

PROSPECTUS FOR YEARS 12 & 13

2015/2016

CONTENTS

HEADTEACHER'S LETTER.....	1
PIRAEUS BANK (CYPRUS) LTD SCHOLARSHIPS	1
GCE AS/A LEVEL SUBJECTS.....	2
EFFICIENT USE OF TIME	3
POINTS TO CONSIDER WHEN MAKING YOUR CHOICES.....	4
AS & A LEVEL SYLLABUSES.....	5
Art & Design: Fine Art endorsement.....	6
Art & Design: Photography – Lens and Light-based Media endorsement.....	6
Biology	6
Business.....	7
Chemistry.....	8
Computer Science.....	9
Drama and Theatre Studies.....	10
Economics	11
English Language	12
IELTS	12
English Literature	13
French.....	13
Geography	14
Government and Politics	15
History	15
Mathematics.....	16
Mathematics with Further Mathematics	17
Modern Greek.....	19
Music	20
Physical Education	21
Physics.....	23
Russian.....	24
Thinking Skills	25
ADDITIONAL EXAMINATION SUBJECTS AVAILABLE AS INSTITUTE CLASSES	25
Institute Examination Course: GCSE Art & Design: Photography – Lens and Light-based Media	25
Institute Examination Course: IGCSE French.....	27
Institute Examination Course: AS Level French	28
Institute Examination Course: IGCSE German	28
Institute Examination Course: Goethe-Zertificat A1 / A2 / B1 German	28
Institute Examination Course: IELTS	30
Institute Examination Course: IGCSE Religious Studies.....	30
Institute Examination Course: IGCSE Russian First Language	31
Institute Examination Course: A Level Russian.....	32
Institute Examination Course: SAT.....	32
Institute Examination Course: STEP/AEA.....	32
Institute Examination Course: AS Level Thinking Skills	32
UNIVERSITY COURSES AND REQUIRED/PREFERRED A LEVELS	33
CONTACT DETAILS FOR FURTHER INFORMATION ON SUBJECTS	34

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 grades A*- C, GCSE grades 9 - 5, 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.

GCE Advanced Subsidiary (AS Level) and Advanced Level (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 International Examinations (<http://www.cie.org.uk>) and Edexcel International Examinations (<http://www.edexcel.com>). You will notice when reading this prospectus that each subject has a subject code, which refers to the syllabus followed. In addition to the summaries contained in this prospectus, the full syllabus for each subject may be found by visiting the relevant CIE or Edexcel 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.



Apart from their academic subjects, students in Years 12 and 13 attend compulsory PE/Sports lessons and in addition, students in Year 12 attend the Careers and Life Skills programme. Year 12s and 13s 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 activities such as Hikes, European Youth Parliament, MEDI.M.U.N., or as elected Prefects.

The Headteacher, 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 Headteacher and the School's Higher Education Advisers offer careers guidance and full support in applying for Higher Education courses.

During Years 12 and 13 students make important decisions about their future. The Careers and Life Skills programme aims to widen and deepen the understanding of possibilities, so that every student can make positive and well-informed choices. These sessions are supported by external speakers. In addition, sessions and individual appointments are arranged on completing application forms and coping with interviews. The progress of each application is monitored by the Form Tutor, the School's Higher Education Advisers and the Headteacher.

GCE 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 good results so that they can approach adult life with confidence.

Dr Kypros Kouris, PhD, CPhys, FIPEM
Director & Secondary School Headteacher



PIRAEUS BANK (CYPRUS) LTD SCHOLARSHIPS

Piraeus Bank (Cyprus) Ltd offers two Heritage Private School Scholarships, the value of which will cover half of the following year's school fees, when the winning students choose to continue their education at The Heritage Private School. The first Scholarship will be awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS Level and A Level examinations taken at The Heritage Private School during Year 11. The Scholarship will cover half of the student's Year 12 Heritage Private School fees. The second Scholarship will be awarded to the student who achieves the best combined overall academic results in IGCSE, GCSE, AS Level and A Level examinations taken at The Heritage Private School during Year 12. The Scholarship will cover half of the student's Year 13 Heritage Private School fees. The School hopes that all of our Year 11 and Year 12 students will

make their best endeavours in the examinations and thereby have the opportunity to win one of these impressive Scholarships.

GCE AS/A LEVEL SUBJECTS

Each GCE A Level subject is divided into two parts: AS and A2. For the subjects that are Edexcel International A Levels (IALs), the two parts are called IAS and IA2. The AS/IAS contains work covered in Year 12 and is examined at the end of Year 12. The second part of an A Level course is referred to as A2/IA2 and is examined at the end of Year 13. Those who wish to apply to UK universities usually do so through the Universities and Colleges Admissions Service (UCAS) (<http://www.ucas.com/>). If a student achieves the full 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 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

The UCAS Tariff Points for university entrance from September 2017 will be:

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

For more information on the new 2017 UCAS Tariff Points system, see:

<https://www.ucas.com/advisers/guides-and-resources/tariff-2017>

We advise students to choose four AS Levels for Year 12 and to proceed with four or three subjects in Year 13.

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

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

The following subjects are currently available but the school reserves the right to modify this list:

Art & Design: Fine Art	English Language	Further Mathematics
Art & Design: Photography	IELTS	Modern Greek
Biology	English Literature	Music
Business	French	Physical Education
Chemistry	Geography	Physics
Computing	Government and Politics	Russian
Drama & Theatre Studies	History	Thinking Skills
Economics	Mathematics	

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/A 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 represent new challenges and responsibilities. It is essential to acquire the work habits which will stand you in good stead for the future. You will be increasingly responsible for the effective management of your work. You will need to learn to plan your work and to show initiative. You will need to think carefully and take action about how to:

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

Whilst our main aim for Year 12 & 13 students is to enable them to fulfil their academic potential and gain entry to the university of their choice, extracurricular activities are also essential, as they develop other skills. Such activities include the Duke of Edinburgh's International Award, Clubs, Community Service, Projects, 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 Year 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 examinations, and also to Year 12 & 13 students. These are activities that require a personalised approach and arrangement, as each student has different aptitudes and aspirations. For this reason, Dr Kouris deals directly with these requests on an individual, one-to-one basis. All are greatly encouraged to participate in Community Service or a Voluntary Work Placement, and those who are interested should therefore make an appointment to see Dr Kouris, and he will assist them 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.

POINTS TO CONSIDER WHEN MAKING YOUR CHOICES

- University places are usually conditional on the grades obtained in three A Level subjects.
- The quality of your results at AS and A Level is more important than the quantity.
- AS and A Level 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/A Level 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 Dr Kouris. They will be able to advise you which A Levels are recommended or will be desirable, to give you the best possible competitive edge in your university applications.
- You may not necessarily need to choose a university course 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

Art & Design

AS/A Level Art & Design: Fine Art 8FA01/9FA01 Edexcel
AS/A Level Art & Design: Photography 8PY01/9PY01 Edexcel

The AS and A Level syllabus for Art & Design allows students to specialise in a particular area of interest. These specialisms are called ‘endorsements’ and the School offers the ‘Fine Art’ endorsement at AS and A Level, and separately, the ‘Photography – Lens and Light-based Media’ endorsement, also at AS and A Level. The general assessment criteria and requirements for both endorsements remain the same, and these are therefore described first below, followed by the more specific information related to Fine Art, and to Photography – Lens and Light-based Media.

For all AS and 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.

We require students to develop the skills to:

- record experiences and observations, mainly in visual form; undertake research and gather, select and organise visual and other appropriate information;
- explore relevant resources; analyse, discuss and evaluate images, objects and artefacts; make and record independent judgements;
- use knowledge and understanding of the work of others to develop and extend thinking and inform their own work;
- generate and explore potential lines of enquiry using appropriate media and technique;
- apply knowledge and understanding in making images and artefacts; review and modify work and plan and develop ideas in the light of own and others’ evaluations;
- organise, select and communicate ideas, solutions and responses; present these in a range of visual forms.

ASSESSMENT

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

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	Art and Design Coursework.		60%	30%
2	AS	Art and Design Externally Set Assignments.	8 hours	40%	20%

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
3	A2	Art and Design Coursework. This unit comprises of coursework and also a Personal Study which is an illustrated written submission of 3000 words.		---	30%
4	A2	Art and Design Externally Set Assignments.	12 hours	---	20%

The examinations are split into smaller components and completed over a period of five days, supervised by Art Department staff.

Art & Design: Fine Art endorsement

AS/A Level 8FA01/9FA01 Edexcel

In the Fine Art endorsement for AS and 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 alternative media, 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 content of AS and 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 AS and 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 AS/A Level. However, students without GCSE or equivalent in Art & Design, who wish to commence the AS and A Level course, will be considered on individual merit.

Art & Design: Photography – Lens and Light-based Media endorsement

AS/A Level 8PY01/9PY01 Edexcel

In the Photography – Lens and Light-based Media endorsement for AS and A Level Art & Design, the aim is for personal enquiry and expression involving the selection and manipulation of images, where students will learn creative approaches that go beyond simple observation and recording. Through effective use of equipment and techniques, students aim to go beyond traditional flat print, film and video, and to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, light projections and installations. The disciplines will include film-based photography, digital photography and film and video, and students will be required to work in one or more of these disciplines. In addition to producing their own work, students will carry out research and identify issues relevant to Photography, and they will learn about continuity and change in Photography in different genres, styles and traditions.

Biology

International AS/A Level XBI01/YBI01 Edexcel

AIMS

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

1. Develop their interest in, and enthusiasm for biology, including developing an interest in further study and careers in the subject.

2. Appreciate how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society.
3. Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*.
4. Develop essential knowledge and understanding of different areas of biology and how they relate to each other.

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>Lifestyle, Transport, Genes and Health</u> This unit is assessed by means of a written paper that includes multiple choice, short-answer and structured questions.	1 hour 30 minutes	40%	20%
2	IAS	<u>Development, Plants and the Environment</u> This unit is assessed by means of a written paper that includes multiple choice, short-answer and structured questions.	1 hour 30 minutes	40%	20%
3	IAS	<u>Practical Biology & Research Skills</u> This unit will assess students' knowledge and understanding of experimental procedure and techniques.	1 hour 30 minutes	20%	10%
4	IA2	<u>The Natural Environment and Species Survival</u> This unit assessed by means of a written paper that includes multiple choice, short-answer and structured questions. This is a synoptic paper.	1 hour 30 minutes	---	20%
5	IA2	<u>Energy, Exercise and Coordination</u> This unit is assessed by means of a written paper that includes multiple choice, short-answer, article and structured questions. This is a synoptic paper.	1 hour 45 minutes	---	20%
6	IA2	<u>Practical Biology & Investigative Skills</u> This unit will assess student' knowledge and understanding of experimental procedure and techniques and their ability to plan whole investigations, analyse data and to evaluate their results and experimental methodology. This is a synoptic paper.	1 hour 30 minutes	---	10%

Business

A/AS Level 9609 CIE

AIMS

AS Level & A Level 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. The course covers economic, environmental, ethical, governmental, legal, social and technological issues, and encourages a critical understanding of organisations, the markets they serve and the process of 'adding value'. Students examine the management of organisations and, in particular, the process of decision-making in the context of a dynamic external environment.

The syllabus is intended to lead to courses that will encourage students:

1. To understand and appreciate the nature and scope of business, and its role in society.
2. To develop critical understanding of organisations, the markets they serve and the process of adding value. This should involve consideration of the internal workings and management of organisations and in particular, the process of decision-making in a dynamic external environment.
3. To be aware that business behaviour can be studied from a range of stakeholders including customer, manager, creditor, owner/shareholder and employee.
4. To be aware of the economic, environmental, ethical, governmental, legal, social and technological issues associated with business activity.
5. To develop skills in:
 - decision-making and problem solving in the light of evaluation;
 - the quantification and management of information, where appropriate;
 - effective communication.

The emphasis should be on the application of concepts and issues to the local context where appropriate.

ASSESSMENT

ADVANCED SUBSIDIARY QUALIFICATION (Core Syllabus)

PAPER	TYPE	LENGTH OF EXAM	NUMBER OF QUESTIONS	MAXIMUM MARK	WEIGHTING
1	Short answer	1 hour 15 minutes	4	20	20%
	Essay (Core)		1 from choice of 3	20	20%
2	Data Response	1 hour 30 minutes	2	60	60%

ADVANCED LEVEL (Core Syllabus plus Extension topics)

PAPER	TYPE	LENGTH OF EXAM	NUMBER OF QUESTIONS	MAXIMUM MARK	WEIGHTING
1	Short answer	1 hour 15 minutes	4	20	10%
	Essay (Core)		1 from choice of 3	20	10%
2	Data Response	1 hour 30 minutes	2	60	30%
3	Case Study	3 hours	5 + one essay	100	50%

The Advanced Level syllabus includes the Core (AS) syllabus as well as the Additional Advanced Level material.

Chemistry

International AS/A Level XCH01/YCH01 Edexcel

AIMS

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

1. An interest in, and enthusiasm, for chemistry, including developing an interest in further study and careers in chemistry.
2. An appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

- A deeper understanding of the skills, knowledge and understanding of *How Science Works*.
- Essential knowledge and understanding of different areas of the subject and how they relate to each other.

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>The Core Principles of Chemistry</u> This unit is assessed by means of a written paper that includes multiple choice, short-answer and structured questions.	1 hour 30 minutes	40%	20%
2	IAS	<u>Application of Core Principles of Chemistry</u> This unit is assessed by means of a written paper that includes multiple choice, short-answer and structured questions.	1 hour 30 minutes	40%	20%
3	IAS	<u>Chemistry Laboratory Skills 1</u> This unit will assess students' knowledge and understanding of experimental procedure and techniques.	1 hour 15 minutes	20%	10%
4	IA2	<u>General Principles of Chemistry 1 – Rates, Equilibria and Further Organic Chemistry</u> This unit assessed by means of a written paper that includes multiple choice, short-answer and structured questions as well as data analysis questions.	1 hour 40 minutes	---	20%
5	IA2	<u>General Principles of Chemistry II – Transition Metals and Organic Nitrogen Chemistry</u> This unit is assessed by means of a written paper that includes multiple choice, short-answer and structured questions.	1 hour 40 minutes	---	20%
6	IA2	<u>Chemistry Laboratory Skills II</u> This unit will assess students' knowledge and understanding of experimental procedure and techniques and their ability to plan whole investigations, analyse data and to evaluate their results and experimental methodology.	1 hour 15 minutes	---	10%

Computer Science

AS/A Level 9608 CIE

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 CIE 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 CIE 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. Each of the papers contains short-answer and structured questions.

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

Drama and Theatre Studies

AS/A Level 8DR01/9DR01 Edexcel

AIMS

The aims of the Advanced Subsidiary and Advanced Edexcel GCE in Drama and Theatre Studies are to encourage students to:

1. Develop their interest and enjoyment in drama and theatre both as participants and as informed members of an audience, fostering an enthusiasm for and critical appreciation of the subject.
2. Develop understanding and appreciation of the significance of social, cultural and historical influences on the development of drama and theatre.
3. Experience a range of opportunities to develop a variety of dramatic and theatrical skills, enabling them to grow creatively and imaginatively in both devised and scripted work.
4. Integrate theory and practice through their understanding of critical concepts and the discriminating use of specialist terminology.

ASSESSMENT

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

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	Exploration of Drama and Theatre	Internally Assessed	40%	20%
2	AS	Theatre Text in Performance	Externally Assessed	60%	30%
3	A2	Exploration of Dramatic Performance	Internally Assessed	---	20%
4	A2	Theatre Text in Context	2 hours 30 minutes	---	30%

Economics

International AS/A Level XEC01/YEC01 Edexcel

The 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 encourage students to enable students to:

1. Develop an interest in and enthusiasm for the study of Economics.
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 these concepts in a variety of national and international contexts.
4. Use an enquiring, critical and thoughtful approach to the study of Economics and to think as Economists.
5. Develop the skills, qualities and attitudes that will prepare them for the challenges, opportunities and responsibilities of adult and working life.

Students are required to:

1. Develop an understanding of economic concepts and theories through critical consideration of current economic issues, problems and instructions that affect everyday life.
2. Analyse, explain and evaluate the strengths and weaknesses of the market economy and the role of government within it.
3. 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 30 minutes	50%	25%
2	IAS	Unit 2: Macroeconomic Performance and Policy	1 hour 30 minutes	50%	25%

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				IAS	IAL
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 CIE

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 encourage:

1. A critical and informed response to texts in a range of forms, styles and contexts and audiences.
2. The interdependent skills of reading, analysis and research.
3. Effective, creative, accurate and appropriate communication.
4. 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	Passages	2 hours 15 minutes	50%	25%
2	AS	Writing	2 hours	50%	25%
3	A2	Text Analysis	2 hours 15 minutes	---	25%
4	A2	Language Topics	2 hours 15 minutes	---	25%

IELTS

English for International Opportunity

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	40 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.

The tests are designed to cover the full range of ability from non-user to expert user.

English Literature

AS/A Level 9695 CIE

AIMS

1. An appreciation of and an informed personal response to literature in English in a range of texts in different forms, and from different periods and cultures.
2. The interdependent skills of reading, analysis and communication.
3. Effective and appropriate communication.
4. Wider reading and an understanding of how it may contribute to personal development.

ASSESSMENT

UNIT	LEVEL	EXAMINATION PAPER	LENGTH	WEIGHTING	
				AS	A2
3	AS	Poetry and Prose	2 hours	50%	25%
4	AS	Drama	2 hours	50%	25%
5	A2	Shakespeare and other pre-20th Century Texts	2 hours	---	25%
6	A2	1900 to the Present	2 hours	---	25%

French

AS/A Level 6FR01-4/Edexcel

AIMS

The aims of the syllabus are:

1. To develop the ability to understand French from a variety of registers.
2. To enable the student to communicate confidently and clearly in French.
3. To form a sound base of skills, language and attitudes required for further study, work and leisure.
4. To develop insights into the culture and civilisation of the countries where French is spoken, including the study of literary texts where appropriate (this does not apply to AS).

5. To encourage positive attitudes to language learning and a sympathetic approach to other cultures and civilisations.
6. To further intellectual and personal development by promoting learning and social skills.

ASSESSMENT

AS candidates are entered for Units 1 and 2.

A2 candidates are entered for Units 3 and 4.

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A2
1	AS	Speaking	20 minutes	30%	---
2	AS	Understanding and Written Response	2 hours 30 minutes	70%	---
3	A2	Understanding and Spoken Response in French	20 minutes	---	35%
4	A2	Research, Understanding and Written Response in French	2 hours 30 minutes	---	65%

Geography

AS/A Level 9696 CIE

AIMS

Students of CIE 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 three papers. Paper 1 comprises the AS course and is studied in Year 12. Papers 2 and 3 complete the A Level course and are studied in Year 13.

PAPER	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	Core Geography	3 hours	100%	50%
2	A2	Advanced Physical Options	1 hour 30 minutes	---	25%
3	A2	Advanced Human Options	1 hour 30 minutes	---	25%

Government and Politics

AS/A Level 8GP01/9GP01 Edexcel

AIMS

Government and Politics will enable students to develop an insight into political beliefs central to an understanding of the modern world. The AS Level course provides an introduction to the subject through an examination of UK political procedures and institutions, such as democracy and political participation, party policies and ideas, and key institutions. The A2 course allows more specialisation, requiring higher level skills analysis and evaluation through challenging topics. Students will gain a structured foundation of political knowledge on which to develop skills for citizenship and further study, and they have the opportunity to engage in and practise contemporary political debate. The aims are to encourage students to:

1. Develop a critical awareness of the nature of politics and the relationship between political ideas, institutions and processes.
2. Acquire knowledge and understanding of the structures of authority and power within the political system of the United Kingdom, and how these may differ from those of other political systems.
3. Acquire knowledge and informed understanding of the rights and responsibilities of the individual and encourage an interest in, and engagement with, contemporary politics.

ASSESSMENT

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A2
1	AS	People and Politics	1 hour 20 minutes	50%	25%
2	AS	Governing the UK	1 hour 20 minutes	50%	25%
3	A2	Key Themes in Political Analysis	1 hour 30 minutes	---	25%
4	A2	Extended Themes in Political Analysis	1 hour 30 minutes	---	25%

History

AS/A Level 9389 CIE

AIMS

The syllabus of the CIE 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	The Search for International Peace and Security, 1919 - 1945	1 hour	40%	20%
2	AS	International Relations, 1871 - 1945	1 hour 30 minutes	60%	30%
3	A2	The Origins and Development of the Cold War, 1941 - 1950	1 hour	---	20%
4	A2	Depth Study: International History, 1945 - 1991	1 hour 30 minutes	---	30%

Mathematics

International AS/A Level XMA01/YMA01 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 four units. Units 1 and 2 comprise the IAS course and are studied in Year 12. Units 3 and 4 complete the IAL course and are studied in Year 13.

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				IAS	IAL
1	IAS	<u>Core Mathematics (C12)</u> Algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration. No calculator is allowed for this paper.	2 hours 30 minutes	66.7%	33.3%
2	IAS	<u>Statistics 1 (S1)</u> 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 30 minutes	33.3%	16.7%
3	IA2	<u>Core Mathematics (C34)</u> Algebra and functions; sequences and series; trigonometry; exponentials and logarithms; coordinate geometry in the (x,y) plane; differentiation; integration; numerical methods; vectors.	2 hours 30 minutes	---	33.3%
4	IA2	<u>Mechanics 1 (M1)</u> 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 30 minutes	---	16.7%

Mathematics with Further Mathematics

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 that wish to proceed to study Mathematics, Engineering or a mathematics-based subject at university.

Pure Mathematics
Mathematics
Further Mathematics

AS Level 8373 Edexcel
A Level 9371 Edexcel
AS/A Level 8372/9372 Edexcel

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 AS Level Pure Mathematics qualification and Units 4, 5 and 6 comprise the AS Level Further Mathematics qualification, and these are all studied in Year 12. Units 7, 8 and 9 cover A Level Mathematics and Units 10, 11 and 12 cover A 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 twelve unit results in order to produce the best overall final grades, prioritising first A Level Mathematics and secondly A Level Further Mathematics.

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	<u>Core Mathematics 1 (C1)</u> Algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; differentiation; integration. No calculator is allowed for this paper.	1 hour 30 minutes	33.3%	16.67%
2	AS	<u>Core Mathematics 2 (C2)</u> Algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; trigonometry; exponentials and logarithms; differentiation; integration.	1 hour 30 minutes	33.3%	16.67%
3	AS	<u>Core Mathematics 3 (C3)</u> Algebra and functions; trigonometry; exponentials and logarithms; differentiation; numerical methods.	1 hour 30 minutes	---	16.67%
4	AS	<u>Further Pure Mathematics 1 (FP1)</u> Series; complex numbers; numerical solution of equations; coordinate systems, matrix algebra, proof.	1 hour 30 minutes	33.3%	16.67%
5	AS	<u>Statistics 1 (S1)</u> 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 30 minutes	33.3%	16.67%
6	AS	<u>Decision Mathematics 1 (D1)</u> Algorithms; algorithms on graphs; the route inspection problem; critical path analysis; linear programming; matchings.	1 hour 30 minutes	33.3%	16.67%

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
7	A2	<u>Core Mathematics 4 (C4)</u> Algebra and functions; coordinate geometry in the (x,y) plane; sequences and series; differentiation; integration; vectors.	1 hour 30 minutes	---	16.67%
8	A2	<u>Mechanics 1 (M1)</u> 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 30 minutes	---	16.67%
9	A2	<u>Mechanics 2 (M2)</u> Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.	1 hour 30 minutes	---	16.67%
10	A2	<u>Further Pure Mathematics 2 (FP2)</u> Inequalities; series, first order differential equations; second order differential equations; further complex numbers, Maclaurin and Taylor series.	1 hour 30 minutes	---	16.67%
11	A2	<u>Statistics 2 (S2)</u> The Binomial and Poisson distributions, continuous random variables, Continuous distributions, hypothesis tests.	1 hour 30 minutes	33.3%	16.67%
12	A2	<u>Statistics 3 (S3)</u> Combinations of random variables; sampling; estimation, confidence intervals and tests; goodness of fit and contingency tables; regression and correlation.	1 hour 30 minutes	---	16.67%

Modern Greek

AS/A Level 8GK01/9GK01 Edexcel

Students choosing AS or A Level Modern Greek are expected to complete the qualification in Year 12 in order to concentrate more fully on their other subjects in Year 13.

AIMS

The Edexcel Advanced Subsidiary and Advanced GCE in Greek 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 Greek is spoken.

The Edexcel Advanced Subsidiary and Advanced GCE in Greek enables students to:

1. Derive enjoyment and benefit from language learning.
2. Acquire knowledge, skills and understanding for practical use.
3. Further study and /or employment.
4. Communicate with speakers of the language.

- Take their place in a multilingual global society.

ASSESSMENT

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A2
1	AS	Understanding and Written Response in Greek.	2 hours 45 minutes	100%	50%
2	A2	Understanding, Written Response and Research in Greek.	3 hours	---	50%

Music

AS/A Level 8MU01/9ME01 Edexcel

For those who wish to progress to study Music at degree level and eventually work in some aspect of the Music industry, A Level Music gives you all you need to begin to climb that career ladder. However, Music also opens doors to a whole range of other professions. The breadth of intellectual study combined with the level of commitment needed to learn to play an instrument well shows future employers that you are dedicated to success, and that is a great advantage when entering the job market!

In both years, your study will be structured so that you will cover the three core aspects of the subject: Performing, Composing and Listening. The term ‘Listening’ will incorporate a study of the history of Music, and the acquisition of appropriate analytical skills. You will be expected to devote time to improving your technical skills, and will be given many opportunities to perform.

Prerequisites and Complementary Subjects

GCSE Music is an essential preparation for beginning to study the subject at AS and A Level. In exceptional circumstances it may also be possible to accept students without the GCSE but with a broad musical knowledge and significant practical experience. There is a strong emphasis on both the creative and the practical elements of Music in the AS/A2 syllabus. You will be expected to develop your practical musicianship as a performer, explore your own creativity as a composer, and gain an understanding of the theoretical aspects that have evolved over the last four hundred years. Above all, a Music student has to be enthusiastic, interested and committed to the subject.

AIMS

The aims of the Edexcel GCE AS and A Level in Music are to enable students to:

- Extend the skills, knowledge and understanding needed to communicate through music and take part in music making.
- Provide opportunities for solo and/or ensemble performance in any chosen style and provide incentives for singing or playing pieces that are more difficult than the set standard level.
- Provides all students with a grounding in harmony, both in terms of simple analysis and basic harmonisation
- Engage in, and extend the appreciation of the diverse and dynamic heritage of music, promoting spiritual and cultural development.
- Develop particular strengths and interests encouraging life-long learning and providing access to music-related and other careers.
- Recognise the interdependence of musical skills, knowledge and understanding, and the links between the activities of Performing, Composing and Listening.

ASSESSMENT

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

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	Performing Music A 5 - 6 minute assessed performance on voice or an instrument of your choice.	Internally Assessed	30%	15%
2	AS	Composing The creation of a 3-minute piece of music in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their compositions.	Externally Assessed	30%	15%
3	AS	Developing Musical Understanding Focuses on analysing instrumental and vocal Set Works from a wide range of genres. The 2-hour examination incorporates listening tests, harmony and essays on the Set Works.	2 hours	40%	20%
4	A2	Extended Performance A 12-15 minute assessed performance on an instrument/voice of your choice.	Internally Assessed	---	15%
5	A2	Composition and Technical Studies There is a choice between creating two original compositions (according to briefs set by the Examination Board) or Two technical studies (harmony and counterpoint) or 1 composition and 1 technical study.	Externally Assessed	---	15%
6	A2	Further Musical Understanding Focuses on studying instrumental and applied Set Works from a wide range of genres as well as unfamiliar which are the subject of comparison and contrast and aural analysis. There is a 2 hour examination for this unit, incorporating listening tests and essays on the Set Works.	2 hours	---	20%

Physical Education

AS/A Level 8PE01/9PE01 Edexcel

AIMS

- Encourage students to become increasingly physically competent by:
 - developing the skills and techniques they require to perform effectively in physical activities;
 - applying and adapting a wide range of skills and techniques effectively in different types of physical activity;
 - developing and applying their skills in different roles, such as performer, leader and official within physical activities;
 - applying their skills in different contexts within a physical activity.

2. Enable students to maintain and develop their involvement and effectiveness in physical activity through:
- developing their knowledge and understanding of factors that enable them and others to be physically active;
 - having a balanced lifestyle and a lifelong aim for an active and healthy lifestyle;
 - developing their knowledge and understanding of the relationship between skill, strategy/composition, and through readiness in body and mind for effective and efficient performance in their own and others' roles such as performer, leader and official.
3. Enable students to be informed and discerning decision makers who understand how to be involved in physical activity through helping them to:
- understand how they and others make the most of the opportunities and pathways available to be involved in physical activity;
 - understand and critically evaluate how contemporary products and consumer-focused influences related to physical activity affect and inform young people's decisions about being involved in a range of physical activities;
 - understand and critically evaluate current key influences that might limit or encourage young people's involvement in physical activity.

ASSESSMENT

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

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	<p><u>Participation in Sport and Recreation</u></p> <p>The paper will be a question-and-answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.</p>	1 hour 30 minutes	50%	25%
2	AS	<p><u>The Critical Sports Performer</u></p> <p>This unit is internally assessed, through a portfolio of evidence, for the four tasks within the unit. Students must complete all four tasks.</p>	Internal Assessment	50%	25%
3	A2	<p><u>Preparation for Optimum Sports Performance</u></p> <p>The paper will be a question-and-answer booklet, consisting of short-answer and extended-writing type questions, all of which are compulsory.</p>	2 hours	---	25%
4	A2	<p><u>The Developing Sports Performer</u></p> <p>Students must undertake four tasks for assessment in this unit. They will be required to submit their completed tasks for internal centre marking using the Edexcel criteria, and for external moderation with evidence being submitted on the student's own CD portfolio.</p>	Internal Assessment	---	25%

AIMS

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

1. Progress from the Key Stage 4 programme of study and enable students to sustain and develop an enjoyment of, and interest in, physics and its applications
2. Develop an understanding of the link between theory and experiment and foster the development of skills in the design and execution of experiments
3. Develop essential knowledge and understanding in physics and, where appropriate, the applications of physics with an appreciation of their significance and the skills needed for the use of these in new and changing situations including *How Science Works*.
4. Demonstrate the importance of physics as a human endeavour that interacts with social, philosophical, economic and industrial matters
5. Prepare for higher educational courses in Physics and related courses.

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 OF EXAM	WEIGHTING	
				IAS	IAL
1	IAS	<p style="text-align: center;"><u>Physics on the Go</u></p> The unit is assessed by means of a written examination paper which consists of objective questions, short questions and long questions.	1 hour 30 minutes	40%	20%
2	IAS	<p style="text-align: center;"><u>Physics at Work</u></p> The unit is assessed by means of a written examination paper which consists of objective questions, short questions and long questions.	1 hour 30 minutes	40%	20%
3	IAS	<p style="text-align: center;"><u>Exploring Physics</u></p> Alternative to Practical: this unit assesses students' knowledge and understanding of experimental procedures and techniques developed through practical work in Units 1 and 2.	1 hour 20 minutes	20%	10%
4	IA2	<p style="text-align: center;"><u>Physics on the Move</u></p> The unit is assessed by means of a written examination paper which consists of objective questions, short questions and long questions.	1 hour 35 minutes	----	20%
5	IA2	<p style="text-align: center;"><u>Physics from Creation to Collapse</u></p> The unit is assessed by means of a written examination paper which consists of objective questions, short questions and long questions.	1 hour 35 minutes	----	20%

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				IAS	IAL
6	IA2	<p style="text-align: center;"><u>Experimental Physics</u></p> <p>Alternative to Practical: this unit assesses students' knowledge and understanding of experimental procedures and techniques developed through practical work in Units 4 and 5.</p>	1 hour 20 minutes	---	10%

Russian

AS/A Level 8RU01/9RU01 Edexcel

Students choosing AS or A Level Russian are expected to complete the qualification in Year 12 in order to concentrate more fully on their other subjects in Year 13.

AIMS

The Edexcel Advanced Subsidiary and 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 Edexcel Advanced Subsidiary and 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 four units. Units 1 and 2 comprise the AS course and are studied in Year 12. Unit 3 and 4 complete the A Level course and are studied in Year 13.

UNIT	LEVEL	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING	
				AS	A
1	AS	Spoken Expression and Response in Russian.	8 – 10 minutes Oral Examination	30%	15%
2	AS	Understanding and Written Response in Russian.	2 hrs 30 minutes	70%	35%
3	A2	Understanding and Spoken Response in Russian.	11 – 12 minutes Oral Examination	----	17.5%
4	A2	Research, Understanding and Written Response in Russian.	2 hours 30 minutes	----	32.5%

Students choosing AS Level Thinking Skills are expected to complete the qualification in Year 12 in order to concentrate more fully on their other subjects in Year 13.

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:

1. Provide students with a specific and transferable set of skills for solving problems, critical thinking and reasoning.
2. Encourage students to apply these skills to realistic scenarios.
3. Develop students' abilities to understand and engage confidently in argument and reasoning.

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 45 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: GCSE Art & Design: Photography – Lens and Light-based Media
GCSE 2PY01 Edexcel

The GCSE in Art & Design: Photography – Lens and Light-based Media is an Institute Course, offered after school hours. In this course, the aim is for personal enquiry and expression involving the selection and manipulation of images, where students will learn creative approaches that go beyond simple observation and recording. Photography lens and light-based media includes works in film, video, digital imaging and light-sensitive materials. Sometimes, techniques and processes are used to convey messages and create works related to other disciplines, such as web-based animations, photographic images in printed journals, light projections within theatrical or architectural spaces. The disciplines will include film-based photography, digital photography, moving image and photography genres. Students will be required to work in two or more of the disciplines.

AIMS

The GCSE syllabus for Art & Design allows students to specialise in a particular area of interest. These specialisms are called ‘endorsements’ and the School offers the ‘Fine Art’ endorsement, and separately, as an Institute course, the ‘Photography – Lens and Light-based Media’ endorsement. The general assessment criteria and requirements for both endorsements remain the same, and these are described below.

All GCSE Art & Design courses aim to develop:

1. Creative and imaginative powers and the practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design.
2. Investigative, analytical, experimental and interpretative capabilities, aesthetic understanding and critical skills.
3. An understanding of codes and conventions of art, craft and design, and awareness of the contexts in which they operate.
4. Knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

Students will use a range of tools and media. They will develop technical and experimental skills with reference to selected artists and practitioners from a variety of backgrounds and nationalities. Research is an important part of this qualification. Much work is developed through a student’s response to the art, craft and design studied and their own evaluations and observations. Students will produce work which is an expression of their own visual language skills and combine these with knowledge acquired through research.

ASSESSMENT

There are two assessment units, and both components are internally assessed (in school) and externally moderated (visit to the School by the Examiner).

PAPER	COMPONENT	WEIGHTING	METHOD OF ASSESSMENT	REQUIREMENTS	
1	<u>Unit 1</u> Coursework	60%	Internally set Internally marked Externally moderated	Must include some written work.	Must show evidence of all assessment objectives.
2	<u>Unit 2</u> Externally Set Assignment 20 hours of preparation & 10 hours exam	40%	Externally set Internally marked Externally moderated Eight weeks preparation time 10 hours timed exam	Must show evidence of all assessment objectives. Must include research and written opinions.	

The 10 hour examinations are completed over a period of several days, supervised by Art Department staff.

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

All Extended curriculum candidates will be graded twice: once on their performance on the Core curriculum papers and once on their performance on the Extended curriculum papers. Candidates are awarded the higher of the two grades they achieve.

PAPER	EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
1	Listening	45 minutes	33% (Core) / 25% (Extended)
2	Reading and directed writing	1 hour 30 minutes	33% (Core) / 25% (Extended)
3	Speaking	15 minutes	33% (Core) / 25% (Extended)
4	Continuous writing	1 hour 15 minutes	25% (Extended)

The AS Level in French 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 and assessment criteria for this course, please refer to the main AS/A Level French section of this prospectus. AS Level candidates are entered for Units 1 and 2 only.

AIMS

This qualification enables students to:

1. Develop 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 German or another language.

ASSESSMENT

PAPER	DESCRIPTION	LENGTH OF EXAM	MARKS	WEIGHTING
1	Listening	40-minute examination plus five minutes' reading time	50	25%
2	Reading and Writing	1 hour 30 minutes	60	50%
3	Speaking	10 minutes	40	25%

Institute Examination Course: Goethe-Zertifikat A1 / A2 / B1 German**Goethe-Zertifikat Level A1 in German****AIMS**

The Goethe-Zertifikat Level A1 tests in German require very basic language skills. The examination corresponds to Level One (A1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages. For full details of the levels please see <http://www.goethe.de/z/50/commeuro/303.htm>.

The aims of the Goethe-Zertifikat Level A1 in German are to:

1. Understand what you hear in everyday situations, such as simple questions, instructions and messages, as well as public announcements, brief conversations and answerphone messages.
2. Obtain relevant information from short written messages, public notices and classified advertisements.
3. State and understand figures, quantities, times and prices.
4. Complete personal details and basic information on forms.

5. Write brief personal messages.
6. Introduce yourself in a conversation and answer simple personal questions.
7. Formulate and respond to common everyday queries and requests.

ASSESSMENT

Candidates are tested in two modules: The first module comprises Listening, Reading and Writing, and the second module is the Speaking test.

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Listening, Reading and Writing	60 minutes	75%
Speaking	15 minutes	25%

The Listening, Reading and Writing paper is taken first, followed by the Speaking module, which is taken in a small group of up to 6 candidates.

Goethe-Zertifikat Level A2 in German

The Goethe-Zertifikat Level A2 tests in German require elementary language skills. The examination corresponds to Level Two (A2) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages. For full details of the levels please see <http://www.goethe.de/z/50/commeuro/303.htm>.

AIMS

The aims of the Goethe-Zertifikat Level A2 in German are to:

1. Understand the main content of everyday conversations as well as brief radio announcements or telephone messages.
2. Obtain the most important information from short newspaper articles, everyday advertisements and public notice boards.
3. Complete ordinary forms in shops or at banks or government offices.
4. Write messages about your immediate situation.
5. Introduce yourself and exchange personal details in a conversation.
6. Ask and answer questions in conversations about everyday topics.
7. Make and agreement/arrangement in everyday conversation.

ASSESSMENT

Candidates are tested in two modules: The first module comprises Listening, Reading and Writing, and the second module is the Speaking test.

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Listening, Reading and Writing	75 minutes	75%
Speaking	15 minutes	25%

The Listening, Reading and Writing paper is taken first, followed by the Speaking module, which is taken in a small group of up to 6 candidates.

Goethe-Zertifikat Level B1 in German

The Goethe-Zertifikat Level B1 tests in German confirm that the student has an independent grasp of the German language. The examination corresponds to Level Three (B1) on the six-level scale of competence laid down in the Common European Framework of Reference for Languages. For full details of the levels please see <http://www.goethe.de/z/50/commeuro/303.htm>.

AIMS

The aims of the Goethe-Zertifikat Level B1 in German are to:

1. Understand key points of information about work, school and leisure time, when standard language is being used.
2. Handle most situations that one would encounter when travelling in German-speaking countries.
3. Express oneself simply and coherently on familiar topics and areas of personal interest.
4. Talk about experiences and events, describe dreams, hopes and goals, and provide brief explanations and statements of purpose.

ASSESSMENT

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

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Listening	40 minutes	12%
Reading	65 minutes	12%
Writing	60 minutes	38%
Speaking	15 minutes	38%

The Listening, Reading and Writing papers are taken first, followed by the Speaking module, which is taken in a group of up to 2 candidates. All examinations are taken in a single day.

In order to be awarded the B1 Level, a minimum passing mark of 60% on each module needs to be achieved.

Institute Examination Course: IELTS

IELTS (International English Language Testing System) 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 and assessment criteria for this course, please refer to the main IELTS section of this prospectus.

Institute Examination Course: IGCSE Religious Studies

IGCSE 0490 CIE

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: IGCSE Russian First Language

IGCSE 0516 CIE

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

AIMS

This course is Russian as a First Language. Its aims are to:

1. Enable students to communicate accurately, appropriately and effectively in writing.
2. Enable students to understand and respond appropriately to what they read.
3. Encourage students to enjoy and appreciate the variety of language.
4. Complement the students’ other areas of study by developing skills of a more general application (e.g. analysis, synthesis, drawing of inferences).
5. Promote the students’ personal development and an understanding of themselves and others.

ASSESSMENT

Candidates will take:

EXAMINATION PAPER	LENGTH OF EXAM	WEIGHTING
Component 1: Reading	2 hours	50%
Component 2: Writing	2 hours	50%

The question papers will be set entirely in Russian. Dictionaries may not be used in the examination.

Component 1: Reading (2 hours)

Questions will relate to two passages of approximately 600 – 700 words each, linked by a common theme. These passages will be printed on the question paper.

Question 1 (25 marks) will be divided into a series of sub-questions requiring answers of different lengths. These will be based on Passage 1. Questions will test Reading Objectives 1 – 4 (20 marks). In addition, 5 marks will be available for the accuracy of the language in which answers are expressed.

Question 2 (25 marks) which may be sub-divided, will require candidates to write a summary of approximately 200 – 250 words based on Passage 1 and Passage 2. Up to 15 marks will be available for Reading Objectives 1 – 3 and 10 marks for Writing (5 marks for Style and Organisation and 5 marks for Accuracy of Language).

Component 2: Writing (2 hours)

Candidates will be required to write two compositions, one from each of the following two sections:

Section 1 – Discussion and Argument. Four argumentative/discursive titles will be set, from which candidates will choose one.

Section 2 – Description and Narration. Four titles will be set (two descriptive and two narrative), from which candidates will choose one. Candidates will be required to write between 350 and 500 words for each of their answers. 25 marks will be available for each composition for Writing Objectives 1 - 5).

Institute Examination Course: A Level Russian

AS/A Level 8RU01/9RU01 Edexcel

A Level Russian 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 and assessment criteria for this course, please refer to the main AS/A Level Russian section of this prospectus.

Institute Examination Course: SAT

The SAT is a globally recognised university and college admission test administered by the College Board (<http://sat.collegeboard.org/home>), widely used as an admissions requirement in the USA and in many other countries that follow a US-based university system. The SAT tests measure a student's knowledge and skills in reading, writing and mathematics, and are designed to assess academic readiness for university.

Institute Examination Course: STEP/AEA

The STEP (Sixth Term Examination Paper) Mathematics is a well-established mathematics examination designed to test candidates on questions that are similar in style to undergraduate Mathematics. The STEP (<http://www.admissionstesting.org/our-services/subject-specific/step/about-step/>) is used by the University of Cambridge as the basis for conditional offers, and other top universities sometimes ask candidates to take the STEP as a part of their undergraduate Mathematics admissions process. Some candidates also decide to sit the STEP papers simply as a personal challenge. Similarly, the AEA (Advanced Extension Award in Mathematics) is a test that aims to challenge the top 10% of candidates and help differentiate between the most able candidates.

Institute Examination Course: AS Level Thinking Skills

This covers preparation for the following University Admissions Tests:

LNAT

The LNAT (Law Admissions Test), accredited by Edexcel, is required by some universities as an entrance requirement for students who wish to study Law. The LNAT (<http://www.lnat.ac.uk/>) tests applicants' aptitude for studying Law, and is seen by many of the UK's top universities as an essential part of their undergraduate Law admissions process. The skills that candidates need to do well in the LNAT are also the skills that they need to do well

in legal education. The test measures the following reasoning skills at the heart of legal education: comprehension; interpretation; analysis; synthesis; induction; deduction.

BMAT

The BMAT (BioMedical Admissions Test) is required by some universities as an additional entrance requirement for students who wish to study Medicine, Veterinary Medicine and similar courses. The BMAT (<http://www.admissionstestingservice.org/our-services/medicine-and-healthcare/bmat/about-bmat/>) is accredited by the Admissions Testing Service, which is part of Cambridge Assessment. The test covers problem-solving skills; data analysis and inference; the ability to apply scientific knowledge learned from school science and maths; the ability to select, develop and organise ideas, and the ability to communicate these concisely and effectively in writing.

UKCAT

The UKCAT (UK Clinical Aptitude Test) is required by some universities as an entrance requirement for students who are applying for entry to Medical and Dental Schools. The UKCAT (<http://www.ukcat.ac.uk/>) helps universities to make more informed choices from amongst the many highly-qualified applicants to Medical and Dental programmes. It helps to ensure that candidates selected have the most appropriate mental abilities, attitudes and professional behaviour required for new doctors and dentists to be successful in their clinical careers. The UKCAT focuses on exploring the cognitive abilities of candidates and other attributes considered to be valuable for health care professionals.

TSA

The TSA (Thinking Skills Assessment) is required by the University of Oxford for entry to degree courses in Philosophy, Politics and Economics (PPE), Economics and Management, Geography, Experimental Psychology and each of the courses within the PPL (Psychology, Philosophy and Linguistics) group. The TSA (<http://www.admissionstestingservice.org/our-services/thinking-skills/tsa-oxford/about-tsa-oxford/>) tests problem-solving skills, numerical and spatial reasoning, critical thinking skills, the ability to organise ideas in a clear and concise manner, and the ability to communicate these concisely and effectively in writing.

UNIVERSITY COURSES AND REQUIRED/PREFERRED A LEVELS

Most UK universities will accept candidates holding three A Levels, with the top universities sometimes also requiring an additional subject at A Level, or at AS Level. For UK universities there is generally also a requirement for IGCSE grade C or above in First Language English (or IELTS) and Mathematics (although the top universities may require a B or A grade). For certain courses, particular A Level subjects are specified as a basic requirement, but this may differ between 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 on the Universities and Colleges Admissions Service (UCAS) website (<http://search.ucas.com/>) to ascertain the general and specific course requirements for the subject that you are interested in. An A Level in your own (non-English) language is recognised and accepted by higher education establishments but it should be your 4th or 5th A Level and you should aim to complete the qualification in Year 12 in order to concentrate more fully on your other subjects in Year 13.

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 advantage of the high level of support we offer in guiding our Year 13s 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.

CONTACT DETAILS FOR FURTHER INFORMATION ON SUBJECTS

Having read this Options Prospectus, 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:

Subject	Contact	Email Address
Art & Design	Ms Sheila Wright	sheila.wright@heritageschool.ac.cy
Biology	Ms Andri Achilleos	andri.achilleos@heritageschool.ac.cy
Business	Ms Anna Christodoulou	anna.christodoulou@heritageschool.ac.cy
Chemistry	Ms Rana Khabazze	rana.khabazze@heritageschool.ac.cy
Computer Science	Ms Martha Paschali	martha.paschali@heritageschool.ac.cy
Drama	Ms Alexandra Kouris	alexandra.kouris@heritageschool.ac.cy
Economics	Ms Anna Christodoulou	anna.christodoulou@heritageschool.ac.cy
English	Ms Elena Smilas	elena.smilas@heritageschool.ac.cy
French	Ms Anna Potey	anna.potey@heritageschool.ac.cy
German	Ms Aristi Philippou	aristi.philippou@heritageschool.ac.cy
Geography	Ms Mara Demosthenous	mara.demosthenous@heritageschool.ac.cy
Government & Politics	Ms Eleni Christodoulou	eleni.christodoulou@heritageschool.ac.cy
Greek	Ms Irene Loizides	irene.loizides@heritageschool.ac.cy
History	Mr Sergios Savvas	sergios.savva@heritageschool.ac.cy
Mathematics	Mr Antonis Philippou	antonis.philippou@heritageschool.ac.cy
Music	Ms Elena Christou	elena.christou@heritageschool.ac.cy
Photography	Ms Sheila Wright	sheila.wright@heritageschool.ac.cy
Physical Education	Mr George Nicolaou	george.nicolaou@heritageschool.ac.cy
Religious Studies	Mr Mathew Wall	mathew.wall@heritageschool.ac.cy
Russian	Ms Ada Panayiotou	ada.panayiotou@heritageschool.ac.cy
Sciences	Mr Michael Aristidou	michael.aristidou@heritageschool.ac.cy
Thinking Skills	Ms Elena Smilas	elena.smilas@heritageschool.ac.cy