



ST ANDREW'S COLLEGE



THE DIOCESAN SCHOOL  
FOR GIRLS

St Andrew's College  
and  
The Diocesan School for Girls

Cambridge International A Levels Stream  
2022



**Cambridge Assessment  
International Education**

Cambridge International School

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# Cambridge International A Levels

Cambridge Assessment International Education is part of the University of Cambridge and is the world's largest provider of international education programmes and qualifications. It aims to prepare school students for life, helping them develop an informed curiosity and a lasting passion for learning.

Cambridge International A Levels are highly regarded internationally and accepted as equivalent to UK A Levels, offering advanced study in areas of particular interest, and developing deep subject knowledge, conceptual understanding and higher order thinking skills. Every year thousands of learners with Cambridge International AS & A Levels gain places at leading universities around the world, including those in the UK, USA, European nations, Australia, Canada, New Zealand, and South Africa.

**We have offered a Cambridge International A Levels stream as an alternative to the IEB Matric since 2019.** It is structured as a two-year course, starting with the AS Level in the first year (Grade 11), and extended to the A Level in the second year (Grade 12).

The purpose of offering the A Levels stream is:

- To allow our pupils the opportunity to apply for and be accepted to the international universities of their choice.
- To give pupils who intend to remain in South Africa a competitive edge once accepted at the South African university of their choice.
- To stretch and enrich our pupils academically, through more advanced, rigorous and in-depth study in areas of particular interest.

Cambridge International A Levels are accepted for entry at over 1400 tertiary institutions across 195 countries, including the top ranking universities around the world. This includes all UK universities, and over 500 US universities, including all Ivy League and Ivy Plus universities, such as Brown, Harvard, MIT, Stanford and Yale. In places such as the United States and Canada, good grades in carefully chosen Cambridge International A Level subjects can result in up to one year of university course credit. For more information about recognition of Cambridge qualifications, including a database of institutions that accept them, go to [www.cambridgeinternational.org/recognition](http://www.cambridgeinternational.org/recognition) where you will find a recognition database listing all the universities and higher education institutions that recognise Cambridge qualifications. It is easy to search the database to find university entry criteria - you can search by country and by qualification.

**It is important to emphasise that both the IEB Matric and Cambridge International A Levels are highly regarded worldwide.** While A Levels provide easier access to international universities, the IEB Matric is more suitable for applying to South African universities.

## A Level Results 2020

Our first group of 13 College and 3 DSG students wrote their final Cambridge International A Level examinations in October and November of 2020, with the majority writing examinations in three A Level subjects. We are exceptionally proud of the outstanding results that they achieved:

- The A Level subject pass rate of our students was 100%.
- 98% of our subject results were A\* to C symbols.
- 94% of our students achieved A\* to C symbols across all their subjects.
- More than three quarters of our subject A Level results were over 80%, including 38% A\* symbols (over 90%).
- 100% of our candidates who wrote A Level Biology, A Level Chemistry, and A Level English Literature achieved A\* or A symbols.
- 86% of our results in A Level Mathematics, 75% of our results in A Level History, and 73% of our results in A Level Physics were A\* or A symbols.

Our 2020 A Levels graduates have been accepted to some of the top universities in the world. One will be attending Oxford University to read a degree in Philosophy, Politics and Economics, one has been accepted to Imperial College London to study Mechanical Engineering, while another has been successful in his application to study Medicine at the University of St Andrews. Others have been accepted to study at UCT and Stellenbosch in South Africa, several universities in the UK, including Manchester, Bristol, Edinburgh, Bath, Durham, and Exeter, a number of Ivy League universities in the USA, and Otago University in New Zealand.

They are a quite extraordinary group of young men and women, who took on the opportunity to stretch themselves academically through the A Levels program with incredible focus and enthusiasm. They have flourished academically and are now truly equipped to succeed in their choice of university anywhere in the world.

## Curriculum

**We are able to offer the following Cambridge AS/A Level subjects in Grade 11 in 2022, subject to sufficient demand:**

Afrikaans (IGCSE)	Art & Design	Biology	Chemistry
Drama	Economics	English Language & Literature	
French (IGCSE)	Geography	History	
isiZulu (IGCSE)	Mathematics	Music	Physics

- Pupils take **five (or six) subjects in Grade 11 (AS Level)** and carry **three (or four) subjects** forward **in Grade 12 (A Level)**.
- Grade 11 subjects (AS Level) should be selected carefully to fulfil the requirements for South African university exemption, unless pupils have no intention of studying in South Africa.
- Once pupils have started on the A Level stream, they will not be able to change back to the IEB Matric.
- All pupils on the A Levels stream are expected to play a full part in the life of the school.
- All examinations are written in the October / November examination session.

## Subject Choices (AS & A Level unless stated)

<b>Group 1</b>	English Language & Literature
<b>Group 2</b>	Afrikaans (IGCSE), French (IGCSE), isiZulu (IGCSE)
<b>Group 3</b>	Mathematics
<b>Group 4</b>	Art & Design, Biology, Chemistry, Drama, Economics, Geography, History, Music, Physics

### ***Grade 11 (AS Level / IGCSE)***

***Grade 11 subject choices are based on requirements for exemption for SA universities:***

- Pupils take **five subjects**: one subject from each of Groups 1, 2 and 3, and two subjects from Group 4.
- Group 4 subjects are clustered in three options, as shown below, so some combinations of subjects may not be available. ***These groupings may change dependent on the requirements of the AS Level group in 2022.***
- Academically able pupils may be allowed to take a sixth AS Level subject from Group 4, subject to availability.
- It is possible to take Biology in Group 4 as an alternative to Mathematics to meet the exemption requirements for Group 3. However, this is not recommended, and careful consideration of university and faculty entry requirements would be necessary before making this choice.
- Foreign students may be exempt from a second language for conditional exemption purposes in South Africa.
- Pupils who choose not to meet the requirements for South African university exemption may choose any four AS Level subjects, based on the subject options offered.

**An example of possible subject options for Grade 11 in 2021 is as follows.** Pupils must take **one subject from each of options 1, 2 and 3**, and then **choose two (or three) subjects from each of options 4, 5 and 6.** (Those taking Biology instead of Mathematics will choose Biology in Option 4, and choose four other subjects from each of options 1, 2, 5 and 6.) *\*Those subjects marked with an asterisk might be offered in a different option to the one listed below in 2022.*

**The subject options for 2022 will be finalised in September 2021, in such a way as to accommodate as many pupils' preferred choices as possible.**

<u>Option 1:</u> English Language & Literature
<u>Option 2:</u> Afrikaans (IGCSE) or French (IGCSE) or isiZulu (IGCSE)
<u>Option 3:</u> Mathematics
<u>Option 4:</u> <i>Biology or History* or Art &amp; Design*</i>
<u>Option 5:</u> <i>Chemistry or Music* or Economics*</i>
<u>Option 6:</u> <i>Physics or Geography* or Drama*</i>

### ***Grade 12 (A Level)***

***Grade 12 subject choices should be based on requirements for pupils' overseas or SA universities and courses of choice:***

- Pupils take **three A Level subjects** (chosen from the AS Level subjects taken in Grade 11).
- Academically able pupils may be allowed to take a fourth A Level subject.

**Note:** All subjects are offered subject to sufficient demand. Where there is a maximum number of places available for a particular subject, the top candidates, based on previous academic performance, will be allocated the places in that subject.

***All applications and subject choices for the A Level stream need to be submitted by the end of the second term of Grade 10.***

## **Qualifications for Entry**

A 70% aggregate in Grade 10 is required for entry to the A Level programme. This is based on the mid-year examination results in Grade 10. Consideration will be given to those with an aggregate above 60%, depending on work ethic displayed and subject choices. The transition from Grade 10 to the Cambridge A Levels programme is challenging in terms of more advanced, rigorous and in depth study, and the levels of independent study required.

## **Attributes of Successful A Level Candidates**

- A strong work ethic, and the ability to work independently.
- The self-discipline and determination to work ahead consistently in each subject.
- Strong academic ability and critical thinking skills.
- A deep interest in the subjects to be taken at A Level.

## **Advantages of taking Cambridge International A Levels**

Cambridge International A Levels are internationally recognised as the premier university entrance qualification. Should your child be aiming to study at an overseas university, an A Levels qualification will streamline the process. Pupils intending to study in South Africa will also benefit from the in-depth, rigorous, university-style approach to their work, which will give them a head start to their tertiary education.

## **Disadvantages of taking Cambridge International A Levels**

For pupils intending to study at South African universities, very careful consideration of subject choices is necessary to ensure matriculation exemption and to meet the specific university faculty requirements. The requirements for A Levels students applying to South African universities tend to be more challenging, and the later release of Cambridge results may hinder smooth entry to South African universities.

The step up to Cambridge AS and A Levels from Grade 10 is challenging in terms of the academic demand and the necessity for independent study. Pupils often take some time to adjust to the workload in Grade 11.

## **Fees**

There will be an additional charge per annum attached to taking the A Levels stream, over and above the normal school fees. This fee was R17,325 for 2021, and it will be of a similar order for 2022. Further costs will include examination registration costs and textbooks.

## Further Information

For more information about our Cambridge International A Levels stream, please contact Graham Creese (HOD A Levels) at [g.creese@sacschool.com](mailto:g.creese@sacschool.com). Our current and past A Level students are also more than happy to discuss their experiences on the A Levels stream.

More information on Cambridge courses and qualifications can be found on the Cambridge International website: [www.cambridgeinternational.org](http://www.cambridgeinternational.org). We also recommend the Cambridge International Recognitions Database, which details specific A Level entry requirements for universities around the world: <http://recognition.cambridgeinternational.org>

Please browse the internet links below for more information.

- Universities South Africa – requirements for SA Universities  
<https://www.cambridgeinternational.org/Images/523166-university-recognition-south-africa.pdf>
- Cambridge International AS and A Level Recognition  
<https://www.cambridgeinternational.org/programmes-and-qualifications/recognition-and-acceptance/>
- Cambridge International Recognition Brochure  
<http://www.cambridgeinternational.org/images/467908-recognition-brochure.pdf>
- Destination South Africa  
<https://www.cambridgeinternational.org/Images/533726-destination-south-africa-brochure.pdf>
- Destination USA / UK / Australia / Canada  
<https://www.cambridgeinternational.org/Images/255267-destination-usa.pdf>  
<https://www.cambridgeinternational.org/Images/255268-destination-uk-brochure.pdf>  
<http://www.cambridgeinternational.org/images/339434-destination-australia.pdf>  
<https://www.cambridgeinternational.org/Images/505903-destination-canada-brochure.pdf>
- Informed Choices – Russell Group (UK)  
<https://www.russellgroup.ac.uk/media/5686/informed-choices-2018-1-6th-edition-final.pdf>
- Video: Why UCT Welcomes Cambridge Students  
[https://www.youtube.com/watch?v=G\\_hrz9KdLWI](https://www.youtube.com/watch?v=G_hrz9KdLWI)
- UCT undergraduate prospectus 2020  
[http://www.uct.ac.za/sites/default/files/image\\_tool/images/434/prospective/ug\\_prospectus/ug\\_prospectus.pdf](http://www.uct.ac.za/sites/default/files/image_tool/images/434/prospective/ug_prospectus/ug_prospectus.pdf)
- Stellenbosch entry requirements for Cambridge Students  
<https://www0.sun.ac.za/international/pages-base-1/undergraduate-enrolments/admission-requirements-for-undergraduate-international-curricula.html>

## **INFORMATION ABOUT SUBJECTS (alphabetically by subject)**

### **IGCSE Afrikaans as a Second Language**

*Offered in Option 2.*

Cambridge IGCSE Afrikaans as a Second Language is recognised by universities and employers as proof of knowledge and understanding of the language. The syllabus is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their academic or professional career. The qualification reflects the widespread use of Afrikaans in education and commerce, and also in entertainment, throughout Southern Africa.

Learners will learn how to use Afrikaans effectively in the type of situations, and Afrikaans-speaking environments, they will encounter in their daily lives. The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

All learners write a Reading examination and a Listening examination. An optional oral component is also available.

### **AS/A Level Art and Design**

*Offered provisionally in Option 4.*

AS/A Level Art and Design is an entirely practical subject in which pupils gain knowledge and understanding of art and design principles and practice. The course stimulates interest, enjoyment and personal enrichment as well as introducing artistic exploration and design thinking. Successful candidates gain lifelong skills, including:

- communication skills, especially the ability to communicate concepts and feelings;
- how to record from direct observation and personal experience;
- the ability and confidence to experiment, be innovative, intuitive and imaginative;
- the language and technical terms used in art and design;
- research and evaluation skills;
- an appreciation of practical design problems and how to solve these.

The AS Level course consists of one controlled practical task and one major piece of coursework, which along with the supporting documentation makes up the work examined by Cambridge. Those wishing to continue to complete the A Level will complete a further two major coursework tasks for examination, including an extensive personal study.

This course requires an exceptional work ethic, independence and determination, and will actively build skills valued by university faculties of engineering, fine arts, architecture and design. The student may elect to work in any medium or area of design, from painting and print-making to jewellery and architecture. Genuine personal passion for creativity and making are important traits in working toward success.



## AS/A Level Biology

*Offered in Option 4.*

AS/A Level Biology offers key ideas, theories, principles and practical skills to develop a deeper understanding of Biology. The depth and richness of the Biology syllabus equips students well for university study. The course requires students to be committed to work independently and regularly.

The key concepts on which the Biology syllabus is built are:

- **Cells as the units of life**

A cell is the basic unit of life and all organisms are composed of one or more cells. There are two fundamental types of cell: prokaryotic and eukaryotic.

- **Biochemical processes**

Cells are dynamic: biochemistry and molecular biology help to explain how and why cells function as they do.

- **DNA, the molecule of heredity**

Cells contain the molecule of heredity, DNA. Heredity is based on the inheritance of genes.

- **Natural selection**

Natural selection is the major mechanism to explain the theory of evolution.

- **Organisms in their environment**

All organisms interact with their biotic and abiotic environment.

- **Observation and experiment**

The different fields of biology are intertwined and cannot be studied in isolation: observation and enquiry, experimentation and fieldwork are fundamental to biology.

AS Level examinations consist of two written papers and an advanced practical examination. Candidates progressing to A Level Biology write a further two examinations.

Students should demonstrate genuine passion for Biology. Through the AS/A Level course, they will develop lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.

## AS/A Level Chemistry

*Offered in Option 5.*

Universities value learners who have a thorough understanding of key concepts in Chemistry, an in-depth knowledge of Chemistry's most important themes and strong practical skills. Cambridge International AS and A Level Chemistry helps learners develop the knowledge and skills that will prepare them for successful university study.

The key concepts on which the Chemistry syllabus is built are:

- **Atoms and forces**

Matter is built from atoms interacting and bonding through electrostatic forces. The structure of matter affects its physical and chemical properties, and influences how substances react chemically.

- **Experiments and evidence**

Chemists use evidence gained from observations and experiments to build models and theories of the structure and reactivity of materials.

- **Patterns in chemical behaviour and reactions**

By identifying patterns in chemical behaviour we can predict the properties of substances and how they can be transformed into new substances by chemical reactions. This allows us to design new materials of use to society.

- **Chemical bonds**

The understanding of how chemical bonds are made and broken by the movement of electrons allows us to predict patterns of reactivity.

- **Energy changes**

The energy changes that take place during chemical reactions can be used to predict both the extent and the rate of such reactions.

AS Level examinations consist of two written papers and an advanced practical examination. Candidates progressing to A Level Chemistry write a further two examinations.

Cambridge International AS and A Level Chemistry aims provide, through well-designed studies of experimental and practical Chemistry, students with sufficient understanding and knowledge to become confident citizens in a technological world, and to recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and everyday life. It hopes to stimulate learners and create a sustained interest in Chemistry, so that they are suitably prepared for studies beyond school in Chemistry.

## **AS/A Level Drama**

*Offered provisionally in Option 6.*

Cambridge International AS & A Level Drama is a new course offered for the first time by Cambridge in 2021. It provides opportunities for learners to develop their skills as theatrical practitioners, engaging with performance texts in practical and creative ways. It fosters engagement with, and enjoyment of, the study of a wide range of theatrical styles and genres. Through their study, learners will develop as skilled, well-informed, reflective practitioners, able to research ideas and create and interpret meaning through drama.

Cambridge International AS & A Level Drama encourages learners to be:

**confident**, developing practical skills to deliver dramatic performance for an audience

**responsible**, developing shared responsibility, working with others and understanding the power of drama to engage, influence and persuade

**reflective**, engaging with performance processes, and using them to inform future practice

**innovative**, creating original dramatic work and formulating imaginative responses to existing repertoire

**engaged**, developing their enjoyment of drama as a means of nourishing their own continuing practical, intellectual and artistic growth.

Key concepts in the AS/A Level Drama course are:

- **Communication**

Drama is about communicating meaning to an audience through verbal and physical performance. Such a performance requires a company of actors, designers and director to stage a production in a chosen performance space at a given time.

- **Performance processes**

A performance may consist of a realisation of an existing play, an original piece of devised work, or a combination of the two. It requires all members of the company to work collaboratively to interpret or create dramatic material, to negotiate the journey through rehearsing and refining this material, and to present the final performance with confidence and authority to an audience.

- **Practical skills**

The staging of a successful dramatic performance requires a wide range of well-developed practical skills. The overall theatrical vision for the performance is realised through performers playing a role bringing their characters to life, and the integral work of designers.

- **Genre, style and structure**

Drama practitioners work in a style that expresses the concerns of their own times and cultures, or they adopt conventions from other contexts. They choose the genre, style and structure that best suit their dramatic intention, which may variously promote, challenge, or influence aspects of the cultures in which they live and practise.

- **Research and critical reflection**

Drama practitioners use research and critical reflection to prepare, refine and evaluate their work. Research and critical reflection is the ongoing process that helps performers, directors and designers to discover what works and what does not. They need to research the work of established practitioners, estimating its significance and evaluating their own success in achieving a vision for performance.

The AS Level syllabus is assessed through two components, a Written Exam and a Practical Drama coursework component. A-Level learners complete a coursework component on Theatre-Making and Performing, and a research essay on Theatre in Context.

***Note: As AS/A Level Drama requires group work, there will be a minimum number of pupils required to make offering the course feasible. It will also be subject to staff capacity.***

## **AS/A Level Economics**

*Offered provisionally in Option 5.*

Through the Cambridge International AS and A Level Economics syllabus, learners study how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly.

The syllabus covers a range of basic economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation. Learners also study the price system, the theory of the firm, market failure, macroeconomic theory and policy, and economic growth and development.

The key concepts on which the syllabus is built are:

- **Scarcity and choice**

The fundamental problem in economics is that resources are scarce and wants are unlimited, so there is always a choice required between competing uses for the resources.

- **The margin and change**

Decision-making by individuals, firms and governments is based on choices at the margin; that is, once behaviour has been optimised, any change will be detrimental as long as conditions remain the same.

- **Equilibrium and efficiency**

Prices are set by markets, are always moving in to and out of equilibrium, and can be both efficient and inefficient in different ways and over different time periods.

- **Regulation and equity**

There is a trade-off between, on the one hand, freedom for firms and individuals in unregulated markets and, on the other hand, greater social equality and equity through the government regulation of individuals and markets.

- **Progress and development**

Economics studies how societies can progress in measurable money terms and develop in a wider more normative sense.

***Note: AS/A Level Economics will potentially be offered for the first time in 2022, subject to a minimum number of pupils required to make offering the course feasible.***

## **AS Level English Language & Literature**

*Offered in Option 1.*

Cambridge International AS Level English Language and Literature develops a set of transferable skills. These include critical analysis, constructing arguments and presenting knowledge and understanding, and writing English in a balanced, articulate and fluent manner. Learners of English Language and Literature will find that the skills needed will support them in a wide range of subjects and real-world situations.

The aims of the course are to enable students to:

- enjoy the experience of studying English language and reading literature
- communicate effectively, accurately and appropriately in writing
- develop the interdependent skills of reading, analysis and communication
- develop an appreciation of texts in a range of forms and styles produced for a variety of audiences and from different periods and cultures
- build a firm foundation for further study of language and literature.

Learners will have the opportunity to demonstrate their ability to produce writing to specific briefs and for given audiences. They will also gain further knowledge and understanding of international poetry, prose and drama. In the Language component of the syllabus, learners will be able to practise sustained, accurate, fluent and consistent writing. They will produce informed responses, appropriate to the specific form, style, context and audience. Learners will study two texts in preparation for the Literature component. This will further develop their analysis and interpretation skills and encourage a personal response to the texts studied. Learners will explore the conventions of genres of texts and the contexts in which works have been written, read and received.

Paper 1 (Writing) focuses on the Language aspect of the course, while Paper 2 (Drama, Poetry and Prose) focuses on the Literature aspect.

***We offered Cambridge International AS Level English Language & Literature instead of AS Level English Language for the first time in 2021. It is compulsory for learners in Grade 11 on the A Levels Stream. The reason for the change is that the English Language & Literature course fulfils the Group 1 (First Language English) requirement for South African university exemption, and provides excellent grounding for pupils who would like to take A level English Language and/or A Level English Literature in Grade 12.***

## **A Level English Language**

*Grade 12 only*

Successful English Language learners develop an understanding and enjoyment of a wide variety of different texts, both written and spoken. The course focuses on how language works in different ways, for different purposes and for different audiences.

The syllabus aims to develop:

- the ability to appreciate how different texts are shaped by their language and style
- skills in creating imaginative and persuasive writing for different purposes and audiences
- skills in researching, selecting and shaping information from different sources
- the ability to analyse and compare written and spoken texts in close detail.

### **Key concepts covered in the A Level English Language course include:**

- Characteristics of written and spoken texts (ie the ways in which language is formed and shaped by different means for a variety of purposes and effects.)
- Structure of a text or passage and how this contributes to meaning and effect.
- Context or relationship between a text and its background (historical, social, cultural, and economic) and the ways in which it may influence the meaning or interpretation of a text.
- Imaginative writing, including aspects of structure and expression (establishing character and motivation; varying sentence structures; selecting effective vocabulary).
- Persuasive and argumentative writing using different techniques and devices to convey points of view in different formats (eg. newspaper articles, magazine features, letters, diaries, scripted speeches) for different types of audiences.
- Spontaneous speech including shaped and scripted speeches and dialogue.
- Language acquisition ie the ways in which children and teenagers learn to recognise, understand and construct language at different times in their development.
- Issues raised by global English and the different debates about the rise of English as an 'international' means of communication, its cultural effects, varieties of English created, its impact on local languages in terms of speech and writing and the threat it may pose to such languages.

## A Level English Literature

*Grade 12 only*

The most exciting thing about being a young adult, and probably only realised in retrospect, is exploring and wondering about the existential questions of our existence. This is the perfect time to begin an in depth study of English Literature. The A level Literature course provides students with the chance to explore their humanity through different times and places and characters.

Like other subjects in the humanities, Literature challenges us engage in a complex set of symbolic, social, moral, intellectual and emotional situations. A study of literature provides an opportunity to discover how others have found, or struggled to find, an understanding of the human condition. Living and studying in Grahamstown, our lives might be limited to a rather wonderful bubble world and experience. Reading gives us the chance to be creative in our imaginative lives and try things we may not normally risk. Studying literature challenges us to see beyond our own lived experience and engage in sometimes impossible and extraordinary situations. It allows pupils to grapple critically with some of humanity's key concerns in a way not offered in many other places.

How the story is told is just as important as the story being told. Pupils will learn to examine very carefully the methods the writer uses to tell their story. They will analyse how this affects or creates the narrative and, in the case of the Modernists, the way that the method itself becomes the story. Pupils will be expected to critically review the complex and often subtle manipulation of language, imagery, symbolism and codes by the author. This will empower them as readers to realise how these tools are used to manipulate their reactions and emotions. In addition to enhancing their literary reading skills, this detailed scrutiny of the crafting of language will allow students to become better readers in all subjects, especially those that rely on narrative such as History.

The course consists of the following areas of study:

### Paper 3: Poetry and Prose

Likely texts include *Songs of Ourselves Poetry Anthology* and *Small Island* by Andrea Levy.

### Paper 4: Drama

Examples of possible texts include *Twelfth Night* by William Shakespeare and *Sweet Bird of Youth* by Tennessee Williams.

### Paper 5: Shakespeare and other pre-20th Century Texts

Examples of possible texts include Shakespeare's *Measure for Measure* and *Wuthering Heights* by Emily Bronte.

### Paper 6: 1900 to the present

Likely texts include *The Glass Menagerie* by Tennessee Williams and *The Poisonwood Bible* by Barbara Kingsolver.

Pupils who wish to take this A Level course should:

- love reading and already be avid readers. There is an expectation of a broad knowledge of literature and pupils will need to read widely around the set texts. In addition, they will need to read some sections of their texts independently.
- have a strong work ethic and analytic reading ability.

***When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young. ~ Maya Angelou***

## **IGCSE French as a Second Language**

*Offered in Option 2*

Cambridge IGCSE French as a Second Language is created especially for international students and is recognised by universities and employers as proof of knowledge and understanding of the language. The syllabus is designed to encourage learners to develop lifelong skills, including the ability to use French as a means of practical communication, insight into the culture and civilisation of French-speaking countries, and a positive attitude towards language learning, towards the speakers of other languages, and towards other cultures and civilisations.

The subject content is organised around five broad topic areas which provide context for the acquisition of vocabulary and the study of grammar and structures. These include:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study. All learners write a Reading examination, a Writing examination, a Listening examination and a Speaking examination.

## **AS/A Level Geography**

*Offered provisionally in Option 6.*

Cambridge AS/A Level Geography encourages students to explore Geography in great depth and to develop not only subject knowledge, but also a strong understanding of some of the key concepts that are critical to mastering the subject. The depth and richness of the Geography syllabus requires pupils to be committed to work independently and regularly, and equips them well for university.

The AS/A Level Geography course focuses on principal processes operating within Physical Geography and Human Geography. These include causes and effect of change on natural and human environments, and geographical analysis to understand and solve human and environmental problems. Key concepts covered include spatial distributions, scale, place, environmental, interdependence, diversity and change.

The course outline is as follows:

### **AS Level Geography:**

#### Physical Geography

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weather

### Human Geography

- Population
- Migration
- Settlement dynamics

### **A Level Geography:**

#### Physical Geography

Two options from:

- Tropical environments
- Coastal environments
- Hazardous environments
- Hot and semi-arid environments

#### Human Geography

Two options from:

- Production, location and change
- Environmental management
- Global interdependence
- Economic transition

Geography occupies a central position in understanding and interpreting issues affecting people, places and environments, and change in both space and time. Cambridge International AS and A Level Geography helps learners develop the knowledge and skills that will prepare them for successful university study.

## **AS/A Level History**

*Offered provisionally in Option 4.*

Cambridge AS/A Level History extends pupils to study areas of History not usually explored in the school syllabus. The depth and richness of the History syllabus requires pupils to be committed to work independently and regularly, and enriches their understanding of History.

The AS/A Level History syllabus aims to develop:

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

Pupils will study one topic in each of the following components:



## **AS Level**

### **Component 1: Document question (source-based)**

- Liberalism and Nationalism in Italy and Germany, 1815 – 1871
- The Origins of the Civil War, 1846 – 1861
- The Search for International Peace and Security, 1919 – 1945

### **Component 2: Outline Study**

- Modern Europe, 1789 – 1917
- The History of the USA, 1840 – 1941
- International Relations, 1871 – 1945

## **A Level**

### **Component 3: Interpretations question (source-based)**

- The Causes and Impact of British Imperialism, c. 1850 – 1939
- The Holocaust
- The Origins and Development of the Cold War, 1941 – 1950

### **Component 4: Depth Study**

- Europe of the Dictators, 1918 – 1941
- The History of the USA, 1945 – 1990
- International History, 1945 – 1991
- African History, 1945 – 1991
- Southeast Asian History, 1945 – 1990s

Cambridge International AS and A Level History is one of the most recognised qualifications around the world. It is accepted as proof of academic ability and of historical knowledge for entry to universities.

## **IGCSE isiZulu as a Second Language**

*Offered in Option 2.*

Universities and employers recognise Cambridge IGCSE isiZulu as a Second Language as proof of knowledge and understanding of the language. We offer isiZulu because, unfortunately, Cambridge does not offer isiXhosa as a subject. The conversion from isiXhosa to isiZulu in one year is possible for home language speakers, but difficult for those not fluent in isiXhosa.

The aims of the Cambridge IGCSE IsiZulu as a Second Language syllabus are to enable learners to:

- develop the ability to use isiZulu effectively for the purpose of practical communication
- form a sound base for the skills required for further study or employment using isiZulu as the medium
- develop an awareness of the nature of language and language-learning skills, along with skills of a more general application
- promote their personal development.

All learners write a Reading examination and a Listening examination.

## **AS/A Level Mathematics**

*Offered in Option 3.*

Cambridge International AS & A Level Mathematics aims to provide pupils with lifelong skills, including:

- a deeper understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject.
- the further development of mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment, including the use of applications of mathematics in the context of everyday situations and in other subjects that they may be studying.
- the ability to analyse problems logically, recognising when and how a situation may be represented mathematically, identifying and interpreting relevant factors and, where necessary, selecting an appropriate mathematical method to solve the problem.
- the use of mathematics as a means of communication with emphasis on the use of clear expression.
- a solid foundation for further study of Mathematics or related courses in higher education.

The course consists of the following areas of study:

### **AS Level Mathematics**

#### Paper 1: Pure Mathematics 1

Topics covered include Quadratics, Functions, Coordinate Geometry, Circular Measure, Trigonometry, Vectors, Series, Differentiation, and Integration.

#### Paper 4: Mechanics

Topics covered include Forces and Equilibrium, Kinematics of motion in a straight line, Newton's laws of motion, and Energy, work and power.

### **A Level Mathematics**

#### Paper 3: Pure Mathematics 3

Topics covered include Algebra, Logarithmic and exponential functions, Trigonometry, Differentiation, Integration, Numerical solution of equations, Vectors, Differential Equations, and Complex Numbers.

#### Paper 5: Probability and Statistics 1

Topics covered include Representation of data, Permutations and combinations, Probability, Discrete random variables, and the Normal Distribution.

AS/A Level Mathematics is very highly regarded as a facilitating subject for entry to universities worldwide.

## AS/A Level Music

*Offered provisionally in Option 5.*

Cambridge International AS and A Level Music candidates develop an appreciation of, and an informed critical response to, music of the Western tradition, from at least two genres and periods. Candidates learn how to listen attentively and responsively in order to better understand the musical processes at work. They also learn how to communicate this understanding, supporting their judgements by evidence-based argument.

As part of the course, candidates are encouraged to develop their own creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions. This leads, in turn, to a deeper understanding of music in its wider cultural context.

Candidates will be required to demonstrate:

- (a) an ability to listen attentively and responsively
- (b) understanding of the processes at work in music
- (c) an ability to clearly communicate knowledge, understanding and musical insight
- (d) technical and interpretative competence in performing (depending on options)
- (e) musical invention in composing (depending on options)
- (f) an ability to work independently.

The AS Level syllabus is assessed through two components, Listening and Practical Musicianship. A-Level learners choose two components from Performing, Composing, and Investigation and Report.

Pupils choosing Music must have a strong background in Music. Cambridge International A Level Music provides a suitable foundation for the study of Music or related courses in higher education.

## AS/A Level Physics

*Offered in Option 6.*

Universities value learners who have a thorough understanding of key concepts in Physics, an in-depth knowledge of the most important themes in physics and strong practical skills. Cambridge International AS and A Level Physics helps learners develop the knowledge and skills that will prepare them for successful university study.

The key concepts on which the Physics syllabus is built are:

- **Models of physical systems**

Physics is the science that seeks to understand the behaviour of the Universe. The development of models of physical systems is central to physics. Models simplify, explain and predict how physical systems behave.

- **Testing predictions against evidence**

Physical models are usually based on prior observations, and their predictions are tested to check that they are consistent with the behaviour of the real world. This testing requires evidence, often obtained from experiments.

- **Mathematics as a language and problem-solving tool**

Mathematics is integral to physics, as it is the language that is used to express physical principles and models. It is also a tool to analyse theoretical models, solve quantitative problems and produce predictions.

- **Matter, energy and waves**

Everything in the Universe comprises matter and/or energy. Waves are a key mechanism for the transfer of energy and are essential to many modern applications of physics.

- **Forces and fields**

The way that matter and energy interact is through forces and fields. The behaviour of the Universe is governed by fundamental forces that act over different length scales and magnitudes. These include the gravitational force and the electromagnetic force.

AS Level examinations consist of two written papers and an advanced practical examination. Candidates progressing to A Level Physics write a further two examinations.

Cambridge International AS and A Level Physics aims to enable students to acquire sufficient understanding and knowledge to become confident citizens in a technological world, and to recognise the usefulness, and limitations, of scientific method and appreciate its applicability in other disciplines and everyday life. It hopes to stimulate learners and create a sustained interest in Physics, so that they are suitably prepared for studies beyond school in Physics, Engineering and other Physics-dependent courses.

***More information about the content covered in all AS/A Level and IGCSE subjects can be found on the Cambridge International website, [www.cambridgeinternational.org](http://www.cambridgeinternational.org).***