one term, alongside commencement of the A Level. However, students without GCSE or equivalent in Art & Design, who wish to commence the A Level course, will be considered on individual merit.

### Art & Design: Textiles

### A Level 9TE0 Pearson Edexcel

Textile design is a versatile discipline that involves the creation, selection, manipulation and application of a range of materials and processes in order to produce fabrics for different purposes. Textile designers are expected to work in a multi-disciplinary way to create ideas, concepts, materials and techniques for different applications; for example in fashion and clothing, there are specialised areas such as sportswear, accessories or innovative clothing for theatre or film production. Technological innovation in textile development is used increasingly to produce specialist fabrics. Some textile designers create fabrics for interior applications such as upholstery, bed linens, curtains, wallpapers, carpets

and rugs or work more generally as surface designers such as for wrapping paper. Textile design can also be interpreted as a personal and individual fine art discipline, being used to create installations, mixed media constructions, tapestries, three-dimensional pieces, applications, soft sculpture and wall hangings.

## Biology

## International AS/A Level XBI11/YBI11 Pearson Edexcel

### AIMS

The aims of the Pearson Edexcel International Advanced Subsidiary (IAS) and International Advanced Level (IAL) in Biology are to enable students to develop:

1. Essential knowledge and understanding of different areas of the subject and how they relate to each other.
2. A deep appreciation of the skills, knowledge and understanding of scientific methods.
3. Competence and confidence in a variety of practical, mathematical and problem-solving skills.
4. Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

### ASSESSMENT

The syllabus content is divided into six units. 1, 2 and 3 comprise the IAS course and are studied in Year 12. Units 4, 5 and 6 complete the IAS Level course and are studied in Year 13.

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH OF EXAM       | WEIGHTING |     |
|------|-------|---|----------------------|-----------|-----|
|      |       |   |                      | IAS       | IAL |
| 1    | IAS   | <u>Molecules, Diet, Transport and Health</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions.                               | 1 hour<br>30 minutes | 40%       | 20% |
| 2    | IAS   | <u>Cells, Development, Biodiversity and Conservation</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions.                   | 1 hour<br>30 minutes | 40%       | 20% |
| 3    | IAS   | <u>Practical Skills in Biology I</u><br>This unit is assessed by means of a written paper that may include short-open, open-response and calculation questions.   | 1 hour<br>20 minutes | 20%       | 10% |
| 4    | IA2   | <u>Energy, Environment, Microbiology and Immunity</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions.                      | 1 hour<br>45 minutes | ---       | 20% |
| 5    | IA2   | <u>Respiration, Internal Environment, Coordination and Gene Technology</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions. | 1 hour<br>45 minutes | ---       | 20% |
| 6    | IA2   | <u>Practical Skills in Biology II</u><br>This unit is assessed by means of a written paper that may include short-open, open-response and calculation questions.  | 1 hour<br>20 minutes | ---       | 10% |

The Pearson Edexcel International Advanced Subsidiary (IAS) and International Advanced Level (IAL) in Business gives students proof of their understanding of business concepts and techniques across a range of different types of businesses. The syllabus enables candidates to understand and appreciate the nature and scope of business, and the role business plays in society. Students examine the management of organisations and, in particular, the process of decision-making in the context of a dynamic external environment.

### AIMS

The aims of the IAS and IAL in Business are to enable students to:

1. Develop an enthusiasm for studying business
2. Gain an holistic understanding of business in a range of contexts
3. Develop a critical understanding of organisations and their ability to meet society's needs and wants
4. Understand that business behaviour can be studied from a range of perspectives
5. Generate enterprising and creative approaches to business opportunities, problems and issues
6. Be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
7. Acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
8. Apply numerical skills in a range of business contexts.

### ASSESSMENT

The syllabus content is divided into four units. Units 1 and 2 comprise the IAS course and are studied in Year 12. Units 3 and 4 complete the IAL Level course and are studied in Year 13.

| UNIT | LEVEL | EXAMINATION PAPER                       | LENGTH OF EXAM | WEIGHTING |     |
|------|-------|---|----------------|-----------|-----|
|      |       |   |                | IAS       | IAL |
| 1    | IAS   | Unit 1: Marketing and People            | 2 hours        | 50%       | 25% |
| 2    | IAS   | Unit 2: Managing Business Activities    | 2 hours        | 50%       | 25% |
| 3    | IA2   | Unit 3: Business Decisions and Strategy | 2 hours        | ---       | 25% |
| 4    | IA2   | Unit 4: Global Business                 | 2 hours        | ---       | 25% |

### AIMS

The aims of the Pearson Edexcel International Advanced Subsidiary (IAS) and International Advanced Level (IAL) in Chemistry are to enable students to develop:

1. Essential knowledge and understanding of different areas of the subject and how they relate to each other.
2. A deep appreciation of the skills, knowledge and understanding of scientific methods.
3. Competence and confidence in a variety of practical, mathematical and problem-solving skills.
4. Their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

## ASSESSMENT

The syllabus content is divided into six units. 1, 2 and 3 comprise the IAS course and are studied in Year 12. Units 4, 5 and 6 complete the IAL Level course and are studied in Year 13.

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH OF EXAM       | WEIGHTING |     |
|------|-------|---|----------------------|-----------|-----|
|      |       |   |                      | IAS       | IAL |
| 1    | IAS   | <u>Structure, Bonding and Introduction to Organic Chemistry</u><br>This unit is assessed by means of a written paper that includes multiple choice, short-open, open-response, and calculation questions.   | 1 hour<br>30 minutes | 40%       | 20% |
| 2    | IAS   | <u>Energetics, Group Chemistry, Halogenoalkanes and Alcohols</u><br>This unit is assessed by means of a written paper that includes multiple choice, short-open, open-response, calculations, extended-writing questions and a contemporary context question. | 1 hour<br>30 minutes | 40%       | 20% |
| 3    | IAS   | <u>Practical Skills in Chemistry I</u><br>This unit is assessed by means of a written paper that may include short-open, open-response and calculation questions.   | 1 hour<br>20 minutes | 20%       | 10% |
| 4    | IA2   | <u>Rates, Equilibria and Further Organic Chemistry</u><br>This unit is assessed by means of a written paper that includes multiple choice, short-open, open-response, calculations, extended-writing questions and a data question.                           | 1 hour<br>45 minutes | ---       | 20% |
| 5    | IA2   | <u>Transition Metals and Organic Nitrogen Chemistry</u><br>This unit is assessed by means of a written paper that includes multiple choice, short-open, open-response, calculations, extended-writing questions and a contemporary context question.          | 1 hour<br>45 minutes | ---       | 20% |
| 6    | IA2   | <u>Practical Skills in Chemistry II</u><br>This unit is assessed by means of a written paper that may include short-open, open-response and calculation questions.  | 1 hour<br>20 minutes | ---       | 10% |

## Computer Science

## AS/A Level 9618 Cambridge International

### AIMS

Computer Science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems. In Cambridge International AS and A Level Computer Science, students are encouraged to develop computational thinking, i.e. thinking about what can be computed and the methods of doing so, using abstraction and decomposition and including consideration of the data required. Learning computational thinking involves learning to program by writing computer code, as this is the means by which computational thinking is expressed.

In summary, the aims of Cambridge International AS and A Level Computer Science are to:

1. Develop computational thinking.
2. Develop an understanding of the main principles of solving problems using computers.

3. Develop an understanding that every computer system is made up of subsystems, which in turn consist of further subsystems.
4. Develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people.
5. Acquire the skills necessary to apply this understanding to develop computer-based solutions to problems.

## ASSESSMENT

This syllabus is set out in the form of teaching sections. Each teaching section is assessed by its associated paper. Sections 1 and 2 comprise the AS course and are studied in Year 12. Sections 3 and 4 complete the A Level course and are studied in Year 13.

| PAPER | LEVEL | EXAMINATION PAPER                                     | LENGTH OF EXAM       | WEIGHTING |     |
|-------|-------|---|----------------------|-----------|-----|
|       |       |   |                      | AS        | A   |
| 1     | AS    | Theory Fundamentals                                   | 1 hour<br>30 minutes | 50%       | 25% |
| 2     | AS    | Fundamental Problem-solving<br>and Programming Skills | 2 hours              | 50%       | 25% |
| 3     | A2    | Advanced Theory                                       | 1 hour<br>30 minutes | ---       | 25% |
| 4     | A2    | Practical   | 2 hours 30 minutes   | ---       | 25% |

## Critical Skills in Contemporary Issues (CSCI)

## AS Level 8021 Cambridge International

Students choosing CSCI are expected to complete the qualification in Year 13 as part of the University Preparation strand of Year 13, allowing them to build skills that will assist them in achieving success in their other subjects and their higher education goals.

## AIMS

The CSCI qualification develops a set of transferable skills. These include comprehension, constructing an argument, presenting views, and writing English coherently and persuasively. Learners can apply these skills across a wide range of subjects, and they are able to direct their study towards subjects that engage their personal intellectual interests. The syllabus topics for this course are organised in three broad topic areas, which are:

- Economic, historical, moral, political, and social
- Science, including its history, philosophy, ethics, general principles and applications; environmental issues; technology; mathematics
- Literature, language, the arts, crafts, and the media.

The aims of the CSCI syllabus are to enable students to:

1. Develop understanding and use of the English language in the context of contemporary topics.
2. Encourage and appraise a broad range of topics.
3. Develop a wider awareness and knowledge of contemporary issues through reading.
4. Develop independent reasoning skills.
5. Develop the skills of interpretation, analysis, evaluation and persuasion.
6. Develop skills in writing structured and developed arguments, and presenting reasoned explanations.
7. Develop the ability to present a point of view clearly, and consider and reflect upon those of others.

## ASSESSMENT

This course leads to the AS English General Paper. The English General Paper syllabus content is divided into two units. Units 1 and 2 comprise the AS Level course.

| PAPER | EXAMINATION PAPER | LENGTH OF EXAM    | WEIGHTING |
|-------|-------------------|-------------------|-----------|
| 1     | Essay             | 1 hour 15 minutes | 50%       |
| 2     | Comprehension     | 1 hour 45 minutes | 50%       |

To achieve an AS Level in English General Paper, each candidate must successfully complete Papers 1 and 2.

## Drama and Theatre

## A Level 9DR0 Pearson Edexcel

Please note that students will be following the full two-year A Level course only, because AS Level and A Level Drama and Theatre are different syllabus specifications. This two-year course commences in Year 12. Therefore, students who discontinue Drama and Theatre after Year 12, or who choose Drama and Theatre in Year 13 cannot be entered for the A Level examination but will be given internal grades only.

Component 1 (Devising) is covered in Year 12 and Component 2 (Text in Performance) is covered in Year 13.

Component 3 (Theatre Makers in Practice) is covered across the two years of study.

## AIMS

The aims are to enable students to:

1. Develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre.
2. Understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre.
3. Develop an understanding and appreciation of how the social, cultural and historical contexts of performance texts have influenced the development of drama and theatre.
4. Understand the practices used in 21st century theatre making.
5. Experience a range of opportunities to create theatre, both published text-based and devised work.
6. Participate as a theatre maker and as an audience member in live theatre.
7. Understand and experience the collaborative relationship between various roles within theatre.
8. Develop and demonstrate a range of theatre-making skills.
9. Develop the creativity and independence to become effective theatre makers.
10. Adopt safe working practices as a theatre maker.
11. Analyse and evaluate their own work and the work of others.

The core skills being developed are:

- the ability to recognise and understand the interrelationship between performer, designer and director;
- the understanding that texts and extracts studied may represent a range of social, historical and cultural contexts;
- the ability to analyse and evaluate their own work and the work of others;
- the ability to understand how performance texts can be interpreted and performed.

## ASSESSMENT

### A LEVEL DRAMA AND THEATRE

| COMPONENT | LEVEL   | EXAMINATION PAPER  | ASSESSMENT                                   | LENGTH OF EXAM        | WEIGHTING |
|-----------|---------|--|--|-----------------------|-----------|
| 1         | A Level | <u>Devising:</u> <ul style="list-style-type: none"><li>- Portfolio</li><li>- Devised performance/design realisation</li></ul>  | Internally assessed and externally moderated | ---                   | 40%       |
| 2         | A Level | <u>Text in Performance</u> <ul style="list-style-type: none"><li>- Group performance/design realisation monologue or a duologue performance/design realisation</li></ul>                                     | Externally assessed by a visiting examiner   | ---                   | 20%       |
| 3         | A Level | <u>Theatre Makers in Practice:</u> <ul style="list-style-type: none"><li>- Live Theatre Evaluation</li><li>- Page to Stage: Realising a Performance Text</li><li>- Interpreting a Performance Text</li></ul> | Written examination                          | 2 hours<br>30 minutes | 40%       |

## Economics

## International AS/A Level XEC11/YEC11 Pearson Edexcel

The Pearson Edexcel International Advanced Subsidiary (IAS) and International Advanced Level (IAL) in Economics are for students who have an interest in learning how businesses and the government create benefits and economic wealth, and conversely, how they may create costs which society has to pay. It is not essential to have studied IGCSE Business or Economics before studying this course, although your attitude to Mathematics is important, as you will be required to interpret data and make assumptions from it.

## AIMS

The aims of the IAS and IAL in Economics are to enable students to:

1. Develop an interest in and enthusiasm for the subject.
2. Appreciate the contribution of economics to the understanding of the wider economic and social environment.
3. Develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts.
4. Use an enquiring, critical and thoughtful approach to the study of Economics and develop an ability to think as an economist.
5. Understand that economic behaviour can be studied from a range of perspectives.
6. Develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

Students are required to:

- Develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and instructions that affect everyday life.
- Analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.
- Develop a critical approach to economic models and methods of enquiry.

## ASSESSMENT

The syllabus content is divided into four units. Units 1 and 2 comprise the IAS course and are studied in Year 12. Units 3 and 4 complete the IAL Level course and are studied in Year 13.

| UNIT | LEVEL | EXAMINATION PAPER                            | LENGTH OF EXAM    | WEIGHTING |     |
|------|-------|--|-------------------|-----------|-----|
|      |       |  |                   | IAS       | IAL |
| 1    | IAS   | Unit 1: Markets in Action                    | 1 hour 45 minutes | 50%       | 25% |
| 2    | IAS   | Unit 2: Macroeconomic Performance and Policy | 1 hour 45 minutes | 50%       | 25% |
| 3    | IA2   | Unit 3: Business Behaviour                   | 2 hours           | ---       | 25% |
| 4    | IA2   | Unit 4: Developments in the Global Economy   | 2 hours           | ---       | 25% |

## English Language

## AS/A Level 9093 Cambridge International

In order for students to meet the demands of this course it is essential that students have achieved a grade C minimum in IGCSE English 1st Language.

## AIMS

To develop:

1. Enjoyment of the study of the English Language.
2. A critical and informed response to texts in a range of forms, styles, and contexts, produced for a variety of audiences.
3. The interdependent skills of reading, analysis and research.
4. Effective, creative, accurate and appropriate communication.
5. An appreciation of concepts and techniques in the study of the English Language.
6. A firm foundation for further study of language and linguistics.

## ASSESSMENT

Candidates will take:

| UNIT | LEVEL | EXAMINATION PAPER | LENGTH OF EXAM     | WEIGHTING |     |
|------|-------|-------------------|--------------------|-----------|-----|
|      |       |                   |                    | AS        | A   |
| 1    | AS    | Reading           | 2 hours 15 minutes | 50%       | 25% |
| 2    | AS    | Writing           | 2 hours            | 50%       | 25% |
| 3    | A2    | Language Analysis | 2 hours 15 minutes | ---       | 25% |
| 4    | A2    | Language Topics   | 2 hours 15 minutes | ---       | 25% |

Students choosing the Extended Project Qualification (EPQ) are expected to complete the qualification in Year 13 as part of the University Preparation strand of Year 13, allowing them to build skills that will assist them in achieving success in their other subjects and their higher education goals.

The EPQ offers highly motivated and intellectually curious students the chance to undertake a year-long study in an area of their choice, culminating in the production of a dissertation, an investigation/field study, a performance, or an artefact, depending on their selection of discipline and their personal interests. They will be guided in the development of university-level research and writing skills, and work independently on planning, managing, developing, producing, and finally presenting their findings.

## **AIMS**

The EPQ was developed in order to provide students with the opportunity to develop the core skills of intellectual curiosity, self-motivation, and independence in researching areas of interest; performing literature reviews; defining research questions; planning, refining and constructing extended analytical written work; and arguing, justifying, revising and defending findings and conclusions.

The aims of the EPQ are to enable students to:

1. Have significant input to the choice and design of their project and take responsibility for an individual task.
2. Develop and improve their own learning and performance as critical, reflective and independent learners.
3. Develop and apply decision making and, where appropriate, problem solving skills.
4. Extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills.
5. Where appropriate, develop as e-confident learners and apply relevant technologies in their studies.
6. Develop and apply skills, creatively demonstrating initiative and enterprise.
7. Transfer skills developed as part of their project to other areas of study.
8. Use their learning experiences to support their personal aspirations for further education and/or career development.

## **ASSESSMENT**

The EPQ is assessed based on the project produced by the student at the end of the course. This project must be either:

1. Dissertation: a theoretical written project on any topic presenting an argument.
2. Investigation/Field Study: a practical investigatory project involving the collection of data.
3. Performance: planning, executing and evaluating a performance – be it dramatic, musical, or sporting – before an audience.
4. Artefact: for example, making a painting or sculpture, designing a piece of furniture or a garment, creating a website, solving an engineering/construction problem, producing a piece of graphic design.

Each project is assessed according to the assessment objectives which gauge how successfully a student has:

1. Managed their project.
2. Used resources.
3. Developed and realised their aims.
4. Reviewed processes and outcomes.

## Financial Education

Financial Education covers a range of topics, with the aim for students to acquire sufficient knowledge of financial concepts and skills in relation to the management of their personal income. The students will not be externally assessed in this subject; however, they will be required to complete a project assignment and will be awarded a certificate from the University of Cyprus.

The Financial Education course, covers the following topics: Personal Financial Planning and Career Options, Interest Rates, Inflation and Money Management, Consumption, Consumer Lending, Mortgage, Insurance, Investment, Retirement, Risk & Yield and Biases in consumer finance. To get acquainted with the time value of money, compound interest, inflation, risk and diversification.

With the development of Financial Education, students are expected to:

1. understand the multiple dimensions of personal financing: education, career planning, money management, credit, taxes, insurance, retirement.
2. learn how to manage their personal finances: savings and payment accounts, consumer credit and loans.
3. learn how to make important purchasing decisions: purchasing strategies, consumer protection, credit costs, car buying, home buying.

## French

## International AS/A Level XFR01/YFR01 Pearson Edexcel

### AIMS

The knowledge and understanding requirements of IAS and IAL French are inextricably linked to the four language skills of speaking, listening, reading and writing. The aims and objectives of the IAS and A Level qualifications are to enable students to develop:

1. An understanding of a wide variety of complex texts for different purposes.
2. An understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
3. The ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, providing points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices.
4. The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
5. The skills necessary for further study or employment, either in French-speaking countries or where French is used as the main medium of communication for business and commerce.
6. An understanding of the nature of language in different cultural contexts in order to build up competence in communication.

The IAS specification requires students to:

- read and respond to a variety of French-language written texts, including authentic sources, covering different contexts, registers, styles and genres;
- adapt their written French language appropriately for different situations and purposes
- use the French language accurately to express facts and ideas, and to present explanations, opinions and information in writing and speech;
- understand and apply the grammatical system and a range of structures of the French language

The IAL specification additionally requires students to:

- use the French language to present viewpoints, develop arguments, analyse and evaluate in writing and speech
- understand and apply the grammatical system and a range of structures in French
- study aspects of the contemporary society, cultural background and heritage of one or more of the French-language countries or communities.

## ASSESSMENT

| UNIT | LEVEL | EXAMINATION PAPER                            | LENGTH   | WEIGHTING |       |
|------|-------|--|--|-----------|-------|
|      |       |  |  | IAS       | IAL   |
| 1    | IAS   | Spoken Expression and Response               | 8-10 minute assessment in two sections with 15 minutes' preparation time | 30.8%     | 15.4% |
| 2    | IAS   | Understanding and Written Response           | 2 hour 30 minute paper in three sections                                 | 69.2%     | 34.6% |
| 3    | IAL   | Understanding and Spoken Response            | 11-13 minute assessment in two sections                                  | ---       | 15.4% |
| 4    | IAL   | Research, Understanding and Written Response | 2 hour 30 minute paper in three sections                                 | ---       | 34.6% |

In addition, students may also be able to take DELF/DALF at the appropriate level according to their level of attainment in French. DELF/DALF corresponds to the levels of the Common European Framework of Reference (CEFR) for Languages: <http://www.ifchypre.org/index.php/en/cours-de-francais/scolaires/niveaux>.

## Geography

## AS/A Level 9696 Cambridge International

### AIMS

Students of Cambridge International AS and A Level Geography gain lifelong skills, including:

1. An appreciation of the need for understanding, respect and cooperation in conserving the environment and improving the quality of life both at a global scale and within the context of different cultural settings.
2. An awareness of the usefulness of geographical analysis to understand and solve contemporary human and environmental problems.
3. A sense of relative location, including an appreciation of the complexity and variety of natural and human environments.
4. An understanding of the principal processes operating within Physical and Human Geography.
5. An understanding of the causes and effects of change on the natural and human environments.
6. An awareness of the nature, value, limitations and importance of different approaches to analysis and explanation in geography.
7. A concern for accuracy and objectivity in collecting, recording, processing, analysing, interpreting and reporting data in a spatial context.
8. The ability to handle and evaluate different types and sources of information.
9. The skills to think logically, and to present an ordered and coherent argument in a variety of ways.
10. An excellent foundation for studies beyond AS and A Level Geography, in further or higher education, and for professional courses.

## ASSESSMENT

The syllabus content is divided into four papers. Papers 1 and 2 comprise the AS course and are studied in Year 12. Papers 3 and 4 complete the A Level course and are studied in Year 13.

| PAPER | LEVEL | EXAMINATION PAPER                   | LENGTH OF EXAM    | WEIGHTING |     |
|-------|-------|-------------------------------------|-------------------|-----------|-----|
|       |       |                                     |                   | AS        | A   |
| 1     | AS    | Core Physical Geography             | 1 hour 30 minutes | 50%       | 25% |
| 2     | AS    | Core Human Geography                | 1 hour 30 minutes | 50%       | 25% |
| 3     | A2    | Advanced Physical Geography Options | 1 hour 30 minutes | ---       | 25% |
| 4     | A2    | Advanced Human Geography Options    | 1 hour 30 minutes | ---       | 25% |

## German

## International AS/A Level XGN01/YGN01 Pearson Edexcel

### AIMS

The International A Level in German is designed primarily as a qualification for students who are studying German in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference for Languages (CEFR). Achievement is broadly equivalent to Level C1 of the CEFR. Students at this level are expected to understand the main ideas of complex text and spoken language about both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. Students will be expected to communicate formally and informally in a range of contexts and to understand a wider range of texts and styles than they can produce themselves. The aim of the IAL in German is to test German language competence through realistic and contextualised tasks based on authentic texts. Speaking, listening, reading and writing skills are tested through four examination papers.

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

1. An understanding of a wide variety of complex texts for different purposes.
2. An understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
3. The ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, providing points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices.
4. The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
5. The skills necessary for further study or employment, either in German-speaking countries or where German is used as the main medium of communication for business and commerce.
6. An understanding of the nature of language in different cultural contexts in order to build up competence in communication.

The Advanced Subsidiary specification requires students to:

- Read and respond to a variety of German-language written texts, including authentic sources, covering different contexts, registers, styles and genres.
- Adapt their written German language appropriately for different situations and purposes.
- Use the German language accurately to express facts and ideas, and to present explanations, opinions and information in writing and speech.
- Understand and apply the grammatical system and a range of structures of the German language as detailed in *German unit content: Grammar list*.

The Advanced Level specification additionally requires students to:

- Use the German language to present viewpoints, develop arguments, analyse and evaluate in writing and speech.

- Understand and apply the grammatical system and a range of structures in German as detailed in *German unit content*:
- *Grammar list*.
- Study aspects of the contemporary society, cultural background and heritage of one or more of the German-language countries or communities.

## ASSESSMENT

IAS candidates are entered for Units 1 and 2. IA2 candidates are entered for Units 3 and 4. Successful completion of both the IAS and IAL units leads to the full International A Level qualification.

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH OF EXAM   | WEIGHTING |     |
|------|-------|---|--|-----------|-----|
|      |       |   |  | IAS       | IAL |
| 1    | IAS   | <p><u>Spoken Expression and Response</u></p> <p>This unit rewards students for their ability to converse in German on a general topic area that they have chosen in advance.</p>  | 8 - 10 minute assessment in two sections with 15 minutes' preparation time | 30%       | 15% |
| 2    | IAS   | <p><u>Understanding and Written Response</u></p> <p>This unit requires students to understand and convey their understanding of German-language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the German language in continuous writing.</p>  | 2 hour 30 minutes  | 70%       | 35% |
| 3    | IA2   | <p><u>Spoken Expression and Response</u></p> <p>This unit requires students to demonstrate the effectiveness of their German-language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with 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.</p> | 11 - 13 minute assessment in two sections                                  | 30%       | 15% |
| 4    | IA2   | <p><u>Research, Understanding and Written Response</u></p> <p>This unit requires students to understand and convey their understanding of German language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to manipulate the German language in continuous writing. Students will be expected to recognise and use the German language in a variety of contexts and in relation to a prescribed range of general topic areas.</p>  | 2 hours 30 minutes   | 70%       | 35% |

## Greek

## International AS/A Level XGK01/YGK01 Pearson Edexcel

This IAS/IAL Level specification is suitable for any student who wishes to take Greek. It is designed primarily as a qualification for students who are studying Greek in order to enhance their future educational or employment prospects. Achievement in this qualification is benchmarked against the Council of Europe's Common European Framework of Reference (CEFR) for Languages. Students at this level are expected to understand the main ideas of complex text and spoken Greek about both concrete and abstract topics; interact with a degree of fluency and spontaneity that makes interaction possible without strain; produce clear, detailed text on a wide range of subjects; and explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options. Students will be expected to communicate formally and informally in a range of contexts, and to understand a wider range of texts and styles than they can produce

themselves. The aim of the IAL in Greek is to test Greek language competence through realistic and contextualised tasks based on authentic texts. Reading and writing skills are tested through two examination papers.

## AIMS

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

1. An understanding of a wide variety of complex reading texts for different purposes.
2. An understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
3. 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.
4. The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
5. The skills necessary for further study or employment, either in Greek-speaking countries or where Greek is used as the main medium of communication for business and commerce.
6. An understanding of the nature of language in different cultural contexts in order to build up competence in communication.

The Advanced Subsidiary specification requires students to:

- Read and respond to a variety of Greek-language written texts, including authentic sources, covering different contexts, registers, styles and genres.
- Adapt their written Greek language appropriately for different situations and purposes.
- Use the Greek language accurately to express facts and ideas, and to present explanations, opinions and information in writing.
- Understand and apply the grammatical system and a range of structures of the Greek language as detailed in *Greek unit content: Grammar list*.

The Advanced Level specification requires students to:

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

## ASSESSMENT

| UNIT | LEVEL | EXAMINATION PAPER  | LENGTH OF EXAM        | WEIGHTING |     |
|------|-------|--|-----------------------|-----------|-----|
|      |       |  |                       | AS        | A2  |
| 1    | IAS   | <u>Understanding and Written Response:</u><br>Section A: Reading<br>Section B: Grammar<br>Section C: Essay | 2 hours<br>30 minutes | 100%      | 50% |

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH OF EXAM | WEIGHTING |     |
|------|-------|---|----------------|-----------|-----|
|      |       |   |                | AS        | A2  |
| 2    | IA2   | <u>Unit 2: Writing and Research:</u><br>Section A: Translation<br>Section B: Creative/Discursive essay<br>Section C: Research-based essay | 3 hours        | ---       | 50% |

## Hebrew

## International A Level 7672 AQA

### AIMS

This two year A Level course builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It develops a range of transferable skills including communication skills, critical thinking, research skills and creativity, which are valuable to the individual and to society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree or equivalent. The approach is a focus on how a Modern Hebrew-speaking society has been shaped both socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Israel. In the second year, further aspects of social background are covered, focusing on issues such as life for those on the margins of a Modern Hebrew-speaking society and looking at crime and punishment in Israel. Students also study aspects of the political landscape in Israel, looking at democracy in Israel and youth movements, for example. Students will develop both their knowledge and understanding of themes relating to the culture and society of Israel, and their language skills. Authentic spoken and written sources in Modern Hebrew are used.

Students following this specification will develop their language knowledge, understanding and skills through:

1. Using language to present viewpoints; develop arguments; persuade; analyse and evaluate in writing.
2. Applying knowledge of morphology and syntax, vocabulary and idioms to communicate accurately and coherently in writing using a range of expression.
3. Listening and responding to spoken passages including some extended passages from a range of different contexts and sources, adapted as necessary, covering different registers and types, including authentic communication involving one or more speakers.
4. Reading and responding to a variety of texts including some extended texts written for different purposes and audiences drawn from a range of authentic sources, including contemporary, historical and literary, fiction and non-fiction texts, adapted as necessary.
5. Understanding the main points, gist and detail from spoken and written material.
6. Inferring meaning from complex spoken and written material, including factual and abstract content
7. Assimilating and using information from spoken and written sources, including material from online media
8. Summarising information from spoken and written sources, reporting key points and subject matter in writing
9. Translating an unseen passage from Modern Hebrew into English and translating an unseen passage from English into Modern Hebrew.

## ASSESSMENT

| UNIT | EXAMINATION PAPER   | LENGTH OF EXAM                 | IAL   |
|------|---|--------------------------------|-------|
| 1    | <u>Reading and writing</u> <ul style="list-style-type: none"><li>• Aspects of Modern Hebrew-speaking society past and present: past and current trends/issues</li><li>• Artistic culture in the Modern Hebrew-speaking world: past and present</li><li>• Aspects of political life in the Modern Hebrew-speaking world: past and present</li><li>• Grammar</li><li>• Individual research project (one of four sub-themes)</li></ul> | 2 hours 30 minutes<br>85 marks | 42.5% |
| 2    | <u>Writing</u> <ul style="list-style-type: none"><li>• One text and one film or two texts from the list set in the specification</li><li>• Grammar</li></ul>  | 2 hours<br>80 marks            | 20%   |
| 3    | <u>Listening, Reading and Writing</u> <ul style="list-style-type: none"><li>• Aspects of Modern Hebrew-speaking society past and present: past and current trends/issues</li><li>• Artistic culture in the Modern Hebrew-speaking world past and present</li><li>• Aspects of political life in the Modern Hebrew-speaking world past and present</li><li>• Grammar</li></ul>   | 2 hours 30 minutes<br>85 marks | 37.5% |

## History

## AS/A Level 9389 Cambridge International

### AIMS

The syllabus of the Cambridge International Advanced Subsidiary and Advanced GCE in History aims to develop in students:

1. An interest in the past and an appreciation of human endeavour.
2. A greater knowledge and understanding of historical periods or themes.
3. A greater awareness of historical concepts such as cause and effect, similarity and difference, and change and continuity.
4. An appreciation of the nature and diversity of historical sources available, and the methods used by historians.
5. An exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues.
6. The ability to think independently and make informed judgements on issues.
7. An empathy with people living in different places and at different times.
8. A firm foundation for further study of History.

## ASSESSMENT

| PAPER | LEVEL | EXAM PAPER  | LENGTH            | WEIGHTING |     |
|-------|-------|---|-------------------|-----------|-----|
|       |       |   |                   | AS        | A2  |
| 1     | AS    | International option: International history, 1870–1945                          | 1 hour 15 minutes | 40%       | 20% |
| 2     | AS    | International option: International history, 1870–1945                          | 1 hour 45 minutes | 60%       | 30% |
| 3     | A2    | The Origins and Development of the Cold War, 1941 - 1950                        | 1 hour 15 minutes | ---       | 20% |
| 4     | A2    | European option, Depth study 1: European history in the interwar years, 1919–41 | 1 hour 45 minutes | ---       | 30% |

## IELTS

### English for International Opportunity

The IELTS examination, which is jointly managed by Cambridge English Language Assessment, the British Council and the IDP: IELTS Australia, assesses the language proficiency of those who want to study or work in environments where English is the language of communication. IELTS actively avoids cultural bias in order to ensure all test takers are treated with the utmost fairness, and the test consists of questions that are relevant to the way people need to use English in their studies or working lives. The topics covered by the test are both interesting and contemporary, and are based on an analysis of the ways in which language is used in the ‘real world’. The 9-band scale clearly identifies proficiency level, from non-user (band score 1.0) through to expert (band score 9.0). IELTS is the world's most popular English language test for higher education and is recognised by universities and employers in many countries around the world, as well as by professional bodies, immigration authorities and other government agencies.

## AIMS

1. To encourage, reflect and test English as it is used in work, study and life.
2. To prove your English language skills and open doors to international opportunities.

## ASSESSMENT

Candidates are tested in four modules: Listening, Reading, Writing and Speaking.

All candidates take the same Listening and Speaking Modules. There is a choice between **Academic** and **General Training** in the Reading and Writing Modules.

The **Academic Reading** and **Writing** Modules assess whether a candidate is ready to study or train in the medium of English at an undergraduate and postgraduate level.

The **General Training** Reading and Writing Modules are suitable for candidates who are going to English speaking countries to complete their secondary education, to undertake work experience or training programmes not at degree level, or for immigration purposes to Australia, Canada or New Zealand.

| EXAMINATION PAPER                           | LENGTH OF EXAM  | WEIGHTING |
|---|-----------------|-----------|
| Listening                                   | 30 minutes      | 25%       |
| Academic Reading / General Training Reading | 60 minutes      | 25%       |
| Academic Writing / General Training Writing | 60 minutes      | 25%       |
| Speaking                                    | 11 - 14 minutes | 25%       |

The first three modules – Listening, Reading and Writing – must be completed in one day. The Speaking Module may be taken, at the discretion of the test centre, in the period seven days before or after the other Modules.

**AIMS**

To develop:

1. The enjoyment of reading and analysing literature.
2. Appreciation of and informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
3. The interdependent skills of reading, analysis and communication.
4. Effective and appropriate communication.
5. The ability to analyse and evaluate the methods used by writers to create meanings and effects.
6. Wider reading and an understanding of how it may contribute to personal development.
7. A firm foundation for the further study of literature.

**ASSESSMENT**

| PAPER | LEVEL | EXAMINATION PAPER                 | LENGTH  | WEIGHTING |     |
|-------|-------|-----------------------------------|---------|-----------|-----|
|       |       |                                   |         | AS        | A2  |
| 1     | AS    | Drama and Poetry                  | 2 hours | 50%       | 25% |
| 2     | AS    | Prose and Unseen                  | 2 hours | 50%       | 25% |
| 3     | A2    | Shakespeare and Drama             | 2 hours | ---       | 25% |
| 4     | A2    | Pre- and Post-1900 Poetry & Prose | 2 hours | ---       | 25% |

**Mathematics****International AS/A Level XMA01/YMA01 Pearson Edexcel**

This option is for those students opting to take Mathematics only, i.e. not aiming also for the Further Mathematics qualification.

**AIMS**

Students will be encouraged to:

1. Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.
2. Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs.
3. Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.
4. Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
5. Recognise how a situation may be represented mathematically and understand the relationship between 'real world' problems and standard and other mathematical models and how these can be refined and improved.
6. Use mathematics as an effective means of communication.
7. Read and comprehend mathematical arguments and articles concerning applications of mathematics.

8. Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations.
9. Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.
10. Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## ASSESSMENT

The syllabus content is divided into six units. Units 1, 2 and 3 comprise the IAS course and are studied in Year 12. Units 4,5 and 6 complete the IAL course and are studied in Year 13.

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH               | WEIGHTING |       |
|------|-------|---|----------------------|-----------|-------|
|      |       |   |                      | IAS       | IAL   |
| 1    | IAS   | <u>Pure Mathematics 1 (P1)</u><br>Algebra and functions; coordinate geometry in the (x,y); trigonometry; differentiation; integration.  | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 2    | IAS   | <u>Pure Mathematics 2 (P2)</u><br>Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.                                 | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 3    | IAS   | <u>Statistics 1 (S1)</u><br>Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution. | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 4    | IA2   | <u>Pure Mathematics 3 (P3)</u><br>Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.  | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 5    | IA2   | <u>Pure Mathematics 4 (P4)</u><br>Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.   | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 6    | IA2   | <u>Mechanics 1 (M1)</u><br>Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments.       | 1 hour<br>30 minutes | ---       | 16⅔ % |

## Mathematics with Further Mathematics Mathematics Further Mathematics

**International AS/A Level XMA01/YMA01 Pearson Edexcel**  
**International AS/A Level XFM01/YFM01 Pearson Edexcel**

This option is for those students opting to take the Further Mathematics qualification in addition to the Mathematics qualification. Further Mathematics is for the truly exceptional mathematicians. It will be of great benefit to those students who wish to proceed to study Mathematics, Engineering or a mathematics-based subject at university.

## AIMS

Students will be encouraged to:

1. Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment.

2. Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs.
3. Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems.
4. Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected.
5. Recognise how a situation may be represented mathematically and understand the relationship between 'real world' problems and standard and other mathematical models and how these can be refined and improved.
6. Use mathematics as an effective means of communication.
7. Read and comprehend mathematical arguments and articles concerning applications of mathematics.
8. Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations.
9. Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.
10. Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## ASSESSMENT

The syllabus content is divided into 12 units. Units 1, 2 and 3 comprise the IAS Level Mathematics qualification and Units 4, 5 and 6 comprise the IAS Level Further Mathematics qualification, and these are all studied in Year 12. Units 7, 8 and 9 cover IA2 Level Mathematics and Units 10, 11 and 12 cover IA2 Level Further Mathematics and these are all studied in Year 13. However, please note that despite the Year 13 modules being studied in the order described below, the examination board will automatically distribute the 12 unit results in order to produce the best overall final grades, prioritising first IAL Level Mathematics and secondly IAL Level Further Mathematics.

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH               | WEIGHTING |       |
|------|-------|---|----------------------|-----------|-------|
|      |       |   |                      | IAS       | IAL   |
| 1    | IAS   | <u>Pure Mathematics 1 (P1)</u><br>Algebra and functions; coordinate geometry in the (x,y); trigonometry; differentiation; integration.  | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 2    | IAS   | <u>Pure Mathematics 2 (P2)</u><br>Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration.                                 | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 3    | IAS   | <u>Statistics 1 (S1)</u><br>Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution. | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 4    | IAS   | <u>Further Pure Mathematics 1 (FP1)</u><br>Complex numbers; roots of quadratic equations; numerical solutions of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof                           | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 5    | IAS   | <u>Decision Mathematics 1 (D1)</u><br>Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming.   | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH               | WEIGHTING |       |
|------|-------|---|----------------------|-----------|-------|
|      |       |   |                      | IAS       | IAL   |
| 6    | IAS   | <u>Statistics 2 (S2)</u><br>The Binomial and Poisson distributions, continuous random variables, Continuous distributions, hypothesis tests.  | 1 hour<br>30 minutes | 33⅓ %     | 16⅔ % |
| 7    | IA2   | <u>Pure Mathematics 3 (P3)</u><br>Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods.  | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 8    | IA2   | <u>Pure Mathematics 4 (P4)</u><br>Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors.   | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 9    | IAS   | <u>Mechanics 1 (M1)</u><br>Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments. | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 10   | IA2   | <u>Further Pure Mathematics 2 (FP2)</u><br>Inequalities; series, first order differential equations; second order differential equations; further complex numbers; Maclaurin and Taylor series; Polar coordinates.                | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 11   | IA2   | <u>Further Pure Mathematics 3 (FP3)</u><br>Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.   | 1 hour<br>30 minutes | ---       | 16⅔ % |
| 12   | IA2   | <u>Mechanics 2 (M2)</u><br>Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.  | 1 hour<br>30 minutes | ---       | 16⅔ % |

## Music

## AS/A Level 9483 Cambridge International

In both years, study will be structured to cover the three core aspects of the subject: Listening and Appreciation, Performing and/or Composing. The term 'Listening' incorporates a study of the history of Music, and the acquisition of appropriate analytical skills. There is a strong emphasis on both the creative and the practical elements of Music in the AS/A2 syllabus. Students are expected to devote time to improving their technical skills, and will be given many opportunities to perform.

### PREVIOUS SKILLS NEEDED AT GCSE OR EQUIVALENT LEVEL

GCSE Music is an essential preparation for beginning to study Music at AS/A Level, although in exceptional circumstances it may be possible to accept students on the course based on breadth of knowledge and practical experience. In addition, the learning of a second instrument is advised.

## AIMS

The aims of the syllabus are to:

1. Develop appreciation of music, through listening, composing and performing.
2. Develop aural appreciation of a variety of Western and non-Western music styles, genres and traditions.
3. Encourage an informed critical response to music.

4. Develop creative and interpretative skills through composing and performing in Western and/or non-Western traditions.
5. Deepen understanding of music in its wider cultural context.
6. Communicate understanding confidently, supporting judgements with evidence-based argument.
7. Develop the skills and understanding needed for the study of music in higher education and/or lifelong learning.

## ASSESSMENT

Candidates may take all components at a single session or they can carry forward an AS result (Components 1 and 2) and choose 2 additional components from 3, 4, and 5. AS Level results must be carried forward within a 13 month period.

| COMPONENT | LEVEL   | EXAMINATION PAPER   | ASSESSMENT                          | WEIGHTING |                 |
|-----------|---|---|-------------------------------------|-----------|-----------------|
|           |   |   |                                     | AS        | A2              |
| 1         | AS  | <u>Listening</u><br>Compositional techniques,<br>understanding music, connecting music              | 2 hour<br>examination               | 60%       | 30%             |
| 2         | AS  | <u>Practical Music</u><br>Performance and composition   | Teacher assessed<br>Coursework      | 40%       | 20%             |
| 3         | 2 of these 3<br>components<br>must be<br>chosen to<br>complete<br>the full A<br>Level | <u>Extended Performance</u><br>One continuous performance<br>of 12 - 20 minutes and Research Report | Cambridge<br>assessed<br>Coursework | ---       | 25%<br>+<br>25% |
| 4         |   | <u>Extended Composition</u><br>A single composition of up to 8 minutes<br>and Research Report       |                                     |           |                 |
| 5         |   | <u>Investigating Music</u><br>A 2500-3000 word Essay and 500 word<br>Reflective Statement           |                                     |           |                 |

## Physical Education

## A Level 8PE0/9PE0 Pearson Edexcel

Please note that students will be following the full two-year A Level course only, because AS Level and A Level Physical Education are different syllabus specifications. This two-year course commences in Year 12. Therefore, students who discontinue Physical Education after Year 12, or who choose Physical Education in Year 13 cannot be entered for the A Level examination but will be given internal grades only.

## AIMS

The aims are to enable students to:

1. Develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance.
2. Understand how physiological and psychological states affect performance.
3. Understand the key sociocultural factors that influence people's involvement in physical activity and sport.
4. Understand the role of technology in physical activity and sport.
5. Refine their ability to perform effectively in physical activity and sport by developing skills and techniques and selecting and using tactics, strategies and/or compositional ideas.
6. Develop their ability to analyse and evaluate to improve performance.
7. Understand the contribution which physical activity makes to health and fitness.
8. Improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

## ASSESSMENT

### A LEVEL PHYSICAL EDUCATION

| COMPONENT | EXAMINATION PAPER  | ASSESSMENT                                 | LENGTH OF EXAM        | WEIGHTING |
|-----------|--|--|-----------------------|-----------|
| 1         | <u>Scientific Principles of Physical Education:</u> <ul style="list-style-type: none"><li>- Applied anatomy and physiology</li><li>- Exercise physiology and applied movement analysis</li></ul> Short answer, long answer and extended answer questions         | Written examination                        | 2 hours<br>30 minutes | 40%       |
| 2         | <u>Psychological and Social Principles of Physical Education:</u> <ul style="list-style-type: none"><li>- Skill acquisition and sport psychology</li><li>- Sport and society</li></ul> Short answer, long answer and extended answer questions                   | Written examination                        | 2 hours               | 30%       |
| 3         | <u>Practical performance:</u> <ul style="list-style-type: none"><li>- Skills performed in one physical activity as a player/performer or coach</li></ul>   | Internally marked and externally moderated | ---                   | 15%       |
| 4         | <u>Performance Analysis and Performance Development Programme:</u> <ul style="list-style-type: none"><li>- In the role of player/performer or coach analyse two components of a physical activity and then develop a Performance Development Programme</li></ul> | Internally marked and externally moderated | ---                   | 15%       |

## Physics

## International AS/A Level XPH11/YPH11 Pearson Edexcel

### AIMS

The aims of the Pearson Edexcel International Advanced Subsidiary (IAS) and International Advanced Level (IAL) in Physics are to enable students to develop:

1. Essential knowledge and understanding of different areas of the subject and how they relate to each other.
2. A deep appreciation of the skills, knowledge and understanding of scientific methods.
3. Competence and confidence in a variety of practical, mathematical and problem-solving skills.
4. Interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

## ASSESSMENT

The syllabus content is divided into six units. Units 1, 2 and 3 comprise the IAS course and are studied in Year 12. Units 4, 5 and 6 complete the IAL Level course and are studied in Year 13.

| UNIT | LEVEL | EXAMINATION PAPER   | LENGTH<br>OF<br>EXAM | WEIGHTING |     |
|------|-------|---|----------------------|-----------|-----|
|      |       |   |                      | IAS       | IAL |
| 1    | IAS   | <u>Mechanics and Materials</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions.                               | 1 hour<br>30 minutes | 40%       | 20% |
| 2    | IAS   | <u>Waves and Electricity</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions.                                 | 1 hour<br>30 minutes | 40%       | 20% |
| 3    | IAS   | <u>Practical Skills in Physics I</u><br>This unit is assessed by means of a written paper that may include short-open, open-response, calculations and extended-writing questions.  | 1 hour<br>20 minutes | 20%       | 10% |
| 4    | IA2   | <u>Further Mechanics, Fields and Particles</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions.               | 1 hour<br>45 minutes | ----      | 20% |
| 5    | IA2   | <u>Thermodynamics, Radiation, Oscillations and Cosmology</u><br>This unit is assessed by means of a written paper that may include multiple choice, short-open, open-response, calculations and extended-writing questions. | 1 hour<br>45 minutes | ----      | 20% |
| 6    | IA2   | <u>Practical Skills in Physics II</u><br>This unit is assessed by means of a written paper that may include short-open, open-response, calculations and extended-writing questions.   | 1 hour<br>20 minutes | ---       | 10% |

## Politics

## AS/A Level 8PL01/9PL01 Pearson Edexcel

Please note that Politics is a Pearson Edexcel linear A Level, meaning that the AS Level and A Level courses are different syllabus specifications but can be co-taught, with the same topics at both AS and A Level. At full A Level, students are required to study additional content within the topic areas to further enhance their knowledge. AS and A Level content will therefore be assessed to a different standard, appropriate to the level of study. All students who opt for the full A Level will first take the AS Level at the end of Year 12, and then will be fully assessed again at the end of Year 13, where the full A Level examinations will cover the whole two years' work.

## AIMS

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

1. Develop knowledge and an informed understanding of contemporary political structures and issues in their historical context, both within the United Kingdom (UK) and globally.
2. Develop a critical awareness of the changing nature of politics and the relationships between political ideas, institutions and processes.
3. Develop knowledge and an informed understanding of the influences and interests that have an impact on decisions in government and politics.
4. Develop knowledge and an informed understanding of the rights and responsibilities of individuals and groups.
5. Develop the ability to critically analyse, interpret and evaluate political information to form arguments and make judgments.
6. Develop an interest in, and engagement with, contemporary politics.

## ASSESSMENT

### AS LEVEL POLITICS

| COMPONENT | EXAMINATION PAPER | LENGTH OF EXAM    | WEIGHTING |
|-----------|-------------------|-------------------|-----------|
| 1         | UK Politics       | 1 hour 45 minutes | 50%       |
| 2         | UK Government     | 1 hour 45 minutes | 50%       |

### A LEVEL POLITICS

| COMPONENT | EXAMINATION PAPER    | LENGTH OF EXAM | WEIGHTING |
|-----------|----------------------|----------------|-----------|
| 1         | UK Politics          | 2 hours        | 33⅓%      |
| 2         | UK Government        | 2 hours        | 33⅓%      |
| 3         | Comparative Politics | 2 hours        | 33⅓%      |

## Russian

## A Level 9RU01 Pearson Edexcel

A Level Russian is a two year course and the examination is taken in Year 13.

## AIMS

The Pearson Edexcel Advanced GCE in Russian aims to encourage students to:

1. Develop an interest in, and enthusiasm for, language learning.
2. Develop understanding of the language in a variety of contexts and genres.
3. Communicate confidently, clearly and effectively in the language for a range of purposes.
4. Develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where Russian is spoken.
5. Consider their study of the language in a broader context.

The Pearson Edexcel Advanced GCE in Russian enables students to:

- derive enjoyment and benefit from language learning;
- acquire knowledge, skills and understanding for practical use, further study and/or employment;
- communicate with speakers of the language;
- take their place in a multilingual global society.

## ASSESSMENT

The syllabus content is divided into three units.

| UNIT | LEVEL | EXAMINATION PAPER                         | LENGTH OF EXAM                 | WEIGHTING |
|------|-------|---|--------------------------------|-----------|
| 1    | A2    | Listening, Reading and Translation        | 2 hours                        | 40%       |
| 2    | A2    | Written Response to Works and Translation | 2 hrs 40 minutes               | 30%       |
| 3    | A2    | Speaking                                  | 30 minutes<br>Oral Examination | 30%       |

## Spanish

## International AS/International A Level XSP01/YSP01 Pearson Edexcel

This syllabus is designed to inspire students, enabling them to use the Spanish Language independently and encourages a deeper understanding of Spanish language and culture. It caters for a range of student interests, with support for those who see languages as a skill to enhance career or travel prospects.

### AIMS

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

1. An understanding of a wide variety of complex texts for different purposes.
2. An understanding of standard spoken language, whether live or broadcast, on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts.
3. The ability to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, providing points of view with supporting arguments (where relevant) and showing controlled use of organisational patterns, connectors and cohesive devices.
4. The ability to express themselves fluently, spontaneously and appropriately in a range of speaking contexts with little obvious searching for expressions or use of avoidance strategies.
5. The skills necessary for further study or employment, either in Spanish-speaking countries or where Spanish is used as the main medium of communication for business and commerce.
6. An understanding of the nature of language in different cultural contexts in order to build up competence in communication.

The International Advanced Subsidiary level provides a logical progression from GCSE/International GCSE with:

- discrete skills-specific assessments
- cultural aspects of Spanish-speaking society.

The International A Level offers a realistic progression from the International Advanced Subsidiary that:

- rewards advanced research/reading skills
- features integrated skills assessment
- facilitates knowledge and understanding of Spanish-speaking cultures
- facilitates literary study.

### ASSESSMENT

IAS candidates are entered for Units 1 and 2. IA2 candidates are entered for Units 3 and 4. Successful completion of both the IAS and IAL units leads to the full International A Level qualification.

| UNIT | LEVEL | EXAMINATION PAPER  | LENGTH OF EXAM   | WEIGHTING |     |
|------|-------|--|--|-----------|-----|
|      |       |  |  | IAS       | IAL |
| 1    | IAS   | <u>Spoken Expression and Response</u><br>This unit rewards students for their ability to converse in Spanish on a general topic area that they have chosen in advance.   | 8 - 10 minute assessment in two sections with 15 minutes' preparation time | 30%       | 15% |
| 2    | IAS   | <u>Understanding and Written Response</u><br>This unit requires students to understand and convey their understanding of Spanish texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to use the Spanish language in continuous writing.  | 2 hour 30 minutes  | 70%       | 35% |
| 3    | IA2   | <u>Understanding and Spoken Response</u><br>This unit requires students to demonstrate the effectiveness of their Spanish-language skills by presenting and taking a clear stance on any issue of their choice. They will be expected to interact effectively with 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. | 11 - 13 minute assessment in two sections                                  | 30%       | 15% |
| 4    | IA2   | <u>Research, Understanding and Written Response</u><br>This unit requires students to understand and convey their understanding of Spanish language texts and recordings. In addition, students will need to produce an essay to demonstrate an ability to use Spanish in continuous writing. Students will be expected to recognise and use the Spanish language in a variety of contexts and in relation to a prescribed range of general topic areas.   | 2 hours 30 minutes   | 70%       | 35% |

## Thinking Skills

## AS Level 9694 Cambridge International

Students choosing AS Level Thinking Skills are expected to complete the qualification in Year 13 as part of the University Preparation strand of Year 13, allowing them to build skills that will assist them in achieving success in their other subjects and their higher education goals.

Thinking Skills is strongly recommended for all students who wish to study subjects such as Medicine and Law, as it includes the necessary preparation for the BMAT (BioMedical Admissions Test), the UK Clinical Aptitude Test (UKCAT), the Thinking Skills Assessment (TSA) and the LNAT (Law Admissions Test).

## AIMS

Thinking Skills develops a specific set of intellectual skills, independent of subject content. It reflects the need voiced by universities and employers for more mature and sophisticated ways of thinking. The Thinking Skills syllabus also enables students to approach their other subjects with an improved ability to understand, analyse and resolve problems. As a result, students find the course of great benefit when preparing for higher education and for a wide range of careers, including law, scientific research, social science, journalism, medicine, business, accounting and engineering. As a curriculum subject, Thinking Skills offers students an excellent opportunity to express themselves freely and openly. The Thinking Skills syllabus encourages free and open debate, critical and investigative thinking, and informed and disciplined reasoning.

The aims of the Thinking Skills syllabus are to enable students to develop:

1. A facility for independent thinking in the real world.
2. The ability to organise and evaluate different types of information.
3. The ability to create strategies for solving unfamiliar problems.
4. The ability to present logical, ordered and coherent arguments.
5. A facility for making well-reasoned judgements and decisions.
6. A transferable set of critical thinking, reasoning and problem-solving skills which are essential for success in higher education and employment.

## ASSESSMENT

The Thinking Skills syllabus content is divided into two units. Units 1 and 2 comprise the AS Level course.

| PAPER | EXAMINATION PAPER | LENGTH OF EXAM    | WEIGHTING |
|-------|-------------------|-------------------|-----------|
| 1     | Problem Solving   | 1 hour 30 minutes | 50%       |
| 2     | Critical Thinking | 1 hour 45 minutes | 50%       |

To achieve an AS Level in Thinking Skills, each candidate must successfully complete Papers 1 and 2.

## ADDITIONAL EXAMINATION SUBJECTS AVAILABLE AS INSTITUTE CLASSES

The following Institute examination courses are available at an additional fee:

### **Institute Examination Course: IGCSE French**

### **IGCSE 0520 Cambridge International**

The IGCSE in French is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours.

## AIMS

The aims are to:

1. Develop the ability to use the language effectively for purposes of practical communication in the country of residence, where appropriate, and in all the countries where the language is spoken.
2. Form a sound base of the skills, language and attitudes required for further study, work and leisure.
3. Offer insights into the culture and civilisation of the countries where the language is spoken – this may include literature where appropriate.
4. Encourage fuller integration into the local community, where relevant.
5. Develop a fuller awareness of the nature of language and language learning.
6. Encourage positive attitudes toward language learning and towards speakers of other languages, and a sympathetic approach to other cultures and civilisations.
7. Provide enjoyment and intellectual stimulation.

8. Complement other areas of study by encouraging skills of a more general application (i.e. analysis, memorising, drawing of inferences).

By the end of the course, students should be able to do the following:

- visit a French speaking country and cope with everyday situations;
- talk or write about themselves, their family, their school life, their interests and their hobbies, and also ask French people about these things;
- find out information from brochures, instructions, posters printed in French;
- understand most of what French people say when they are actually speaking to them, understand conversations between members of a French family, travel information, simple weather or news on the radio and television;
- be familiar with grammar and structure of the French Language and use this knowledge to express themselves better in French and to understand more fully the French that they hear or read.

## ASSESSMENT

| PAPER | EXAMINATION PAPER            | LENGTH OF EXAM    | WEIGHTING |
|-------|------------------------------|-------------------|-----------|
| 1     | Listening                    | 45 minutes        | 25%       |
| 2     | Reading and directed writing | 1 hour 30 minutes | 25%       |
| 3     | Speaking                     | 15 minutes        | 25%       |
| 4     | Continuous writing           | 1 hour 15 minutes | 25%       |

In preparation for taking IGCSE French, students will typically take in advance French DELF at levels A1 and A2 in order to strengthen their skills. Exceptional students in French may also be prepared for DELF B1. French DELF/DALF corresponds to the levels of the Common European Framework of Reference (CEFR) for Languages. For more information see <http://www.ifchypre.org/index.php/en/cours-de-francais/scolaires/niveaux>.

**Institute Examination Course: IGCSE German**

**IGCSE 0525 Cambridge International**

## AIMS

This qualification enables students to:

1. Develop an understanding and use of written and spoken forms of German, in a range of familiar and practical contexts, and for a variety of purposes.
2. Develop the ability to communicate effectively in German through the written word and through speaking, using a range of vocabulary and structures.
3. Develop a knowledge and understanding of German grammar and its practical application.
4. Develop a knowledge and understanding of countries and communities where German is spoken.
5. Develop positive attitudes towards modern foreign language learning.
6. Acquire a suitable foundation for further study of the German language.

## ASSESSMENT

| PAPER | EXAMINATION PAPER | LENGTH OF EXAM | WEIGHTING |
|-------|-------------------|----------------|-----------|
| 1     | Listening         | 50 minutes     | 25%       |
| 2     | Reading           | 1 hour         | 25%       |
| 3     | Speaking          | 10 minutes     | 25%       |
| 4     | Writing           | 1 hour         | 25%       |

**AIMS**

The GCSE in Greek is suitable for those who are studying Greek as a Second Language. The aims of the GCSE in Greek are to provide a framework for the development of different skills, knowledge and understanding in Greek. The syllabus is designed to enable students to:

1. Develop understanding of the spoken and written forms of the modern foreign language in a range of contexts.
2. Develop the ability to communicate effectively in the modern foreign language, through both the spoken and written work, using a range of vocabulary and structures.
3. Develop knowledge and understanding of the grammar of the modern foreign language, and the ability to apply it.
4. Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
5. Develop knowledge and understanding of countries and communities where the modern foreign language is spoken.
6. Develop positive attitudes to modern foreign language learning.
7. Provide a suitable foundation for further study and/or practical use of the modern foreign language.

By the end of the course students will be familiar with the grammar and structure of the Greek language and use this knowledge to communicate in Greek, write about themselves and their interests, and find out information from brochures and posters that would help them to cope with everyday situations.

**ASSESSMENT**

Assessment is by final examinations as follows:

| PAPER | ASSESSMENT OBJECTIVE | LENGTH OF EXAM                       | WEIGHTING |
|-------|----------------------|--------------------------------------|-----------|
| 1     | Listening            | 45 minutes + 5 minutes' reading time | 25%       |
| 2     | Speaking             | 12 minutes                           | 25%       |
| 3     | Reading              | 1 hour + 5 minutes                   | 25%       |
| 4     | Writing              | 1 hour + 15 minutes                  | 25%       |

**Institute Examination Course: IGCSE Modern Greek**  
**International GCSE 4GK1/01 & 4GK1/02 Pearson Edexcel**
**AIMS**

The IGCSE in Greek is suitable for those who are First Language Greek speakers. The aim of the course is to provide a framework for the development of written skills combined with the practical application of grammar.

The Pearson Edexcel IGCSE in Modern Greek enables students to:

1. convey their understanding of written Greek through a series of reading tasks.
2. read two engaging texts, answer four questions on each text and then compare the two texts.
3. demonstrate their ability to summarise a short text by writing the main points clearly.
4. demonstrate their understanding of grammatical usage in a series of exercises.
5. convey their understanding of Greek through two pieces of continuous writing.

## ASSESSMENT

The Pearson Edexcel IGCSE in Modern Greek comprises two externally assessed papers, as follows:

| PAPER | ASSESSMENT                   | LENGTH OF EXAM     | WEIGHTING |
|-------|------------------------------|--------------------|-----------|
| 1     | Reading, Summary and Grammar | 2 hours 15 minutes | 60%       |
| 2     | Writing                      | 1 hour 30 minutes  | 40%       |

### Institute Examination Course: German Goethe-Zertifikat

The German Goethe-Zertifikat examination is an official qualification awarded by Goethe-Institut. These examinations are well known throughout the world and the associated certificates are accepted as a qualification by employers and further education institutions in many countries. The Goethe-Institut's German language examinations correspond to the levels of the Common European Framework of Reference (CEFR) for Languages and range from A1 for beginners to C2 for language skills at the highest level. These Institute classes give students the opportunity to take the German Goethe-Zertifikat examinations as well as the IGCSE, AS and A Level.

### Institute Examination Course: IELTS

### English for International Opportunity

The IELTS examination is an option for students to choose in the school day, and is also offered as an Institute Course, after school hours. For full details regarding this course, please refer to the main IELTS section of this Subject Information Pack.

### Institute Examination Course: IGCSE Religious Studies

### IGCSE 0490 Cambridge International

## AIMS

This course aims to promote an enquiring, critical and sympathetic approach to the study of religion. Learners will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour. They will study two world religions from the options of Christianity, Islam and Judaism, with each religion being explored through the topics of worship; beliefs and sacred writings; festivals, fasts, pilgrimage/historic places; religion and the family and rites of passage; and religion and social action.

The aims are to:

1. Promote an enquiring, critical and sympathetic approach to the study of religion, especially in its individual and corporate expression in the contemporary world.
2. Introduce candidates to the challenging and varied nature of religion, and to the ways in which this is reflected in experience, belief and practice.
3. Help candidates to identify and explore questions about the meaning of life, and to consider such questions in relation to religious traditions.
4. Encourage candidates to reflect on religious responses to moral issues.
5. Enable candidates to recognise and appreciate the contribution of religion in the formation of patterns of belief and behaviour.

## ASSESSMENT

The three assessment objectives in Religious Studies are 'Knowledge' (ability to describe the religious practices, experiences and beliefs of others, and being able to select and use relevant knowledge of the religions studied); 'Understanding and Interpretation' (showing understanding of religious beliefs and practices by explaining their significance for believers, and demonstrating awareness and understanding of religious responses to contemporary issues, both personal and social); and 'Evaluation' (ability to evaluate different views on issues arising from religious

belief and practice, by using evidence and argument). All questions are equally weighted and each covers all of these assessment objectives.

| PAPER | DESCRIPTION   | LENGTH OF EXAM    | MARKS | WEIGHTING |
|-------|---|-------------------|-------|-----------|
| 1     | A written paper where candidates must answer one structured question plus one question based on stimulus material, for each of the two religions studied. | 1 hour 45 minutes | 80    | 50%       |
| 2     | A written paper where candidates must answer two structured questions for each of the two religions studied.  | 1 hour 45 minutes | 80    | 50%       |

## Institute Examination Course: GCSE Russian

## GCSE 1RU0 Pearson Edexcel

### AIMS

The Pearson Edexcel GCSE in Russian consists of four units based on the following skills: speaking, listening, reading and writing.

The aims of this course are to provide a framework for the development of different skills, knowledge and understanding in Russian. It is designed to enable students to:

1. Develop understanding of the spoken and written forms of Russian in a range of contexts.
2. Develop the ability to communicate effectively in Russian as a language, through both spoken and written word, using a range of vocabulary and structures.
3. Develop knowledge and understanding of the grammar of the Russian language, and the ability to apply it.
4. Apply their knowledge and understanding in a variety of relevant contexts which reflect their previous learning and maturity.
5. Develop knowledge and understanding of countries and communities where Russian is spoken.
6. Develop positive attitudes to modern language learning.
7. Provide a suitable foundation for further study and/or practical use of the Russian language.

The Pearson Edexcel GCSE (Short Course) in Russian: Spoken Language is formed of two of these units (Speaking and Listening) and the Pearson Edexcel GCSE (Short Course) in Russian: Written Language is formed of the other two units (Reading and Writing). It is possible to amalgamate the results from the two Short courses to form a GCSE qualification.

### ASSESSMENT

The following grid shows the relationship between assessment objectives and examination components.

| EXAMINATION PAPER/ASSESSMENT OBJECTIVE  | LENGTH OF EXAM                            | WEIGHTING |
|---|---|-----------|
| <p><u>Listening and Understanding in Russian</u><br/><u>Unit Code: 1RU0/01</u></p> <p>This unit is externally set and assessed and can be entered in June only. The examination consists of a number of passages or interactions in Russian with a variety of question types. The spoken material will include both formal (for example a telephone message) and informal speech (for example social interaction). There is a single tier of entry for this paper which caters for a wide range of student profiles and rewards work from grades A*-G. Content relates to prescribed common topic areas.<br/>Total number of marks is 50.</p> | 45 minutes<br>(+ 5 minutes' reading time) | 23%       |

| EXAMINATION PAPER/ASSESSMENT OBJECTIVE   | LENGTH OF EXAM  | WEIGHTING |
|--|---|-----------|
| <p><u>Speaking in Russian</u><br/>Unit code: 1RU0/02</p> <p>Students must undertake two separate speaking tasks, each linked to one or more of the prescribed themes. These must include both of the following task types: picture-based discussion (or presentation) with follow-up question, general conversation linked to a theme.<br/>Total number of marks is 50.</p>  | 12 minutes in total (equally divided across both tasks) | 27%       |
| <p><u>Reading and Understanding in Russian</u><br/>Unit code: 1RU0/03</p> <p>Students will be asked to demonstrate their understanding of a number of short texts. The texts will be in a range of contexts and styles, both formal and informal.<br/>Total number of marks is 50.</p>   | 55 minutes  | 23%       |
| <p><u>Writing in Russian</u><br/>Unit code: 1RU0/04</p> <p>This paper will reward students for communication and content as well as for knowledge and application of grammar and structures. The writing unit is externally assessed through an examination paper consisting of two tasks. These have been designed to accommodate a wide range of student profiles and rewards work from A*-G.<br/>The number of marks is 50.</p> | 1 hour and 25 minutes                                   | 27%       |

#### **Institute Examination Course: A Level Russian**

#### **A Level 9RU01 Pearson Edexcel**

A Level Russian is a two year course and the examination is taken in Year 13. For full details regarding this course, please refer to the main A Level Russian section of this Subject Information Pack.

#### **Institute Examination Course: Spanish**

#### **DELE A1 or IGCSE 0530 Cambridge International AS Level XSP01/A Level YSP01 Pearson Edexcel**

The Spanish examinations are also offered as Institute Courses, after school hours. The level and times should be discussed with the Teacher of Spanish.

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## CONTACT DETAILS FOR FURTHER INFORMATION ON SUBJECTS

Having read this Subject Information Pack, if you have any further questions on the teaching or assessing of any of the subjects, then please do not hesitate to contact the relevant member of staff as follows:

| <b>Subject</b>                 | <b>Contact</b>          | <b>Email Address</b>   |
|--------------------------------|-------------------------|--|
| Accounting                     | Ms Anastasia Anastasiou | <a href="mailto:anastasia.anastasiou@hps.ac.cy">anastasia.anastasiou@hps.ac.cy</a> |
| Art & Design                   | Ms Sheila Wright        | <a href="mailto:sheila.wright@hps.ac.cy">sheila.wright@hps.ac.cy</a>               |
| Biology                        | Ms Aurore Nahas         | <a href="mailto:aurore.nahas@hps.ac.cy">aurore.nahas@hps.ac.cy</a>                 |
| Business                       | Ms Anna Christodoulou   | <a href="mailto:anna.christodoulou@hps.ac.cy">anna.christodoulou@hps.ac.cy</a>     |
| Chemistry                      | Ms Rana Khabazze        | <a href="mailto:rana.khabazze@hps.ac.cy">rana.khabazze@hps.ac.cy</a>               |
| Computer Science               | Ms Martha Paschali      | <a href="mailto:martha.paschali@hps.ac.cy">martha.paschali@hps.ac.cy</a>           |
| CSCI                           | Ms Natalie Aoun         | <a href="mailto:natalie.aoun@hps.ac.cy">natalie.aoun@hps.ac.cy</a>                 |
| Drama                          | Ms Alexandra Kouris     | <a href="mailto:alexandra.kouris@hps.ac.cy">alexandra.kouris@hps.ac.cy</a>         |
| Economics                      | Mr Demetris Kouris      | <a href="mailto:demetris.kouris@hps.ac.cy">demetris.kouris@hps.ac.cy</a>           |
| English Language/Literature    | Mr Simon Demetriou      | <a href="mailto:simon.demetriou@hps.ac.cy">simon.demetriou@hps.ac.cy</a>           |
| Extended Project Qualification | Mr Simon Demetriou      | <a href="mailto:simon.demetriou@hps.ac.cy">simon.demetriou@hps.ac.cy</a>           |
| French                         | Ms Anna Potey           | <a href="mailto:anna.potey@hps.ac.cy">anna.potey@hps.ac.cy</a>                     |
| German                         | Ms Aristi Philippou     | <a href="mailto:aristi.philippou@hps.ac.cy">aristi.philippou@hps.ac.cy</a>         |
| Geography                      | Ms Mara Heikes          | <a href="mailto:mara.heikes@hps.ac.cy">mara.heikes@hps.ac.cy</a>                   |
| Greek                          | Ms Irene Loizides       | <a href="mailto:irene.loizides@hps.ac.cy">irene.loizides@hps.ac.cy</a>             |
| History                        | Mr Sergio Savva         | <a href="mailto:sergios.savva@hps.ac.cy">sergios.savva@hps.ac.cy</a>               |
| Hebrew                         | Ms Dorit Zontag Kurman  | <a href="mailto:dorit.zontagkurman@hps.ac.cy">dorit.zontagkurman@hps.ac.cy</a>     |
| IELTS                          | Mr Simon Demetriou      | <a href="mailto:simon.demetriou@hps.ac.cy">simon.demetriou@hps.ac.cy</a>           |
| Mathematics                    | Ms Clea Votsi           | <a href="mailto:clea.votsi@hps.ac.cy">clea.votsi@hps.ac.cy</a>                     |
| Music                          | Ms Elena Christou       | <a href="mailto:elena.christou@hps.ac.cy">elena.christou@hps.ac.cy</a>             |
| Physical Education             | Ms Lucy Simister        | <a href="mailto:lucy.simister@hps.ac.cy">lucy.simister@hps.ac.cy</a>               |
| Physics                        | Mr Michael Aristidou    | <a href="mailto:michael.aristidou@hps.ac.cy">michael.aristidou@hps.ac.cy</a>       |
| Politics                       | Mr Sergio Savva         | <a href="mailto:sergios.savva@hps.ac.cy">sergios.savva@hps.ac.cy</a>               |
| Religious Studies              | Mr Mathew Wall          | <a href="mailto:mathew.wall@hps.ac.cy">mathew.wall@hps.ac.cy</a>                   |
| Russian                        | Ms Ada Panayiotou       | <a href="mailto:ada.panayiotou@hps.ac.cy">ada.panayiotou@hps.ac.cy</a>             |
| Spanish                        | Ms Maria Aphami         | <a href="mailto:maria.aphami@hps.ac.cy">maria.aphami@hps.ac.cy</a>                 |
| Thinking Skills                | Mr Demetris Kouris      | <a href="mailto:demetris.kouris@hps.ac.cy">demetris.kouris@hps.ac.cy</a>           |