

# *A Level Choices*

This booklet provides a summary of the A level and IB courses we will be offering in the

Sixth Form from September 2014. It is designed to provide you with information in order for you to make informed decisions about your future study path. This guide is by no means comprehensive; and indeed there is more information to be gleaned, but we believe it acts as a good starting point ensuring you make the correct designs in respect to your Sixth Form choices.

Additional information is available from the examination boards'. However, students and parents requiring any further information are encouraged to contact Heads of Subjects or our Head of Sixth Form Mr Shaw and Head of IB Mr Atkins.

## Sixth Form Curriculum – A level and IB

Since the year 2000 Sixth Form students have been studying under the system of AS and A levels. As levels (short for Advanced Subsidiary) are the first half of the course, and normally completed in year 1 of 2; the Lower Sixth. Students take exams at the end of year 1 to gain an AS award.

Depending on their AS results, pupils then move into the Upper Sixth to complete year 2 of the course, often referred to as A2. Pupils will take A2 exams at the end of year 2 and combine them with their scores at AS to produce an overall A level grade (scale A\*- E, a U grade = FAIL).

The curriculum is divided into 4 academic 'Option blocks' (plus IELTS for non native speakers). A - level students generally take 1 subject from each option block. We encourage the pupils to think carefully about their choices and consider where these subjects may lead them.

Our Sixth Form package also includes the IB (International Baccalaureate) which the school gained accreditation for in 2011. Further details of this popular alternative to A levels can be found further on in this brochure, as well as information pertaining to extra academic and non academic options on offer to our pupils.

## Choosing the right path

At Buckswood, we encourage pupils to think about 'pathways', we aim to put you on the correct pathway to ensure success in the sixth form and also prepare you for the wider world; which often means University.

It's important students pick subjects which they enjoy and which they may have had previous success in. It is important that students consider their pathway, thinking about which set of subjects is required for them to gain access to Higher education or jobs which interest them. For many students, the picture does not seem so clear, but we hope that this brochure along with the support of the academic staff will ensure you make the right decision.

The majority of our students will take 4 AS levels plus their own language (if international) in the Lower Sixth, reducing to 3 A levels in the Upper Sixth. If this is not the best programme of study, we will create an appropriate programme on an individual basis where possible. Flexibility exists to enable exceptionally able students to take on extra study at AS and A level.

Students choosing the IB programme are expected to study 6 compulsory options during their course, either at Standard or Higher Level.

### University Entrance

Most universities continue to make offers based on 3 A levels and at IB all components of the course must be passed. UCAS tariff points are allocated for the grades achieved in your subject, the higher the grades the more UCAS points gained, the higher your number of UCAS points the greater the range of Universities on offer to you.

### Changes

We have made every effort to ensure the information in this booklet is accurate at the time of print. However, it is possible that changes may occur from the published material.

We offer a range of A Level choices wider than in many much larger schools, with the Business Management Department being the biggest faculty, offering not only seminar-style teaching but also complementary trips overseas. Systematic testing, past papers, weekend work and revision camps are high-profile tactics in our A Level strategy and well-supported by students. As well as day-to-day contact, all A Level pupils attend tutorials (fortnightly) where they can discuss all aspects of their school life, most notably academic achievement. During these discussions, pupils are asked to reflect on their learning and set themselves targets for improvement. This reflective approach to learning plays an important role in the social and educational development of pupils at the school.

### Pre A Level Course

## *Foundation 6th Programme*

Our Foundation 6th is unique. It offers pupils between the ages of 16-18 the chance to improve their English skills in a rigorous academic setting. The course runs for 1 academic year and is designed to develop their English skills so they are ready to undertake the A level programme (2 year) the following year.

We believe it is unfair and against a pupil's best interests to undertake an A level course, when they are ill equipped linguistically to be successful. The

Foundation 6th programme is designed to develop their Mathematical, Business, ICT and English skills so they are best prepared to be successful over the following 2 year A-level period. What awaits after this period is a decision to be made by you and your son/daughter, but we believe this 3 year programme will equip them with the necessary skills to propel them into higher education and a hopefully a University programme.

Pupils undertaking this programme will gain world renowned qualifications, most notably GCSE qualifications in Maths and Business.

The programme

- 12 Lessons of Intensive English
- 5 Lessons of GCSE Mathematics
- 5 Lessons of GCSE Business
- 2 Lessons of ICT (Information and Communication, Technology)
- Saturday morning A level lessons in their native language
- 2 Lessons of Sport
- Numerous extra curricular activities from Option 6 (see Option blocks at the front of the brochure)

#### UNIT 1 – ACCN1 Introduction to Financial Accounting

- Purposes of accounting
- Accounting records: subsidiary books and ledger accounts
- Verification of accounting records
- Income Statements (trading and profit and loss accounts) including simple adjustments

#### UNIT 2 – ACCN2 Financial and Management Accounting

- Types of business organisation
- Accounting concepts
- Further aspects of the preparation of the financial statements and balance sheets of sole trader
- Financial statements of limited companies
- Ratio analysis and the assessment of business performance
- Introduction to budgeting and budgetary control
- The impact of ICT in accounting

#### UNIT 3 – ACCN3 Further Aspects of Financial Accounting

- Sources of finance
- Incomplete records
- Partnership accounts
- Published accounts of limited companies
- International Accounting Standards
- Inventory (Stock) valuation

#### UNIT 4 – ACCN4 Further Aspects of Management Accounting

- Manufacturing accounts
- Marginal, absorption and activity based costing
- Standard costing and variance analysis
- Capital investment appraisal
- Budgeting: further considerations
- Other factors affecting decision-making social accounting

## **Art and Design**

### **Unit 1 – ARTA1 Coursework Portfolio**

A variety of artistic work to include a major “project” (most work produced Sept – Jan)

50% of AS, 25% of A2

### **Unit 2 – ARTA2 AS Externally Set Assignment**

Exam paper of 5 questions candidate to select one to respond to. (work produced Feb – April) 50% of AS, 25% of A2

Candidates are required to work in at least two of the areas of Art and Design They may explore overlapping areas and combinations of areas.

- Fine Art
- Graphic Communication
- Textile Design
- Three-Dimensional Design
- Photography: lens-based and light-based media

### **Unit 3 – ARTA3 Personal Investigation**

A personally selected theme explored in depth. (work mostly produced Sept – Jan) 25% of A2

### **Unit 4 – ARTA4 A2 Externally Set Assignment**

Exam paper of 5 – 7 questions candidate to select one to respond to (work produced Feb – April – all exam work handed in at end of 15 hours of supervised time) 25% of A2

Candidates are required to work in at least two of the areas of Art and Design.

They may explore overlapping areas and combinations of areas.

Fine Art

Graphic Communication

Textile Design

Three-Dimensional Design

Photography: lens-based and light-based media

## **Biology**

comprises of 3 units each to be Unit 1:

Biology and disease

Unit 2:

The variety of living organisms

Unit 3:

Practical and investigative skills

Unit 4:  
Populations and environment

Unit 5:  
Control in cells and in organisms

Unit 6:  
Investigative and practical skills

## A2 Course outline

- Why does a business seek international markets?
- How does a country decide which countries to target?
- Other considerations before trading internationally:
- Globalisation:
- Multinationals:

- Do markets always work:
- Should Markets be regulated:
- Can the Government control the economy:
- Should the government intervene in society and what effects will it have:

UNIT 3: International Business

UNIT 4b: The wider Economic Environment and Business

**Chemistry**

#### UNIT 1 (Foundation Chemistry)

The unit explores the fundamental principles that form the basis of Chemistry-Atomic Structure; Amount of Substance; Bonding; Periodicity; Introduction to Organic Chemistry.

#### UNIT 2 (Chemistry in Action)

This unit introduces more of the principles that underpin chemistry and looks at the applications of these principles and those that have been developed in Unit 1- Energetics; Kinetics; Equilibria; Redox Reactions; Group 7; Group 2; Extraction of Metals; Haloalkanes; Alkenes; Alcohols; Analytical Techniques.

#### UNIT 3 (Investigative and Practical Skills in AS Chemistry)

Students are assessed internally on Practical Skills and externally via the "EMPA"

#### UNIT 4 (Kinetics, Equilibria and Organic Chemistry)

This unit develops the concepts of physical chemistry introduced at AS-Kinetics; Equilibria; Acids and Bases; Nomenclature and Isomerism in Organic Chemistry; Compounds Containing the Carbonyl Group; Aromatic Chemistry; Amines; Amino Acids; Polymers; Organic Synthesis and Analysis.

#### UNIT 5 (Energetics, Redox and Inorganic Chemistry)

Thermodynamics; Periodicity; Redox Equilibria; Transition Metals; Reactions of Inorganic Compounds in Aqueous Solution.

#### UNIT 6 (Investigative and Practical Skills in A2 Chemistry)

Students are assessed internally on Practical Skills and externally via the "EMPA" written test.

### **Art and Design - Photography**

#### Unit 1 – ARTF1

Coursework Portfolio – a variety of artistic work to include a major "project" (most work produced Sept – Jan)

- 50% of AS, 25% of A Level

#### Unit 2 – ARTF2

AS Externally Set Assignment – exam paper of 5 questions candidate to select one to respond to. (work produced Feb – April) • 50% of AS, 25% of A Level

#### Unit 3 – ARTF3

Personal Investigation – a personally selected theme explored in depth (work mostly produced Sept – Jan)

- 25% of A Level
- No time limit
- 80 marks

#### Unit 4 – ARTF4

A2 Externally Set Assignment – exam paper of 5 - 7 questions candidate to select one to respond to. (work produced Feb – April – all exam work handed in at end of 15 hours of supervised time)

- 25% of A Level

Candidates are required to work in one or more area(s) of Photography.

They may explore overlapping areas and combinations of areas.

- portraiture

- landscape photography (working from the urban, rural and/or coastal environment)
- still-life photography, working from objects or from the natural world
- documentary photography, photo journalism
- experimental imagery
- photographic installation, video, television and film

All work must be submitted by May

## English

The Advanced Subsidiary GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

From September 2008 the AS GCE is made up of two mandatory units, one of which is externally assessed and one which is internally assessed, and form 50% of the corresponding four-unit Advanced GCE.

### Unit F651:

The Dynamics of Speech is an externally-assessed written paper testing AO1, AO2 and AO3 through passage or data-based analysis of speech and language in context. It represents 60% of the marks for AS (30% of A Level).

### Unit F652:

Texts and Audiences is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written and multi-modal texts. There is an essay and an adaptive writing with commentary task. It represents 40% of the marks for AS (20% of A Level).

The Advanced GCE is made up of two mandatory units at AS and two further mandatory units at A2. One of the A2 units is externally assessed and the other A2 unit is internally assessed.

### Unit F653:

Culture, Language and Identity is an externally-assessed written paper testing AO1, AO2 and AO3 through analysis of stylistic variations in spoken and written texts. There are two essay tasks. It represents 30% of the marks for A Level.

### Unit F654:

Media Language is an internally-assessed portfolio of work testing AO1, AO2, AO3 and AO4 through analysis of written, spoken and multi-modal texts. There is an essay and an original writing with commentary task. It represents 20% of the marks for A Level.

## English Literature

The specification aims to develop the candidate as an informed, independent reader who comes to an understanding of meaning through close study of the primary text. It also relies on knowledge of the context of the text and of other possible meanings.

This is specification which proves the reader with maximum opportunities for both coursework and opt text examination papers.

### World War One Literature

#### Unit 1 – LITA1B

#### Unit 2 – LITA2

### Extended Essay and Shakespeare Study

#### Unit 3 – LITA3

Reading for Meaning.

The final A2 examination synthesises the skills and learning of the whole course. In the examination, candidates will study closely unprepared texts from all genres, chosen across time and lined by theme. They will compare the extracts in terms of subject matter and style, reaching out to their wider reading to inform the judgements about:

- The ways different writers at different times approach the chosen theme.
- The ways different readers interpret texts.

#### Unit 4 – LITA4

The extended essay will provide opportunities for candidates to write at length (approx. 3,000 words) and to develop their research skills, drafting and re-drafting their work as appropriate.

## French

### Unit 1: (6FRO1) Spoken Expression and Response in French

Assessment: 8-10 minute assessment in two sections.

Section A: Requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

Section B: Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the main focus of the stimulus.

### Unit 2: (6FR2) Understanding and Written Response in French

Assessment: 2 hour 30 minute paper in three sections.

Section A: Requires students to listen to a range of authentic recorded French-language material and to retrieve and convey information given in the recording by responding to a range of French-language questions. Section B: Requires students to read authentic French-language printed materials and to retrieve and convey information by responding to a range of mainly French-language test types.

Section C: Requires students to write 200–220 words in the form of a letter, report or article in French based on a short printed French-language stimulus.

### Unit 3: (6FRO3) Understanding and Spoken Response in French

Assessment: 11–13 minute assessment

Students first outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

### Unit 4: (6FRO4) Research, Understanding and Written Response in French

Assessment: 2 hour 30 minute paper in three sections.

Section A: A short written translation exercise to test students' ability to transfer meaning from English into French effectively.

Section B: A French-language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas, that invite either discursive or creative writing.

Section C: A research-based essay in French (240–270 words) to reward students for French-language research skills linked to an area of interest to the student that relates to the culture and/or society of a French-language country, countries or community. They have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to the four research-based essay topic areas for this unit.

## Further Maths

### A/S Course outline

Module FP1:

Complex numbers; numerical solution of equations; co-ordinate systems; matrix algebra; series; proof.

Module M2:

Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.

Module FP2:

Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; polar co-ordinates.

### A2 Course outline

Module M3:

Further kinematics; elastic strings and springs; further dynamics; motion in a circle; statics of rigid bodies.

Module FP3:

Hyperbolic functions; further co-ordinate systems; differentiation; integration; vectors; further matrix algebra.

Module S2:

The Binomial and Poisson distributions; continuous random variables; continuous distributions; hypothesis tests.

## Geography

UNIT 1 (Managing Physical Environments, F761) Rivers, Coasts, Cold Environments

Rivers: The study of fresh water environments. We look at the processes involved in shaping Rivers and the resultant landforms created.

Coasts: The study Coastal Environments: We look at the processes involved in shaping Coastlines and the resultant landforms created.

Cold Environments: What is the difference between a polar environment and an alpine environment? We seek to understand the processes that shape cold environments.

## UNIT 2 (Managing Change in Human Environments, F762) Urban, Energy Issues, Tourism

Change in Urban environments: A look into the rise and decline of urban areas and why growth in one part of the world might mean decline in another.

Energy Issues: Extremely topical and relevant, this topic seeks to explore the key issues arising from what is increasingly becoming a resource hungry planet.

Tourism: We have all been tourists at one point or another. What makes people visit certain places? And what are the effects of tourism on a locality?

Fieldwork: 4 Day study visit to Snowdonia in Wales, approx. cost £280

Study of Coastal Processes in Hastings, approx. cost £5

## UNIT 3 (Global issues, F763) Earth Hazards, Globalisation, Population and Resources Earth Hazards: A study of the varying Earth Hazards that continue to put lives and property at risk.

Globalisation: We truly live in a more globalised world, a shrinking world where people are much more interconnected than ever before. Why is this?

Population and Resources: The global population has just reached a whopping 7 billion, is this sustainable? We discuss this amongst many other issues. **Unit 4 (Geographical Skill, F764)**

Fieldwork is a vital ingredient in a Geographers armoury and the ability to carry out a clear, structured and detailed piece of work is examined here.

## Government and Politics

### AS Course Outline (No coursework)

Unit 1: People & Politics: Democracy, Elections., Political Parties, Pressure Groups.

Unit 2: Governing the UK: Constitution, Parliament, Prime Minister & Cabinet, Judiciary.

### A2 Course Outline (No coursework)

UK Political Issues: Economic Policy, Social welfare, Health & Education., Law & Order.

EU Political Issues: Impact of EU on UK, European integration, EU institutions, Domestic Policy issues eg., CAP, Social Chapter.

## Government & Politics at A level

Exams follow the Edexcel syllabus:

6GP01/1	People & Politics.	6GP03/3A	UK	Political
			Issues	
6GP02/2	Governing the UK	6GP04/4A	EU	Political
			Issues	

### Statement

Topics covered at AS are: Democracy, Political Parties, Elections, Pressure Groups, the Constitution, Parliament, Prime Minister & Cabinet and the Judiciary.

Topics covered at A2 are: the Economy, Law & Order, the Environment and Welfare State. EU topics include the history of the EU, its organisation, enlargement, CAP, etc.

The subject is taught using Edexcel-designed textbooks which were written by Neil MacNaughton, Chief Examiner. Students are asked to read a good daily paper, and to watch the news, as they are expected to be up-to-date with political affairs. They have opportunities to watch political biographies of Thatcher, Blair, Major, Brown and others. A number of other political films are shown on topics such as election campaigns, ministerial scandal, the banking crisis, the influx of East Europeans due to enlargement of the EU, etc.

Students usually have the opportunity to visit the Houses of Parliament ; Amber Rudd MP, is also invited to come in to school to talk to the students at a later date. We usually attend an annual sixth form conference at Westminster, where six eminent MPs speak and take questions from students. We also visit Chartwell , the home of Winston Churchill.

Students are encouraged to speak up and discuss political matters. Their opinions matter and are listened to, and they receive careful guidance at the same time.

## History

### History A level

Courses studied from Edexcel's specification:

6H101D A world divided. Russia, 1881-1953

6H102E Britain in the late 20thC. British Political History, 1945-90

6H103 The Challenge of Fascism. Kaiser to Fuhrer, 1900-45

6H104 Medicine, 1870-1990. (Historical enquiry. Coursework set by Edexcel)

All these units are studied using Edexcel texts and Edexcel-suggested texts. Students may watch films on Lenin, Stalin, A History of Modern Britain (Andrew Marr's TV series), the BBC's Medicine through Time series, and Hospital 1922.

Students are also encouraged to use the internet, for example to research BBC archives during their enquiry

#### Russia in Revolution and Stalin's Russia Option D3 and D4

Tsarist Russia, 1881 – 1917

Communism 1917 – 24

Stalin's Russia, 1924 – 53

#### British Political History, 1945 – 90 Option E1

Labour victory, 1945

Conservative govts. 1951 -64

Labour & Conserv. Govt. 1964-79

Conservatives under M Thatcher, 1979 -90

#### From Kaiser to Fuhrer Option D1

Second Reich, 1900-1

Weimar Republic, 1919-24/1924-1929

Rise of Hitler to 1928/1929-33

The Nazi Regime

Hitler's dictatorship

Germany, 1939-45

Coursework CW24

## Medicine and Health in Britain, 1870-1990

<b>Mathematics</b>	
Topics Covered	
Core 1	Core 2
• Algebra & Functions	• Further Algebra & Functions
• Quadratic Functions	• The Sine & Cosine Rule
• Equations & Inequalities	• Exponential & Logarithms
• Sketching Curves	• The Binomial Expansion
• Coordinate Geometry in the (x, y) Plane	• Further Coordinate Geometry in the (x, y) plane
• Sequences & Series	• Radian Measure & its applications
• Differentiation	• Further Differentiation
• Integration	• Graphs of Trigonometric functions
	• Geometric Sequences & Series
Mechanics 1	• Dynamics of a particle moving in a straight line
• Moments	
Kinematics of a particle	• Vectors and their application in Mechanics
Statics of a particle	

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## Topics Covered

### Core 3

- Functions
- The exponential & Log functions
- Exponential functions (continued).
- Numerical methods.
- Transforming graphs of functions.
- Trigonometry.
- Algebraic Fractions.

• Partial Fractions

• Coordinate Geometry

• The binomial expansion.

• Binomial expansion (continued).

• Further differentiation.

• Vectors.

• Further integration. • Further differentiation

### Statistics 1

- Mathematical Models
- Correlation & Regression

### Core 4

- Summary of Data
- Discrete Random Variables
- Probability
- The Normal Distribution

### Contents AS Units

#### Unit G481: Mechanics

- Motion
- Forces in action
- Work and energy

#### Unit G482: Electrons, Waves and Photons

- Electric current
- Resistance
- DC circuits
- Waves
- Quantum physics

#### Unit G483: Practical Skills in Physics

### A2 Units

#### Unit G484: The Newtonian World

- Newton's laws and momentum
- Circular motion and oscillations
- Thermal physics

#### Unit G485: Fields, particles and frontiers of Physics

- Electric and magnetic fields
- Capacitors and exponential decay
- Nuclear physics
- Medical imaging
- Modelling the universe

#### Unit G486 Practical Skills in Physics

This course has been developed for students who wish to continue with a study of physics after GCSE. Some students may wish to follow a physics course for only one year as an AS GCE (H158), in order to broaden their curriculum. Others will continue their course for a further year extending their course to Advanced GCE (H558). Such a course will prepare students to progress into further education, to follow courses in physics, engineering, one of the other sciences or related subjects, or to enter employment where a knowledge of physics would be useful. For assessment purposes, knowledge and understanding of key concepts are treated separately at AS; important links between different areas of physics are largely assessed synoptically at A2. While the teaching of practical skills may be integrated with the theoretical topics, they are assessed separately. This allows skills to be developed in a way suited to an individual centre.

The AS GCE is both a 'stand-alone' qualification and also the first half of the corresponding Advanced GCE. The AS GCE is assessed at a standard appropriate for candidates who have completed the first year of study (both in terms of teaching time and content) of the corresponding two-year Advanced GCE course, ie between GCSE and Advanced GCE.

The aims of this course are to encourage candidates to:

- develop their interest in, and enthusiasm for physics, including developing an interest in further study and careers in physics;
- appreciate how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society;
- develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of how science works;
- develop essential knowledge and understanding of different areas of Physics and how they relate to each other.

## Spanish

### Unit 1: (6SP01) Spoken Expression and Response in Spanish

Assessment: 8-10 minute assessment in two sections.

Section A: Requires students to respond to four Edexcel-set questions on a stimulus related to the student's chosen general topic area.

Section B: Requires the teacher/examiner to engage the student in a discussion that, although still relating to the same general topic area and its linked subtopics, moves away from the

main focus of the stimulus.

## Unit 2: (6SP02) Understanding and Written Response in Spanish

Assessment: 2 hour 30 minute paper in three sections.

- Section A: Requires students to listen to a range of authentic recorded Spanish-language material and to retrieve and convey information given in the recording by responding to a range of Spanish-language questions.
- Section B: Requires students to read authentic Spanish-language printed materials and to retrieve and convey information by responding to a range of mainly Spanish-language test types.
- Section C: Requires students to write 200-220 words in the form of a letter, report or article in Spanish, based on a short printed Spanish-language stimulus.

## Unit 3: (6SP03) Understanding and Spoken Response in Spanish

Assessment: 11-13 minute assessment

Students first outline their chosen issue for about one minute, adopting a definite stance towards the issue. They should then defend and justify their opinions for up to four minutes. The teacher/examiner will then initiate a spontaneous discussion in which a minimum of two further unpredictable areas of discussion will be covered.

## Unit 4: (6SPO4) Research, Understanding and Written Response in Spanish

Assessment: 2 hour 30 minute paper in three sections.

- Section A: A short written translation exercise to test students' ability to transfer meaning from English into Spanish effectively.
- Section B: A Spanish-language essay in response to one from a choice of seven questions, linked to the prescribed general topic areas that invite either discursive or creative writing.
- Section C: A research-based essay in Spanish (240-270 words) to reward students for Spanish-language research skills linked to an area of interest to the student that relates to the culture and/or society of a Spanish language country, countries or community. They have freedom to determine the content of their research (potentially in negotiation with their teacher) but it must relate to the four research-based essay topic areas for this unit.

## World Development

### A/S Course outline

Theme 1 - Development, Resources and Global Citizenship.

*Students should aim to develop an understanding of the diversity of values and attitudes associated with development, resources and global citizenship;*

Covering:

1. There are basic human needs and these have an impact on resource utilisation
2. There are limits to environmental tolerance which affect the availability of resources.
3. The responsible use of resources for development involves sustainable development.
4. There are competing claims and views on the use and management of natural resources.
5. Different types of environments and agencies require different approaches to sustainable development.

Theme 2 - Poverty and Inequality

*Students should be able to develop an understanding of the diversity of values and attitudes associated with poverty and inequality;*

Covering:

1. Poverty can be defined and measured in different ways
2. Poverty and inequality is created and addressed in many different ways.
3. International debt has hindered some countries' ability to address poverty and inequality.

4. Particular social groups experience inequality.

5. International initiatives may raise awareness of, and create a momentum for, action to reduce poverty and inequality

#### Coursework

The portfolio will consist of two types of work: an analysis of published articles based on Theme 1 and a comparative essay based on Theme 2.

