



MISY | Mandalay

Myanmar International School Yangon (Mandalay Campus)

Myanmar International School of Yangon (Mandalay Campus)

Curriculum Policy

Approved by:	Ei Ei Zin (Board of Directors)	Date: March 2022
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CONTENTS

1. Introduction.....	3
2. Early Years Foundation Stage (EYFS) - Nursery and Reception.....	3
Our Aims.....	3
The Early Years Framework.....	3
How We Teach.....	3
Specialist Teachers, Educational Trips, Celebrations.....	4
3. Key Stage 1 (Year 1 and Year 2).....	4
Our Aims.....	4
The English National Curriculum.....	4
Assessment.....	5
English as an Additional Language (EAL).....	5
After School Activities, Sports, Educational Trips and Celebrations.....	5
4. Key Stage 2 (Year 3 to Year 6).....	5
Our Aims.....	5
The English National Curriculum.....	6
Assessment.....	6
English as an Additional Language (EAL).....	6
After School Activities, Sports, Educational Trips and Celebrations.....	6
5. KEY STAGE 3 (Year 7 to Year 9).....	6
Our Objectives.....	6
Student Learning and Assessment.....	10
English as an Additional Language (EAL).....	10
Houses.....	11
6. KEY STAGE 4 - IGCSE, Year 10 and 11.....	11
Student Learning and Assessment.....	14
English Support.....	14
7. KEY STAGE 5 - A levels, Year 12 and 13.....	15

1. Introduction

Myanmar International School Yangon (MISY) Mandalay bases its curriculum on the English National Curriculum from EYFS to the end of Key Stage 3, although adjustments are made to reflect the international nature of the school. At Key Stage 4 and 5, Cambridge Assessment International Examination syllabi are used to prepare students for final external examinations and prepare them for transition to higher education opportunities. Alternative pathways are also available to meet the specific needs of individual students.

2. Early Years Foundation Stage (EYFS) - Nursery and Reception

At MISY, our Nursery classes start for students aged 3 and Reception classes for 4 year olds. Each class is taught by an experienced expatriate teacher supported by a well qualified assistant teacher.

Our Aims

At MISY, Nursery and Reception follow The Early Years Foundation Stage Framework with the Development Matters guidance. We work closely together to provide a caring and stimulating learning environment and to meet the needs of each individual child. We want the children to enjoy their first experience of school life and enthusiastically begin their learning journey by providing:

- a secure and happy learning environment and promote positive relationships
- excellent foundations for learning that will go with them throughout school
- positive parent partnerships through good communication and joint learning opportunities

The Early Years Framework

The Early Years Framework defines seven areas of learning and development in the EYFS. These seven areas are used to plan your child's learning and activities.

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development
4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

How We Teach

Children in the EYFS learn by playing "hands on" and exploring, being active and through creative and critical thinking which takes place both indoors and outdoors. Our professional understanding of teaching enables us to make sure that the activities are suited to your child's developmental state. The curriculum is designed for very young children and is flexible so that we can follow your child's unique needs and interests.

"Learning by doing" is the motto and there are a wide range of activities for the children to choose from. Learning opportunities and the use of resources are carefully planned to enable children to develop in a variety of ways.

Dynamic and regularly changing learning stations in the classroom may include:

- sand, water, dough, art, messy, puppet play

- investigation, construction, maths
- reading, writing/mark making, listening, imaginative role play
- daily phonics lessons

Specialist Teachers, Educational Trips, Celebrations

Nursery and Reception children also attend some specialist subject lessons, taught by specialist teachers. These are decided upon at the start of the school year in consultation with the homeroom and specialist teachers based upon the needs of the students.

Nursery and Reception classes go on educational trips which are linked to their in-class learning and join in school wide celebrations such as International Day, cultural days, sports days and end of term performances.

3. Key Stage 1 (Year 1 and Year 2)

Key Stage 1 at MISY consists of two year groups:

- Year 1 students are 5 years old at the beginning of the school year.
- Year 2 students are 6 years old at the beginning of the school year.

Each class is taught by an experienced expatriate teacher supported by a well qualified assistant teacher.

Our Aims

- To provide a secure and happy learning environment
- To promote positive relationships
- To establish a love for learning that will go with them throughout school
- To develop early reading, writing and mathematical skills which enable the students to access the rigour of the Key Stage 2 curriculum
- To help students develop good learning habits
- To help students recognise their own strengths
- To help children develop an awareness and appreciation of the world around them
- To promote positive parent partnerships through good communication and joint learning opportunities

The English National Curriculum

Students in Year 1 and 2 acquire knowledge and skills in line with the English National Curriculum adjusted to an international setting. We provide a varied, balanced and rich programme which fosters a love for learning that we hope your children will carry with them throughout their lives. We know that Key Stage 1 is a crucial stage in a child's school life.

The curriculum consists of the core subjects of:

- English and Mathematics which are taught every day
- Science, Geography and History, which teach a broader understanding of the world
- Personal, Social and Health Education lessons (PSHE), which teach students how to look after themselves in a rapidly changing society, on the web, physically, and emotionally
- Computer, Music, Physical Education (PE), Art. Mandarin and Myanmar classes are all taught by specialist teachers
- Weekly library lessons encourage students to choose and take library books home and share them with their family

Assessment

Students from Year 1 and above take an online CEM test to monitor their achievements against their peers in England. Part of this test additionally analyses their way of learning, their strengths and weaknesses. They then receive a detailed report about how they can learn to reach their potential.

English as an Additional Language (EAL)

The process of acquiring English is supported by the English as an Additional Language (EAL) Department. Students who arrive at MISY with limited English are required to take EAL support classes with qualified and dedicated English specialists as part of their school day. As their level of English improves, these students may exit the EAL programme and integrate fully into mainstream classes. We assess their English level using WIDA Tests.

After School Activities, Sports, Educational Trips and Celebrations

We run a programme of exciting after school activities such as construction, dance and sports coaching, football and others, which students are encouraged to sign up for each term.

All classes go on educational trips linked to their in-class learning and join school wide celebrations such as Christmas Show, International Day, Arts Week, cultural days, sports days, assemblies, award ceremonies and end of term performances.

4. Key Stage 2 (Year 3 to Year 6)

Key Stage 2 starts in Year 3 and goes up to Year 6.

Year 3 – for students aged 7 at the beginning of the academic year.

Year 4 – for students aged 8 at the beginning of the academic year.

Year 5 – for students aged 9 at the beginning of the academic year.

Year 6 – for students aged 10 at the beginning of the academic year.

Each class is taught by an experienced expatriate teacher supported by a well qualified assistant teacher.

Our Aims

Students in Key Stage 2 acquire knowledge and skills in line with the National Curriculum of England. We provide a varied, balanced and rich programme in a secure and happy learning environment. We foster a love for learning that we hope your child will carry with them throughout their lives. During this key stage as well as the acquisition of deeper knowledge and understanding we also support the development of skills which transcend subject boundaries and are crucial not only for learning but for life.

- To acquire critical thinking skills
- To learn self-management
- To know how to communicate and social skills
- To help students create positive relationships
- To help students develop good learning habits
- To help students recognise their own strengths
- To help students to develop an awareness and appreciation of the world around them

The English National Curriculum

The curriculum consists of the core subjects of English and Maths which are taught every day. Students gain a broader understanding of the world through subjects like Science, Geography and History. Students learn how to look after themselves in a rapidly changing society, not only on the web but also physically and emotionally through Personal, Social and Health Education (PSHE) lessons.

Computer, Music, Art, Physical Education (PE), Mandarin and Myanmar classes are taught by qualified specialist teachers for all year groups. Additionally, students have a library lesson and are encouraged to choose and take library books home each week.

Assessment

Students from Year 1 and above take an online CEM test to monitor their achievements against their peers in England. Part of this test additionally analyses their way of learning, their strengths and weaknesses. They then receive a detailed report about how they can learn to reach their potential.

English as an Additional Language (EAL)

The process of acquiring English is supported by the English as an Additional Language (EAL) Department. Students who arrive at MISY with limited English are required to take EAL support classes with qualified and dedicated English specialists as part of their school day. As their level of English improves, these students may exit the EAL programme and integrate fully into mainstream classes. We assess their English level using WIDA Tests.

After School Activities, Sports, Educational Trips and Celebrations

We run a programme of exciting after school activities such as STEM (Science, Technology, English and Mathematics) and sports coaching, football and others, which students are encouraged to sign up for each term.

All classes go on educational trips linked to their in-class learning and join school wide celebrations such as Christmas Show, International Day, Arts Week, cultural days, sports days, assemblies, award ceremonies and end of term performances.

5. KEY STAGE 3 (Year 7 to Year 9)

The first three years of the secondary school form Key Stage 3 (KS3) of the English National Curriculum. *The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.*
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/840002/Secondary_national_curriculum_corrected_PDF.pdf

Our Objectives

Key Stage 3 is an academically challenging programme that prepares students for the IGCSE courses in years 10 and 11. It is a rigorous programme that focuses on English and expanding students' knowledge not only academically but socially, emotionally and physically.

KS3 programme consists of the following subjects:

English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all students:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mathematics

The national curriculum for mathematics aims to ensure that all students:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but students should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects.

Science

The national curriculum for science aims to ensure that all students:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Myanmar Language

The programme of study of Myanmar Language aims to ensure that all students:

- read easily, fluently and with good understanding
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- write clearly, accurately and coherently
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Mandarin Chinese

The programme of study of Mandarin Chinese aims to ensure that all students:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Geography

The national curriculum for geography aims to ensure that all students:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

History

The national curriculum for history aims to ensure that all students:

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features

of past non-European societies; achievements and follies of mankind gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Computing

The national curriculum for computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Music

The national curriculum for music aims to ensure that all students:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Art

The national curriculum for art and design aims to ensure that all students:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Physical Education

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The national curriculum for physical education aims to ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

PSHE

Personal, social and health education (PSHE) is a curriculum subject through which students develop the knowledge, skills and attributes they need to manage their lives now and in the future.

PSHE helps students to stay healthy, safe and prepared for life and work as well as helping students to reach their academic potential.

The three core themes are:

- Health and wellbeing
- Relationships
- Living in the wider world.

Student Learning and Assessment

At MISY every student is an individual and we endeavour to create activities that can access all of our students. Throughout Key Stage 3 student learning is assessed in a variety of different ways, some examples include: essays and other forms of written work, presentations, and artistic representations of learning, research tasks, problem solving activities among others. Student progress is measured with external progress tests (CEM progress tests) that give the teachers, the students and the parent clear information about the students' academic standing. Student Potential is measured with a CAT 4 Test at the beginning of Key Stage 3 in Year 7.

English as an Additional Language (EAL)

For the large majority of our students, English is not their first language. The process of acquiring English is supported by the English as an Additional Language (EAL) Department. If students arrive at MISY with limited English they are required to take additional English classes as part of their school day. As the level of these students' English improves they are taken off the EAL support programme and integrated fully into the mainstream classes. Over time all of our students acquire an excellent level of spoken and academic English. Students' entry, progress and exit from EAL support are measured with the help of WIDA assessments.

Extra Curricular Activities

Secondary students can benefit from many exciting extra-curricular activities as part of the After School Activity (ASA) programme, go on educational trips during the Week Without Walls, and join in school wide celebrations such as:

- Christmas concert
- International Week/Day
- Cultural days
- Art Week
- Music programmes
- Social work

- Donations

Houses

Every student at MISY is assigned to a team or 'house'. The four Houses at MISY are called Tigers, Cobras, Scorpions and Eagles. Each house nominates a student as captain and vice captain. There are special house shirts (red, blue, green, and yellow) worn every Friday. They are available at the school store.

The overall aim of the House System is to connect everyone within the school, students of all ages and staff. It is an opportunity to further develop their skills and experiences in order to become more confident and stronger individuals in many different ways. House members participate in a wide range of team competitions, including Sports Days. House points are also awarded to individual students who show positive actions both in and out of the classroom. These house points act as a significant motivator in promoting positive behaviour and teamwork. The point total is regularly shared with students at assemblies and cheered happily and proudly.

6. KEY STAGE 4 - IGCSE, Year 10 and 11

Key Stage 4 (KS4) is made up of students that are normally between 14 and 16 years old. During these two years students will study a range of IGCSE subjects. These consist of a broad range of subjects allowing our students to keep their options open at A-level. More detailed information about IGCSEs may be found on the Cambridge Assessment International Examinations website at www.cambridgeinternational.org. Apart from Myanmar, PE and PSHE, all the subjects will lead toward IGCSE examinations.

For learners, Cambridge IGCSE helps improve performance by developing skills in creative thinking, enquiry and problem solving. It is the perfect springboard to advanced study. Cambridge IGCSE develops learner knowledge, understanding and skills in:

- Subject content
- Applying knowledge and understanding to new as well as familiar situations
- Intellectual enquiry
- Flexibility and responsiveness to change
- Working and communicating in English
- Influencing outcomes
- Cultural awareness.

Following IGCSE subjects are currently offered at MISY Mandalay:

English as Second Language

Cambridge IGCSE English as a Second Language is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding in order to progress in their education or career. Through their studies, learners will improve their ability to understand and use English in a range of situations.

The aim is to achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

First Language English

Cambridge IGCSE First Language English is designed for learners whose first language is English. The course enables learners to:

- develop the ability to communicate clearly, accurately and effectively when speaking and writing
- use a wide range of vocabulary, and the correct grammar, spelling and punctuation
- develop a personal style and an awareness of the audience being addressed.

Learners are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

Mathematics

An essential subject for all learners, Cambridge IGCSE Mathematics encourages the development of mathematical knowledge as a key life skill, and as a strong basis for more advanced study. The syllabus aims to build learners' confidence by helping them develop competence and fluency with mathematical concepts, methods and skills, as well as a feel for numbers, patterns and relationships. The syllabus also places a strong emphasis on solving problems and presenting and interpreting results. Learners also gain an understanding of how to communicate and reason using mathematical concepts.

Additional Mathematics

Cambridge IGCSE Additional Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of contexts.

It provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. It is designed to stretch the most able candidates and provides a smooth transition to Cambridge AS & A Level Mathematics.

Biology

Cambridge IGCSE Biology helps learners to understand the biological world in which they live and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of biology, and a strong emphasis on practical skills.

Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

Chemistry

Cambridge IGCSE Chemistry helps learners to understand the technological world in which they live and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of chemistry, and a strong emphasis on practical skills.

Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

Physics

Cambridge IGCSE Physics helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. The syllabus includes the basic principles and concepts that are fundamental to the subject, some current applications of physics, and a strong emphasis on practical skills.

Learners also develop an understanding of the scientific skills essential for progression to Cambridge International AS & A Level, further education or a career related to science.

Computer Science

Cambridge IGCSE Computer Science helps learners develop an interest in computational thinking and an understanding of the principles of problem-solving using computers. They apply this understanding to create computer-based solutions to problems using algorithms and a high-level programming language. Learners also develop a range of technical skills, and the ability to effectively test and evaluate computing solutions.

Studying Cambridge IGCSE Computer Science helps learners appreciate current and emerging computing technologies, the benefits of their use and recognise their potential risks. It provides an ideal foundation for progression to Cambridge International AS & A Level and is valuable for other areas of study and everyday life.

Global Perspectives

Meeting government ministers, organising a local river clean-up project and writing to the United Nations about climate change, are just some of the activities learners are pursuing through the Cambridge IGCSE Global Perspectives course.

Cambridge IGCSE Global Perspectives is a groundbreaking and stimulating course that stretches across traditional subject boundaries and develops transferable skills. It is both cross-curricular and skills-based and taps into the way learners of today enjoy learning, including teamwork, presentations, projects, and working with other learners around the world. The emphasis is on developing the ability to think critically about a range of global issues where there is always more than one point of view.

Chinese as a Second Language

Cambridge IGCSE Chinese as a Second Language is designed for learners who already have a working knowledge of the language and who want to consolidate their understanding to progress their education or career. Through their studies, learners achieve a thorough understanding of a wide range of registers and styles and learn to communicate appropriately in different situations. The syllabus focuses on the linked language skills of reading, writing, listening and oral communication. Through their study of Cambridge IGCSE Chinese as a Second Language, learners can achieve a level of practical communication ideal for everyday use, which can also form the basis for further, more in-depth language study.

Business Studies

The Cambridge IGCSE Business Studies syllabus develops learners' understanding of business activity in the public and private sectors, and the importance of innovation and change. Learners find out how the major types of business organisation are established, financed and run, and how their

activities are regulated. Factors influencing business decision-making are also considered, as are the essential values of cooperation and interdependence.

Learners not only study business concepts and techniques but also enhance related skills such as numeracy and enquiry. The syllabus provides both a foundation for further study at Cambridge International A Level and an ideal preparation for the world of work.

Economics

The Cambridge IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles. Learners study the economics of different countries and how these interrelate. They also learn to work with simple economics data and to use the tools of economic analysis. Learners apply understanding of economics to current economic issues.

The Cambridge IGCSE Economics syllabus provides a foundation for further study, including Cambridge International AS & A Level Economics, or the equivalent.

Subject Options

Compulsory Subjects:

- IGCSE English
- IGCSE Mathematics
- IGCSE Science (Physics, Chemistry and Biology)
- Myanmar
- Physical Education
- Personal, Social and Health Education (PSHE)

Optional Subjects:

- IGCSE Business Studies/Computer Science
- IGCSE Global Perspectives/Mandarin Chinese/Economics
- IGCSE Additional Mathematics/Art and Design

Student Learning and Assessment

At MISY every student is an individual and we endeavour to create activities that can access all of our students. Throughout KS4 student learning is assessed in a variety of different ways, some examples include: essays and other forms of written work, presentations, artistic representations of learning, research tasks, problem solving activities, examinations, etc..

English Support

The process of acquiring English is supported by the English as an Additional Language (EAL) department. If students arrive at MISY with limited English they are required to take additional English classes as part of their school day. As the level of these students' English improves they are taken off the EAL programme and integrated fully into the mainstream. Over time all of our students acquire an excellent level of academic and spoken English. Students leaving MISY in year 13 will progress into top Universities in the UK, USA, Australia, New Zealand, Japan, Singapore and others.

7. KEY STAGE 5 - A levels, Year 12 and 13

What are AS and A-Levels?

AS and A Levels are international qualifications taken when students are normally aged 16-18 before they go to university. AS stands for Advanced Subsidiary. An AS-Level is a qualification normally obtained after a one-year course. It constitutes the first half of an A Level course but is a qualification in its own right.

A Level stands for Advanced Level. An A Level is a qualification normally obtained after two years of study. Modules studied in the second year of A Level study are referred to as A2 modules. Normally three good grades at A Level are required for university, although four A Levels will increase the likelihood of a student gaining entry to one of the world's top universities or a course for which there is a high demand.

A Levels are a "gold standard" qualification, recognised around the world and currency for entry into any major universities. You will need to study very hard for two years. A Level courses are best suited to students with an academic focus and/or who have a strong work ethic.

Students will normally need to have passed, with a grade C or higher, in at least 5 subjects at IGCSE. This would include C grades or higher in the subjects a student wishes to take at A Level. In some cases it is possible to begin an A Level course with no previous experience, although discussion with the subject teacher and the Head of Secondary would need to take place before this option could be confirmed.

At MISY we would normally expect students to take four subjects and continue three or four to A Level standard. However, we do allow students to begin with three subjects in Year 12 and this can be reduced to two subjects in Year 13. At the beginning of Year 13, students have conversations with their Head of Secondary School to discuss whether releasing a subject is in their best interests.

Subject Options

Compulsory Subjects:

- Physical Education
- Personal, Social and Health Education (PSHE)

Optional Subjects:

- A level Biology
- A level Chemistry
- A level Mathematics
- A level Physics
- A level Business
- A level Economics

Art and Design

The Cambridge International A Level Art and Design syllabus considers expression and communication. Learners gain an understanding of visual perception and aesthetic experience, and

the ways in which art and design creates a language of its own. Most of the work for this syllabus is practical or studio based, so that learners can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present, as well as an appreciation of practical design problems.

Biology

Cambridge International AS and A Level Biology includes the main theoretical concepts which are fundamental to the subject, some current applications of biology, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of biology ideas in novel contexts as well as on the acquisition of knowledge.

Business

The syllabus enables students to understand and appreciate the nature and scope of business, and the role it plays in society. It encourages students to examine the process of decision-making in a dynamic and changing business environment and to develop critical understanding of business organisations. They learn about business and its environment, human resource management, marketing, operations management and finance and accounting. At Cambridge International A Level, students also learn how to develop a business strategy.

Chemistry

The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of chemistry ideas in novel contexts as well as on the acquisition of knowledge.

English Language

Cambridge International AS and A Level English Language provides learners with the opportunity to respond critically to a wide variety of texts in a range of forms, styles and contexts, and to promote skills of communication, reading, research and analysis. Through their study, learners will develop an ability to read and analyse material, gaining further knowledge and understanding of English language features and issues. Learners will also develop the skills of writing clearly, accurately, creatively and effectively for different purposes and audiences.

Mathematics

Cambridge International A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyse results and reflect on findings.

Physics

The syllabus includes the main theoretical concepts which are fundamental to the subject, some current applications of chemistry, and a strong emphasis on advanced practical skills. Practical skills are assessed in a timetabled practical examination. The emphasis throughout is on the understanding of concepts and the application of physics ideas in novel contexts as well as on the acquisition of knowledge.

Linked policies: Assessment policy, Language policy