Here is an outline (in alphabetical order) of all the courses we offer at the Sixth Form at Tenby International School Setia Eco Park. Further details are available from the CIE website:

www.cie.org.uk

ACCOUNTING AS AND A2 LEVEL (9706)

Course Overview

Cambridge International AS and A Level Accounting is accepted by universities and employers as proof of an understanding of the main principles of accounting. Successful Cambridge International AS and A Level candidates gain lifelong skills, including:

- an ability to apply accounting concepts, principles and practices;
- an understanding of the role of accounting as an information system for monitoring, problem solving and decision making and the place of accounting in changing economic, social and technological environments;
- an ability to examine and evaluate accounting policies and practices critically and analytically;
- improved skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information.

APPLIED ICT AS AND A2 LEVEL (9713)

Course Overview

In a world where information and communication technology is constantly changing, individuals increasingly need technological and information literacy skills that include the ability to gather process and manipulate data. Students will develop, and learn to apply, a broad range of ICT skills. The syllabus introduces students to the structure and use of ICT systems within a wide range of organisations, including the use of a variety of computer networks. They also gain an understanding of the wider impact of ICT on society in general.

Knowledge and understanding

- the ways in which a wide range of organisations use ICT;
- the impact on society of the use of a wide range of online applications;
- the networking of information-processing systems and the use of online services.

Practical skills

- create a mail merged document using a word processor and data handling package;
- create an automated procedure which enables a user to select both the required document and the data to merge it with;
- output data in different forms.
ART AND DESIGN AS AND A2 LEVEL (9704)

We recommend that candidates who are beginning this course should have previously completed an O Level or IGCSE course in Art or Art and Design or the equivalent.

Course Overview

A course of study in Art and Design at Tenby International School actively seeks to develop the following abilities and qualities:

- the ability to perceive, understand and express concepts and feelings;
- the ability to record from direct observation and personal experience;
- the ability to communicate by using appropriate materials and techniques in a disciplined way;
- experimentation, innovation and the use of intuition and imagination;
- critical and analytical faculties; the ability to identify, research and evaluate problems in a systematic way;
- confidence, initiative and a sense of adventure and achievement;
- the acquisition of a relevant working vocabulary;
- an awareness and appreciation of the interdependence of Art & Design and the individual within cultural contexts.

BIOLOGY AS AND A2 LEVEL (9700)

Course Overview

A and AS Level Biology builds on the skills acquired at IGCSE (or equivalent) level. It is recommended that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course, or the equivalent, in Biology or in Coordinated Science. The syllabus includes the main theoretical concepts which are fundamental to the subject, a section on some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge.

AS Level candidates will study and be assessed on the first eleven sections, A to K. Cambridge International A Level candidates will study and be assessed on all sixteen sections, A to P:

<table>
<thead>
<tr>
<th>A Cell Structure</th>
<th>B Biological Molecules</th>
</tr>
</thead>
<tbody>
<tr>
<td>C Enzymes</td>
<td>D Cell Membranes and Transport</td>
</tr>
<tr>
<td>E Cell and Nuclear Division</td>
<td>F Genetic Control</td>
</tr>
<tr>
<td>G Transport</td>
<td>H Gas Exchange</td>
</tr>
<tr>
<td>I Infectious Disease</td>
<td>J Immunity</td>
</tr>
<tr>
<td>K Ecology</td>
<td>L Energy and Respiration</td>
</tr>
<tr>
<td>M Photosynthesis</td>
<td>N Regulation and Control</td>
</tr>
<tr>
<td>O Inherited Change (Gene technology)</td>
<td>P Selection and Evolution</td>
</tr>
</tbody>
</table>

Cambridge International A Level candidates will study and be assessed on all five sections, Q to U:

<table>
<thead>
<tr>
<th>Q Biodiversity and Conservation</th>
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</thead>
<tbody>
<tr>
<td>R Gene Technology (includes some material originally in O)</td>
</tr>
<tr>
<td>S Biotechnology</td>
</tr>
<tr>
<td>T Crop Plants</td>
</tr>
<tr>
<td>U Aspects of Human Reproduction</td>
</tr>
</tbody>
</table>
BUSINESS STUDIES AS and A Level (9707)

Course Overview

1. Business and its environment
This section is concerned with understanding of the purpose and nature of business activity and the factors that influence and constrain business behaviour and decisions. It provides the basic framework around which the other sections of the syllabus are developed. It also provides a means for integrating business activities, which should always be seen as a whole rather than as individual parts. Central to the understanding of Business and its environment is the idea that the world in which business operates is constantly changing and this requires businesses, if they are to be successful, to adapt and respond to these changes.

2. People in organisations
This section focuses on the significance of different management approaches in relation to managing people at work. Contrasting management ideas are analysed, and the different organisation structures a business can adopt are assessed. Candidates should gain an understanding of opportunities and constraints in relation to managing people in organisations. The central role of the management of people in helping business achieve efficiency and competitiveness should be emphasised. Teaching can use local employment conditions, working practices and employment laws as supporting material. Country-specific details will not be examined, because what is important is an understanding of the main concepts involved in the management of people and how they relate to a business.

3. Marketing
This section develops an understanding of the importance of Marketing to businesses and how it influences their competitiveness. Knowledge of marketing principles and techniques is then used to analyse situations and solve problems. The relationship between Marketing and other business functions is important. Marketing should be seen as one strand of business decisions which are likely to also have an impact on other functional areas, such as finance and human resource management. These areas will have an impact on marketing decisions too, such as restricting marketing budgets and controls which limit such areas as advertising. Central to the understanding of marketing is the role and influence of the customer, the importance of market research and the need for an integrated marketing mix as a tool to achieve marketing objectives.

4. Operations and project management
Operations management is the discipline of how resources are managed to achieve efficient on-going production/provision of goods and services. Project management is the discipline of planning, organising and managing resources to bring about the successful completion of one-off projects. The curriculum promotes understanding of operational and project decisions in managing a business in primary, secondary and tertiary sectors. Operations and project management decisions should be linked with other functional areas of a business, such as marketing and people. It can usefully be taught alongside marketing, since many of the ideas are inter-linked. Operations and project decisions should be seen in the context of the other factors influencing a business, such as available finance, impact on employees and external factors. Although operations management is often seen in the context of manufacturing processes, the ideas apply equally well in services such as retailing.

5. Finance and accounting
This section introduces candidates to the importance of the management of finance, the keeping of and analysis of accounts, and the assessment of businesses financial performance. Finance and accounting should be seen in the context of business owners/managers/investors making decisions, rather than from the perspective of the accountant. So, for example, it is the use of accounting information to decision makers that is stressed, not the actual construction of accounting statements.
6. Strategic management
The aim in this section is to emphasise the integrated nature of strategic business decisions and the ways businesses implement strategic change successfully. Business strategy is concerned with the key decisions that need to be made by businesses of all sizes to survive and succeed in the long term. Strategic management is, therefore, the management of the long term activities of a business, and this includes the careful integration of: strategic analysis (where is the business now?), strategic choice (identifying and deciding between options) and strategic implementation (planning for and managing change).

CHEMISTRY AS AND A2 LEVEL (9701)

Course Overview
The aims of the course based on this syllabus will be to provide, through well-designed studies of experimental and practical science, a worthwhile educational experience for all students, whether or not they go on to study science beyond this level. It will also enable them to acquire sufficient understanding and knowledge to become citizens in a technological world and able to take or develop an informed interest in matters of scientific import.

The course will prepare students for studies beyond A-Level Chemistry in Chemistry dependent courses. The students will develop abilities and skills that are relevant to the study and practice of science and are useful in everyday life whilst encouraging the presentation of information and ideas appropriate for different audiences and purposes and develop self-motivation. The course will stimulate interest in, and care for, the environment in relation to the environmental impact of Chemistry and its applications.

There is a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The students will become aware that the study and practice of Chemistry are co-operative and cumulative activities, and are subject to social, economic, technological, ethical and cultural influences and limitations.

The course will aim to stimulate students and create a sustained interest in Chemistry so that the study of the subject is enjoyable and satisfying.

ECONOMICS AS AND A2 LEVEL (9708)

Course Overview
Students selecting A Level Economics will study a total of seven modules designed to provide students with a sound foundation of economic ideas whilst developing lifelong, transferrable skills including an ability to analyse economic issues and arguments and to evaluate economic information presenting related ideas and judgements clearly.

The Cambridge Economics A Level is accepted by universities and employers as proof of essential knowledge and ability in the subject area.

The A Level syllabus is split into the following units:

1. Basic economic ideas
2. The price system and the theory of the firm
3. Government intervention in the price system
4. International trade
5. Theory and measurement in the macroeconomy
6. Macroeconomic problems
7. Macroeconomic policies
ENGLISH LANGUAGE AS LEVEL (9093)

Course Overview

AS Level English poses a great opportunity to show prospective Universities and employers, that you have a strong command and developed understanding of the English Language. In particular, it is often an advantageous addition to the academic record of holders of passports from countries where English is not considered to be the first language. It allows students to tangibly prove that their written and spoken English is above the average; that it is advanced and controlled.

The course builds on the content of its IGCSE equivalent. For example, students must practice and enhance their skills of writing to describe and writing to argue. Furthermore, students are required to analyse a variety of text types, and confidently comment on a wide range of effects created by writers. Therefore, the course aims to enhance your understanding of the nuances, intricacies and connotations of language, while developing your ability to write effectively.

AS English encompasses a wide range of Fictional and Non-Fictional texts that will broaden your reading, stimulate your imagination and spark debate. It is a challenging course. However, students who relish reading, enjoy personal writing, take an interest in current affairs and/or want to improve their standard of English will find this course rewarding.

ENGLISH LITERATURE AS AND A2 LEVEL (9695)

Course Overview

Pursuing Literature at A Level is a rewarding and interesting experience. The course is highly stimulating. It encompasses a wide range of texts from different cultures and different time periods. Ultimately, these texts explore the complexities of the human condition; provoking discussion on the structure and nature of modern society and relationships. Therefore, the content of the syllabus allows students to not only develop their analysis of Literature, but also facilitates understandings of history, politics, psychology and anthropology.

Primarily, the course aims to develop an enjoyment and appreciation of literary texts, while developing skills for life. For example, the nature of the course requires students to enhance their research skills, effectively manage information and generally develop their independent study skills. By the end of the course, students will be able to: confidently comment on a range of complex texts of various forms and styles, develop convincing arguments, and analyse and use language much more effectively. Students who enjoy exploring lines of argument in their writing, reading widely and interacting with a range of new and challenging ideas will thoroughly enjoy this course.

The texts that will be studied in Y12 are as follows:

- A selection of poetry by Thomas Hardy
- ‘Half of the Yellow Sun’ by Chimamanda Ngozi Adichie
- ‘A Street Car Named Desire’ by Tennessee Williams
- ‘An Ideal Husband’ by Oscar Wilde

The texts that will be studied in Y13 are as follows:

- ‘Coriolanus’ by William Shakespeare
- ‘The Return of the Native’ by Thomas Hardy
- A wide selection of poetry
FRENCH LANGUAGE AS LEVEL AND FRENCH A2 LEVEL (8682/9716)

Course Overview

Cambridge International AS and A Level French aims to:

• develop the ability to understand French from a variety of registers;
• enable students to communicate confidently and clearly in French;
• form a sound base of skills, language and attitudes required for further study, work and leisure;
• develop insights into the culture and civilisation of the countries where the language is spoken, including the study of literary texts where appropriate (this does not apply to AS Language qualifications);
• encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations;
• support intellectual and personal development by promoting learning and social skills.

It is recommended that candidates who are beginning this course have successfully completed IGCSE or equivalent in French.

Successful language students gain lifelong skills, including:

• the ability to communicate confidently and clearly in French;
• a sound understanding of the nature of language and language study, and of the skills and abilities required for further study, work and leisure;
• insight into the culture and contemporary society of countries where French is spoken;
• better integration into communities where French is spoken;
• positive attitudes towards language learning, towards the speakers of other languages, and towards other cultures and societies;
• skills which can be used in other areas of learning, such as analysis and memory skills.

GLOBAL PERSPECTIVES (Mandatory) AS LEVEL (8987)

Course Overview

At Tenby we make Global Perspectives mandatory because this syllabus offers a skills based course which will equip learners with the skills they need in a rapidly changing intellectual and technical environment. It also prepares and encourages them to engage confidently with issues and ideas of global significance.

Global Perspectives prepares learners for further education and for life-long learning across a range of disciplines by helping them to be:

• confident in working with information and ideas – their own and those of others;
• responsible for themselves, responsive to and respectful of others;
• innovative and equipped for new and future challenges;
• engaged intellectually and socially, ready to make a difference.
GEOGRAPHY AS AND A2 LEVEL (9696)

Course Overview

Geography at AS and A2 Level offers fascinating insights into the way human and physical processes interact. We hear every day that the world is short of space and that human beings are placing greater and greater demands on the Earth and its systems. However, what causes droughts, floods or hurricanes? Are they “natural phenomena” or the result of human activity? Geography gives us the language and techniques to approach these questions with confidence. By studying real people in real places, Geography shows how daily lives are shaped by local circumstances – not only the physical characteristics of the place, but also the social, cultural, economic and political opportunities and constraints. Geography shows how each local place exists in a regional, national, international and global context.

The A Level Geography syllabus builds upon skills gained at IGCSE (or equivalent) level study. Students widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. Geography enables you to gain lifelong skills, including:

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

HISTORY AS AND A Level (9389)

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in History or the equivalent. Cambridge International AS/A Level History is accepted by universities and employers as proof of knowledge and understanding of History. Successful candidates gain lifelong skills including:

• assessing different interpretations of an argument
• formulating their own ideas about a subject
• presenting clear and logical arguments
• evaluating historical evidence
• developing an understanding of historical concepts such as cause and effect, similarity and difference and continuity and change.
Cambridge International AS and A Level History is one of the most recognized qualifications around the world. It is accepted as proof of academic ability and of historical knowledge for entry to universities. Every year, thousands of students with Cambridge International AS and A Level History win places at good universities worldwide.

Candidates/teachers will select one topic for each component. They may be related to each other (e.g. both US papers) but there is no requirement that this is the case.

**Component 1** Document question (source-based)
- Liberalism and Nationalism in Italy and Germany, 1848–1871
- 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

**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
- Southeast Asian History, 1945–1990

**MATHEMATICS AS AND A2 LEVEL (9709)**

**Course Overview**

We recommend that candidates who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in Additional Mathematics or the equivalent. Cambridge AS and A2 Level Mathematics is accepted by universities and employers as proof of mathematical knowledge and understanding. Successful Mathematics candidates gain lifelong skills, including:

- A deeper understanding of mathematical principles;
- The further development of mathematical skills 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;
- The use of mathematics as a means of communication;
- Communication and reason using mathematical concepts;
- A solid foundation for further study.

**MUSIC AS AND A2 LEVEL (9703)**

**Course Overview**

When studying the A Level Music syllabus, students develop an appreciation of, and an informed critical response to, music of the Western tradition from at least two genres and periods. Students 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 judgments by evidence-based argument. As part of the course, students 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.

The aims of the Cambridge International A Level syllabuses are:

- To foster a discriminating aural appreciation of, and an informed critical response to, music of the Western tradition from at least two representative genres and periods.
- To encourage the development of creative and interpretative skills through the disciplines of composing and performing in Western and/or non-Western traditions.
- To deepen understanding of music in its wider cultural context.
- To communicate understanding, supporting judgments by argument based on evidence.

PHYSICS AS AND A2 LEVEL (9702)

Course Overview

Cambridge International A & AS Level Physics is designed
- to give a thorough introduction to the study of Physics and scientific methods;
- to develop skills and abilities that are relevant to the safe practice of science and to everyday life: concern for accuracy and precision, objectivity, integrity, the skills of enquiry, initiative and inventiveness;
- to emphasise the understanding and application of scientific concepts and principles, rather than the recall of factual material;
- to enable candidates to become confident citizens in a technological world and to take an informed interest in matters of scientific importance;
- to promote the use of IT as an aid to experiments and as a tool for the interpretation of experimental and theoretical results.

The subject content of the syllabus is divided into:
1. AS and A2 Core (section I-VI)
2. Application of Physics (section VII)
   - Section I: General Physics (Physical quantities and units; measurement techniques)
   - Section II: Newtonian mechanics (Kinematics; Dynamics; Forces; Work, Energy, Power; Motion in circle; Gravitational field)
   - Section III: Matter (Phases of matter; Deformation of solids; Ideal gases; Temperature; Thermal properties of materials)
   - Section IV: Oscillations and waves (Oscillations; Waves; Superposition)
   - Section V: Electricity and magnetism (Electric fields; Capacitance; Current of electricity; D.C Circuits; Magnetic field; Electromagnetism; Electromagnetic induction; Alternating current)
   - Section VI: Modern Physics (Charged particles; Quantum Physics; Nuclear Physics)
   - Section VII: Gathering and communicating information (Direct sensing; Remote sensing; Communicating information)

PSYCHOLOGY AS AND A Level (9698)

Course Overview

Themes
The syllabus contains three themes that should inform all aspects of the candidate’s progress on the course:
- the theme of methodology encourages the candidate to evaluate the psychology for the methods that are used
• the theme of **approaches and perspectives** encourages the candidate to look at how psychology informs our view about human experience and action
• the theme of **issues and debates** encourages the candidate to consider alternative points of view and debate explanations of human experience and action, particularly the impact of psychology on everyday life.

**Overview of core content**
Defining the core content of psychology is a topic that can stimulate endless debate. The growth of the subject over the last hundred years has continually widened the areas of interest and the body of knowledge. This means that candidates must either specialize before they have an overview of the subject, or else deal with all the areas in a superficial way. This syllabus deals with that problem by requiring the candidate to cover all the major areas of psychology, and to do this by sampling the research rather than overviewing it all. Therefore, the syllabus prescribes the studies that must be covered during the course. This design allows the subject to be studied in depth while retaining breadth and balance.

The core studies have been selected to reflect five key approaches in psychology:
• cognitive psychology
• social psychology
• developmental psychology
• physiological psychology
• the psychology of individual differences.

There will be four studies in each section. These core studies have been chosen to allow candidates to demonstrate:
• knowledge and understanding of approaches to the solution of problems
• an ability to analyses and to evaluate some of the cultural, social and ethical implications of psychology
• an ability to apply psychological concepts to practical problems and to everyday life.

The studies illustrate a wide range of methodologies used in psychology, such as experiments, observations, self reports and case studies. By exploring the relationship between the content of the study and the methodology of the research, the candidate will gain an insight into how psychologists study human experience and action and the interconnections between different approaches, perspectives and topics in psychology.

All the studies have been chosen because they raise contemporary issues, even if the original work was conducted some time ago. For example, the work of Thigpen and Cleckley on multiple personality disorder was published in 1954, yet the topic is still under discussion, and this original study illustrates all the issues in the continuing debate. Similarly, the study by Milgram on obedience to authority, published in 1963, never fails to challenge the way we think about ourselves and our behavior. The range of studies is balanced to show how psychological theory and practice develop, how the past informs the present, and how the present is used to re-evaluate the past.

**Overview of specialist choices**
A traditional approach in the study of psychology is to progress to greater and greater specialism and, in so doing, narrow the range of study. This syllabus is designed to increase the specialism of study yet retain a breadth of coverage. Over the past few years, a number of applied areas have developed in psychology that have sought to integrate the knowledge derived from a variety of psychological sources and apply it to specific problems. The syllabus takes this approach and encourages the candidate to look at how psychological theory has been applied. This involves the candidate in integrating the various areas of the subject, and seeing the connections and contrasts between them. The chosen applied areas are:
• education
• health
• environment
• abnormality
• organizations.
These applied areas have been chosen because of the range of literature available for each, and because of the breadth of psychology that is relevant to each area. Within each chosen applied area, candidates will be required to look at the core approaches in psychology: cognitive psychology, social psychology, physiological psychology, developmental psychology and the psychology of individual differences. Candidates will also be required to apply the issues and debates from the AS Level component along with various methods.