

**elc International School**



**A-LEVEL  
SUBJECT  
DESCRIPTIONS**



# ACCOUNTING

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Accounting (XACT1)  
 Pearson Edexcel International Advanced Level in Accounting (YACT1)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop an understanding of the importance of effective accounting information systems and an awareness of their limitations through a critical consideration of current financial issues and modern business practices
- ▶ develop an understanding of the purposes, principles, concepts and techniques of accounting
- ▶ develop transferable skills of numeracy, communication, ICT, application, presentation, interpretation, analysis and evaluation in an accounting context
- ▶ develop an appreciation of the effects of economic, legal, ethical, social, environmental and technological influences on accounting decisions
- ▶ develop methodical and critical thought which would serve as an end in itself, as well as a basis for further study of accounting and other subjects.

## SYLLABUS OUTLINE:

Unit 1: The Accounting System and Costing

Unit 2: Corporate and Management Accounting

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
<b>Unit 1:</b> The Accounting System and Costing	IAS	Externally assessed Written examination: 3 hours	200 marks
<b>Unit 2:</b> Corporate and Management Accounting	IA2	Externally assessed Written examination: 3 hours	200 marks

## DEGREE / CAREER OPPORTUNITIES:

A-Level Accounting provides a solid foundation for various career and degree opportunities in the field of accounting, finance, and business. It also equips you with transferable skills such as analytical thinking, problem-solving, and financial management, which are valuable in various industries.



# BIOLOGY

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Biology (XB111)

Pearson Edexcel International Advanced Level in Biology (YB111)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- ▶ develop a deep appreciation of the skills, knowledge and understanding of scientific methods
- ▶ develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- ▶ develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

## SYLLABUS OUTLINE:

Unit 1: Molecules, Diet, Transport and Health

Unit 2: Cells, Development, Biodiversity and Conservation

Unit 3: Practical Skills in Biology I

Unit 4: Energy, Environment, Microbiology and Immunity

Unit 5: Respiration, Internal Environment, Coordination and Gene Technology

Unit 6: Practical Skills in Biology II

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
<b>Unit 1:</b> Molecules, Diet, Transport and Health	IAS	Externally assessed Written examination: 1 hour and 30 minutes	80 marks
<b>Unit 2:</b> Cells, Development, Biodiversity and Conservation	IAS	Externally assessed Written examination: 1 hour and 30 minutes	80 marks
<b>Unit 3:</b> Practical Skills in Biology I	IAS	Externally assessed Written examination: 1 hour and 20 minutes	50 marks
<b>Unit 4:</b> Energy, Environment, Microbiology and Immunity	IA2	Externally assessed Written examination: 1 hour and 45 minutes	90 marks
<b>Unit 5:</b> Respiration, Internal Environment, Coordination and Gene Technology	IA2	Externally assessed Written examination: 1 hour and 45 minutes	90 marks



<b>Unit 6:</b> Practical Skills in Biology II	IA2	Externally assessed Written examination: 1 hour and 20 minutes	50 marks
--	-----	--	----------

**DEGREE / CAREER OPPORTUNITIES:**

A Level Biology provides a strong foundation for various career and degree opportunities in the field of biology and related disciplines like biotechnology, biochemistry, genetics, microbiology, environmental science, zoology and physiology. You can consider allied health careers in laboratories and counselling or in the pharmaceutical industry.



# BUSINESS

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Business (XBS11)

Pearson Edexcel International Advanced Level in Business (YBS11)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop a multitude of skills, including numeracy, communication and an understanding of research methodology and interpretation, helping ease transition on to further study
- ▶ read sources to interpret and evaluate business information
- ▶ write extended responses
- ▶ respond appropriately to a range of question types, including multiple-choice, short-answer, data response and open-ended questions
- ▶ develop an understanding of business concepts and apply these concepts to real-life situations.

## SYLLABUS OUTLINE:

Unit 1: Marketing and People

Unit 2: Managing business activities

Unit 3: Business decisions and strategy

Unit 4: Global business

## ASSESSMENT:

Unit	IAS or IA2	Assessment	Raw marks assigned in the unit
<b>Unit 1:</b> Marketing and People	IAS	Examination length: 2 hours	80 marks
<b>Unit 2:</b> Managing business activities	IAS	Examination length: 2 hours	80 marks
<b>Unit 3:</b> Business decisions and strategy	IA2	Examination length: 2 hours	80 marks
<b>Unit 4:</b> Global business	IA2	Examination length: 2 hours	80 marks

## CAREER/DEGREE OPPORTUNITIES:

A Level Business offers a comprehensive understanding of various aspects of business, providing a strong foundation for a range of career and degree opportunities in the field of business and related disciplines. It's important to note that some roles may require further specialization or advanced degrees, such as an MBA (Master of Business Administration) or industry-specific certifications. Additionally, gaining practical experience through internships or entry-level positions can enhance your prospects in the job market.



# CHEMISTRY

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Chemistry (XCH11)

Pearson Edexcel International Advanced Level in Chemistry (YCH11)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- ▶ develop a deep appreciation of the skills, knowledge and understanding of scientific methods
- ▶ develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- ▶ develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

## SYLLABUS OUTLINE:

Unit 1: Structure, Bonding and Introduction to Organic Chemistry

Unit 2: Energetics, Group Chemistry, Halogenoalkanes and Alcohols

Unit 3: Practical Skills in Chemistry I

Unit 4: Rates, Equilibria and Further Organic Chemistry

Unit 5: Transition Metals and Organic Nitrogen Chemistry

Unit 6: Practical Skills in Chemistry II

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
<b>Unit 1:</b> Structure, Bonding and Introduction to Organic Chemistry	IAS	Externally assessed Written examination: 1 hour 30 minutes	80 marks
<b>Unit 2:</b> Energetics, Group Chemistry, Halogenoalkanes and Alcohol	IAS	Externally assessed Written examination: 1 hour 30 minutes	80 marks
<b>Unit 3:</b> Practical Skills in Chemistry I	IAS	Externally assessed Written examination: 1 hour 20 minutes	50 marks
<b>Unit 4:</b> Rates, Equilibria and Further Organic Chemistry	IA2	Externally assessed Written examination: 1 hour 45 minutes	90 marks
<b>Unit 5:</b> Transition Metals and Organic Nitrogen Chemistry	IA2	Externally assessed Written examination: 1 hour 45 minutes	90 marks



<b>Unit 6:</b> Practical Skills in Chemistry II	IA2	Externally assessed Written examination: 1 hour 20 minutes	50 marks
--	-----	--	----------

**DEGREE / CAREER OPPORTUNITIES:**

A-Level Chemistry can open up a wide range of career and degree opportunities in various fields like chemical engineering, biochemistry and biotechnology, pharmacy, medical science research and development.



# ECONOMICS

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Economics (XEC11)  
 Pearson Edexcel International Advanced Level in Economics (YEC11)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop an interest in, and enthusiasm for, the subject
- ▶ appreciate the contribution of economics to the understanding of the wider economic and social environment
- ▶ develop an understanding of a range of concepts and an ability to use those concepts in a variety of different contexts
- ▶ use an enquiring, critical and thoughtful approach to the study of economics and develop an ability to think as an economist
- ▶ understand that economic behaviour can be studied from a range of perspectives
- ▶ develop analytical and quantitative skills, together with qualities and attitudes that will equip them for the challenges, opportunities and responsibilities of adult and working life.

## SYLLABUS OUTLINE:

Unit 1: Markets in action

Unit 2: Macroeconomic performance and policy

Unit 3: Business behaviour

Unit 4: Developments in the global economy

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
<b>Unit 1:</b> Markets in Action	IAS	Externally assessed Written examination: 1 hour 45 minutes	80 marks
<b>Unit 2:</b> Macroeconomic Performance and Policy	IAS	Externally assessed Written examination: 1 hour 45 minutes	80 marks
<b>Unit 3:</b> Business Behaviour	IA2	Externally assessed Written examination: 2 hours	80 marks
<b>Unit 4:</b> Developments in the Global Economy	IA2	Externally assessed Written examination: 2 hours	80 marks

## DEGREE / CAREER OPPORTUNITIES:

A-Level Economics can open up various career and degree opportunities in fields related to economics, finance, business, and policy. You can look at finance and banking, government and policy, international relations or even data analysis and research.



# ENGLISH LANGUAGE

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in English Lang. (XEN01)  
 Pearson Edexcel International Advanced Level in English Language (YEN01)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop and apply their understanding of the concepts and methods appropriate for the analysis and study of language
- ▶ explore data and examples of language in use
- ▶ engage creatively and critically with a varied programme for the study of English
- ▶ develop their skills as producers and interpreters of language
- ▶ independently investigate language in use.

## SYLLABUS OUTLINE:

Unit 1: Language: Context and Identity

Unit 2: Language in Transition

Unit 3: Crafting Language (writing)

Unit 4: Investigating Language

## ASSESSMENT:

The Pearson Edexcel International Advanced Subsidiary in English Language consists of two externally-examined units. The Pearson Edexcel International Advanced Level in English Language consists of four externally-examined units. Students must complete all assessments.

Unit	IAS or IA2	Assessment information	Weighting
<b>Unit 1:</b> Language: Context and Identity	IAS	Externally assessed Written Examination: 1 hour 45 minutes	50% of IAS 25% of IAL
<b>Unit 2:</b> Language in Transition	IAS	Externally assessed Written Examination: 1 hour 45 minutes	50% of IAS 25% of IAL
<b>Unit 3:</b> Crafting Language (Writing)	IA2	Externally assessed Written Examination: 2 hours	25% of IAL
<b>Unit 4:</b> Investigating Language	IA2	Externally assessed Written Examination: 2 hours	25% of IAL

## DEGREE / CAREER OPPORTUNITIES:

Students may choose to pursue degrees in English Language, Linguistics, Creative Writing or in related subjects such as English Literature, Law, Journalism, Media, Teaching, Speech & Language Therapy, Drama, History. There are a wide range of careers directly related to English Language in publishing, journalism, print and digital media, advertising, marketing, public relations, arts administration, record offices, libraries, national and local government and the civil service.



# GEOGRAPHY

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Geography (XGE01)

Pearson Edexcel International Advanced Level in Geography (YGE01)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop their knowledge of locations, places, processes and environments, at all geographical scales from local to global across the specification as a whole
- ▶ develop an in-depth understanding of the selected geographical patterns, processes and issues in physical and human geography at a range of temporal and spatial scales, and of the concepts that illuminate their significance in a range of locational contexts
- ▶ recognise and be able to analyse the complexity of people–environment interactions at all geographical scales, and appreciate how they underpin understanding of some of the key issues facing the world today
- ▶ develop their understanding of, and ability to apply, the concepts of place, space, scale and environment that underpin GCSE/International GCSE, including developing a more nuanced understanding of these concepts
- ▶ improve their understanding of the ways in which values, attitudes and circumstances have an impact on the relationships between people, place and environment, and develop the knowledge and ability to engage, as citizens, with the questions and issues arising  
(‘circumstances’ in this case refers to the context of people’s lives, and the socio-economic and political milieu in which they find themselves)
- ▶ become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches (including observing, collecting and analysing geo-located data) and applying them as an integral part of their studies
- ▶ understand the fundamental role of fieldwork as a tool to understand and generate new knowledge about the real world, and become skilled at planning, undertaking and evaluating fieldwork in appropriate situations
- ▶ apply geographical knowledge, understanding, skills and approaches in a rigorous way to a range of geographical questions and issues, including those identified in fieldwork, recognising both the contributions and limitations of geography
- ▶ develop as critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced argument in a range of situations.
- ▶ build on knowledge of contexts, locations, places and environments, by extending the scope and scale of study, the variety of physical, social, economic, cultural and political contexts encountered, the depth of conceptual understanding required, and the range of spatial and temporal scales included
- ▶ develop a deep understanding of both physical and human processes, applying this understanding to interrogate people–environment interactions and people–place connections at all scales from local to global
- ▶ build on and reinforce conceptual understanding underpinning GCSE/International GCSE, experiencing an extended demand that includes a wider range of more complex and specialised concepts that relate to the core and non-core content



- ▶ engage with models, theories and generalisations, and develop a mature understanding of the nature and limitations of objectivity and the significance of human values and attitudes
- ▶ develop understanding of the rationale for, and applications of, skills and approaches used, showing a considerable degree of independence in selecting and using a wide range of geographical methods, techniques and skills, involving both qualitative and quantitative methods
- ▶ undertake fieldwork that encourages them to apply and evaluate theory in the real world, and take responsibility for selecting research questions, applying relevant techniques and skills, and identifying appropriate ways to analyse and communicate findings

#### **SYLLABUS OUTLINE:**

Unit 1: Global Challenges

Unit 2: Geographical Investigations

Unit 3: Contested Planet

Unit 4: Researching Geography

#### **ASSESSMENT:**

<b>Unit</b>	<b>IAS or IA2</b>	<b>Assessment</b>	<b>Raw marks assigned in the unit</b>
<b>Unit 1:</b> Global Challenges	IAS	Externally assessed Written Examination: 1 hour 45	90 marks
<b>Unit 2:</b> Geographical Investigations	IAS	Externally assessed Written Examination: 1 hour 30 minutes	60 marks
<b>Unit 3:</b> Contested Planet	IA2	Externally assessed Written Examination: 2 hours	90 marks
<b>Unit 4:</b> Researching Geography	IA2	Externally assessed Written Examination: 1 hour 30 minutes	60 marks

#### **DEGREE / CAREER OPPORTUNITIES:**

A-Level Geography can provide you with a range of career and degree opportunities that involve understanding and analysing the Earth's physical and human environments. This programme can lead to careers in environmental science and sustainability, urban development and planning, geographical research and consultancy, or tourism and hospitality.



# MATHEMATICS

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Mathematics (XMA01)

Pearson Edexcel International Advanced Level in Mathematics (YMA01)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- ▶ develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- ▶ extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- ▶ develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- ▶ recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems, standard and other mathematical models and how these can be refined and improved
- ▶ use mathematics as an effective means of communication
- ▶ read and comprehend mathematical arguments and articles concerning applications of mathematics
- ▶ 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
- ▶ develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- ▶ take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## SYLLABUS OUTLINE:

Unit P1: Pure Mathematics 1

Unit P2: Pure Mathematics 2

Unit P3: Pure Mathematics 3

Unit P4: Pure Mathematics 4

Unit S1: Statistics 1

Unit M1: Mechanics 1

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
Pure Mathematics 1	IAS	Externally assessed Written examination: 1 hour 30 minutes each	75 marks each
Pure Mathematics 2	IAS		
Statistics 1	IAS		



Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
Pure Mathematics 3	IA2	Externally assessed Written examination: 1 hour 30 minutes each	75 marks each
Pure Mathematics 4	IA2		
Mechanics 1	IAS		

**DEGREE / CAREER OPPORTUNITIES:**

A-Level Mathematics provides a strong foundation in mathematical principles and problem-solving skills, opening up a wide range of career and degree opportunities. The programme is highly valued for pursuing a degree in Mathematics, Applied Mathematics, Statistics, or related disciplines. Career prospects include data analytics, statistics, finance and actuarial science and engineering.



# FURTHER MATHEMATICS

## SYLLABUS CODE:

Pearson Edexcel International Adv. Subsidiary in Further Mathematics (XFM01)  
 Pearson Edexcel International Advanced Level in Further Mathematics (YFM01)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- ▶ develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- ▶ extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- ▶ develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- ▶ recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems, standard and other mathematical models and how these can be refined and improved
- ▶ use mathematics as an effective means of communication
- ▶ read and comprehend mathematical arguments and articles concerning applications of mathematics
- ▶ 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
- ▶ develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- ▶ take increasing responsibility for their own learning and the evaluation of their own mathematical development.

## SYLLABUS OUTLINE:

Unit FP1: Further Pure Mathematics 1

Unit FP2: Further Pure Mathematics 2

Unit FP3: Further Pure Mathematics 3

Unit M1: Mechanics 1

Unit M2: Mechanics 2

Unit D1: Decision Mathematics 1

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
Further Pure Mathematics 1	IAS	Externally assessed Written examination: 1 hour 30 minutes each	75 marks each
Mechanics 1	IAS		
Decision Mathematics 1	IAS		



Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
Further Pure Mathematics 2	IA2	Externally assessed Written examination: 1 hour 30 minutes each	75 marks each
Further Pure Mathematics 3	IA2		
Mechanics 2	IA2		

**DEGREE / CAREER OPPORTUNITIES:**

A-Level Mathematics provides a strong foundation in mathematical principles and problem-solving skills, opening up a wide range of career and degree opportunities. The programme is highly valued for pursuing a degree in Mathematics, Applied Mathematics, Statistics, or related disciplines. Career prospects include data analytics, statistics, finance and actuarial science and engineering.



# PHYSICS

## SYLLABUS CODE:

Pearson Edexcel International Advanced Subsidiary in Physics (XPH11)

Pearson Edexcel International Advanced Level in Physics (YPH11)

## AIMS & OBJECTIVES:

To enable students to:

- ▶ develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- ▶ develop a deep appreciation of the skills, knowledge and understanding of scientific methods
- ▶ develop competence and confidence in a variety of practical, mathematical and problem-solving skills
- ▶ develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject

## SYLLABUS OUTLINE:

Unit 1: Mechanics and Materials

Unit 2: Waves and Electricity

Unit 3: Practical Skills in Physics I

Unit 4: Further Mechanics, Fields and Particles

Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology

Unit 6: Practical Skills in Physics II

## ASSESSMENT:

Unit	IAS or IA2	Assessment information	Raw marks assigned in the unit
<b>Unit 1:</b> Mechanics and Materials	IAS	Externally assessed Written examination: 1 hour 30 minutes	80 marks
<b>Unit 2:</b> Waves and Electricity	IAS	Externally assessed Written examination: 1 hour 30 minutes	80 marks
<b>Unit 3:</b> Practical Skills in Physics I	IAS	Externally assessed Written examination: 1 hour 20 minutes	50 marks
<b>Unit 4:</b> Further Mechanics, Fields and Particles	IA2	Externally assessed Written examination: 1 hour 45 minutes	90 marks
<b>Unit 5:</b> Thermodynamics, Radiation, Oscillations and Cosmology	IA2	Externally assessed Written examination: 1 hour 45 minutes	90 marks



<b>Unit 6:</b> Practical Skills in Physics II	IA2	Externally assessed Written examination: 1 hour 20 minutes	50 marks
--	-----	--	----------

**DEGREE / CAREER OPPORTUNITIES:**

A-Level Physics provides a solid foundation in the fundamental principles of physics and problem-solving skills, opening up various career and degree opportunities in astrophysics, engineering, medical physics, data science and analytics, and environmental science.



# EXTENDED PROJECT QUALIFICATION [EPQ]

## SYLLABUS CODE:

Pearson Edexcel Level 3 Extended Project Qualification

## AIMS & OBJECTIVES:

This qualification will enable students to:

- ▶ have significant input to the choice and design of their project and take responsibility for an individual task or a defined task within a group project
- ▶ develop and improve their own learning and performance as critical, reflective and independent learners
- ▶ develop and apply decision making and, where appropriate, problem solving skills
- ▶ extend their planning, research, critical thinking, analysis, synthesis, evaluation and presentation skills
- ▶ where appropriate, develop as e-confident learners and apply relevant technologies in their studies
- ▶ develop and apply skills, creatively demonstrating initiative and enterprise
- ▶ transfer skills developed as part of their project to other areas of study
- ▶ use their learning experiences to support their personal aspirations for further education and/or career development.

## QUALIFICATION OUTLINE:

The qualification consists of four units, one of which should be selected. All are equally weighted. All units are internally assessed. Students must not select more than one unit.

Optional Units [one must be selected]	IAS or IA2	GLH Guided Learning Hours	Level
<b>Unit 1:</b> Dissertation	IAS	120 hours	3
<b>Unit 2:</b> Investigation/Field Study	IAS	120 hours	3
<b>Unit 3:</b> Performance	IAS	120 hours	3
<b>Unit 4:</b> Artefact	IAS	120 hours	3

## ASSESSMENT:

This qualification is assessed by the tutor-assessor. Where marking for this specification is carried out by more than one marker in the school there must be a process of internal standardisation in order to ensure that there is consistent application of the criteria laid down in the marking grids.

Marks awarded by the centre will be subject to Pearson's quality assurance processes. This is to ensure



consistency with national standards. A sample of projects will be examined and marks will be adjusted where they are found to vary from the national standard.

**SCHOOL REQUIREMENT:**

This qualification is compulsory for students who opt to study 3 subjects in the A-Level programme. The qualification is taken and completed in Year 12.

**NOTE:**

The EPQ is equivalent to half an A level and worth up to 28 UCAS points.



# THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

While the classroom is undoubtedly important, it does not account for all learning experiences. In order for young individuals to develop into responsible, engaged, and fulfilled global citizens, they require opportunities beyond traditional academic settings.

The Duke of Edinburgh International Award is a prestigious youth achievement program that operates in more than 130 countries and territories worldwide. It is designed for individuals between the ages of 14 and 24 and offers a unique opportunity for personal growth.

Rather than being a competitive endeavour, the programme encourages participants to push themselves beyond their limits and recognize their accomplishments along the way. Participants are empowered to create their own customized plan of action and strive towards their individual objectives.

For nearly 70 years, the Award has been instrumental in enabling millions of young people to bring about positive change in both their own lives and the wider community.

## THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD



The program is designed to equip participants with a range of universal, or "soft", skills that are essential for success, including resilience, creativity, adaptability, problem-solving, decision-making, and effective communication. By developing these skills, participants are better equipped to achieve positive outcomes in various areas of life, such as education, employment, and mental health and wellbeing. Ultimately, the Award helps young individuals bring about personal transformation, which can in turn lead to broader societal change.

### THE AWARD FRAMEWORK:

The Award framework can be a blueprint for investing in human capital; specifically strengthening resilience, improving employability and entrepreneurship, promoting prosperity and helping the most vulnerable. It has direct positive financial and non-financial impacts on the people and community it touches.

There are three levels - Bronze, Silver and Gold - and 4 sections designed to provide a balanced programme of personal development and challenge.

THREE LEVELS		<b>BRONZE</b> Aged 14+, 6 months min
		<b>SILVER</b> Aged 15+, 12 months min
		<b>GOLD</b> Aged 16+, 18 months min

To attain the Award, participants are required to fulfil all four sections at each level. At Gold level, participants also complete a Residential Project.



Here is a list of some Skills, Physical Recreation and Voluntary Service ideas that a student can do or use as a starting point to create a programme of their own.

<b>Music</b>	<ul style="list-style-type: none"> <li>Aquarium keeping</li> <li>Astronomy</li> <li>Bee keeping</li> <li>Bird watching</li> <li>Conservation</li> <li>Dog training and handling</li> <li>Fishing</li> <li>Forestry</li> <li>Gardening</li> <li>Horticulture</li> <li>Horse care and handling</li> </ul>	<ul style="list-style-type: none"> <li>Chess</li> <li>Draughts</li> <li>Darts</li> <li>Backgammon</li> <li>Other table games</li> </ul>
<b>Sports related</b>		<b>Life skills</b>
<ul style="list-style-type: none"> <li>Sports officiating</li> <li>Umpiring and refereeing</li> <li>Sports equipment maintenance</li> <li>Sports ground maintenance</li> </ul>		<ul style="list-style-type: none"> <li>Business management</li> <li>Financial literacy</li> <li>Entrepreneurship</li> <li>Health awareness</li> </ul>
<b>Arts and crafts</b>	<b>Communication</b>	<b>Technical and vocational skills</b>
<ul style="list-style-type: none"> <li>Ceramics</li> <li>Clay modelling</li> <li>Embroidery</li> <li>Dressmaking</li> <li>Glass painting</li> <li>Jewellery making</li> <li>Calligraphy</li> <li>Drawing</li> <li>History of art</li> <li>Painting</li> <li>Photography</li> <li>Sculpture</li> <li>Graphic design</li> </ul>	<ul style="list-style-type: none"> <li>Film and video making</li> <li>Film studies</li> <li>Sign language</li> <li>Braille</li> <li>Foreign languages</li> <li>Newsletter and magazine production</li> <li>Reading</li> <li>Writing</li> <li>Presentation skills</li> <li>Public speaking and debating</li> <li>Digital media</li> <li>Journalism</li> <li>Information technology</li> <li>Website development</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Hairdressing</li> <li>Vehicle maintenance</li> <li>Engineering</li> <li>Fashion</li> <li>Furniture making</li> <li>Furniture restoration</li> <li>Metal work</li> <li>Tailoring</li> <li>Carpentry</li> <li>Cookery</li> </ul>
<b>Nature and the environment</b>	<b>Games</b>	<b>Performance skills</b>
<ul style="list-style-type: none"> <li>Agriculture</li> </ul>	<ul style="list-style-type: none"> <li>Billiards, snooker or pool</li> <li>Card games</li> </ul>	<ul style="list-style-type: none"> <li>Drama and theatre skills</li> <li>Circus skills</li> <li>Puppetry</li> </ul>

**SKILLS**

<b>Ball sports</b>	<ul style="list-style-type: none"> <li>Kite boarding</li> <li>Water skiing</li> <li>Diving</li> <li>Synchronized swimming</li> <li>Rowing</li> <li>Canoe polo</li> </ul>	<ul style="list-style-type: none"> <li>Walking</li> <li>Weight training</li> </ul>
<ul style="list-style-type: none"> <li>Football (of any description such as rugby, soccer, Gaelic, Australian Rules, American)</li> <li>Volleyball</li> <li>Basketball</li> <li>Netball</li> <li>Handball</li> <li>Cricket</li> <li>Baseball</li> <li>Softball</li> <li>Hockey</li> <li>Tennis</li> <li>Squash</li> <li>Table-tennis</li> <li>Lacrosse</li> </ul>	<b>Winter sports</b>	<b>Adventure sports</b>
	<ul style="list-style-type: none"> <li>Skiing</li> <li>Snowboarding</li> <li>Luge</li> <li>Bobsleighbing</li> <li>Ice skating</li> <li>Ice hockey</li> <li>Curling</li> </ul>	<ul style="list-style-type: none"> <li>Rock climbing</li> <li>Mountaineering</li> <li>Parachuting</li> <li>Caving and pot holing</li> <li>Hang-gliding</li> <li>Paragliding</li> <li>Kite surfing</li> </ul>
<b>Athletics</b>	<b>Martial arts</b>	<b>Miscellaneous</b>
<ul style="list-style-type: none"> <li>Running</li> <li>Jumping (high or long)</li> <li>Throwing (hammer, javelin, shot put)</li> <li>Biathlon, triathlon, heptathlon or decathlon</li> </ul>	<ul style="list-style-type: none"> <li>Karate</li> <li>Aikido</li> <li>Judo</li> <li>Kickboxing</li> <li>Boxing</li> <li>Tae kwon do</li> <li>Kung fu</li> <li>Fencing</li> <li>Kendo</li> </ul>	<ul style="list-style-type: none"> <li>Dancing</li> <li>Cycling</li> <li>Gymnastics</li> <li>Weightlifting</li> <li>Trampolineing</li> <li>Wrestling</li> <li>Roller skating</li> <li>Skateboarding</li> <li>BMX</li> <li>Orienteering</li> <li>Badminton</li> <li>Ultimate Frisbee</li> </ul>
<b>Water sports</b>	<b>Animal sports</b>	
<ul style="list-style-type: none"> <li>Canoeing</li> <li>Kayaking</li> <li>Swimming</li> <li>Water polo</li> <li>Sailing</li> <li>Surfing</li> <li>Windsurfing</li> </ul>	<ul style="list-style-type: none"> <li>Horse riding</li> <li>Polo</li> </ul>	
	<b>Fitness activities</b>	
	<ul style="list-style-type: none"> <li>Aerobics</li> <li>Running</li> <li>Skipping</li> </ul>	

**PHYSICAL RECREATION**

<b>People in the community</b>	<ul style="list-style-type: none"> <li>HIV/AIDS, primary health care, immunisation campaigns, drug or alcohol awareness education</li> <li>Teaching a person to read or write</li> </ul>	
<ul style="list-style-type: none"> <li>Visiting people in need, such as elderly or disabled people, on a regular basis to provide assistance with shopping, gardening or other domestic tasks, or simply to keep them company</li> <li>Voluntary work in hospitals and care centres</li> <li>Visiting prisons or detention centres under the auspices of the proper authorities</li> <li>Helping with a local community radio, newspaper or blog</li> <li>Sports coaching or leadership</li> <li>First aid – doing a course and then making their skills available to the benefit of the local community, i.e. being a first-aidler at football matches or dance competitions and so on</li> </ul>	<b>Environmental service</b>	
<b>Youth work</b>	<ul style="list-style-type: none"> <li>Participating in a conservation project such as clearing wasteland, cleaning a river, or caring for threatened wildlife or trees</li> <li>Caring for a public or school garden</li> <li>Providing, maintaining and encouraging the use of public waste collection</li> <li>Caring for animals</li> <li>Working in a clean-up campaign</li> <li>Promoting environmental sustainability</li> </ul>	<b>Charity work</b>
<ul style="list-style-type: none"> <li>Acting in a leadership role in a youth club or uniformed youth organisation</li> <li>Assisting in the teaching of primary school children</li> </ul>		<ul style="list-style-type: none"> <li>Fundraising for a charity</li> <li>Creating or maintaining a charity website or newsletter</li> </ul>
<b>Community education and health education</b>	<b>Emergency services</b>	
<ul style="list-style-type: none"> <li>Working with experienced persons to educate the local community, or specific groups within it, on important issues such as prevention of leprosy or malaria, combating</li> </ul>	<ul style="list-style-type: none"> <li>Helping an emergency service team, such as the fire services, surf life-saving, lifeboats, coastguard, police, mountain rescue or civil defence</li> <li>Assisting with local or national disaster operations</li> </ul>	

**VOLUNTARY SERVICE**

## ADVENTUROUS JOURNEY

Here is a list of some ideas that a student can do or use for their Adventurous Journey, expedition or exploration, as a starting point to create a programme of their own.

<b>Adventurous Journey</b>
<ul style="list-style-type: none"> <li>Exploring the natural world: glaciations, erosion, geology, coastal studies, river valleys, plant studies, bird studies or animal studies, insect studies</li> <li>Exploring historic land use: prehistoric man, historical periods</li> <li>To investigate the survival or extinction of a language</li> <li>Exploring human impact: visitor pressure in national parks, pollution monitoring, surveys of numbers of walkers in remote areas</li> <li>To carry out health surveys or health education in remote areas</li> <li>To complete a particularly demanding journey by foot, cycle or canoe/kayak</li> <li>To investigate group dynamics in challenging conditions</li> <li>To kayak the entire navigable stretch of a river</li> <li>Following an ancient pilgrimage trail</li> <li>Cycling along an ancient trail</li> </ul>



### Skills

The Skills section of the Award encourages the development of personal interests and practical and social skills.

### Physical Recreation

The Physical Recreation section of the Award encourages young people to participate in sport and other physical recreation for the improvement of health and fitness.

### Voluntary Service

The Service section of the Award encourages young people to volunteer their time to and understand the benefits of this service to their community.

### Adventurous Journey

The Adventurous Journey section encourages a sense of adventure whilst undertaking a team journey or expedition. As part of a small team, participants will plan, train for and undertake a journey with a defined purpose in an unfamiliar environment.

### Gold Residential Project

The Residential Project, completed only at Gold level, aims to broaden participants' horizons through involvement with others in a residential setting.

### SCHOOL REQUIREMENT:

This Award is compulsory for all A-Level students who opt to pursue the A-Level programme at **elc** International School. All students will be presented for the **Silver Award** and the programme is expected to be completed within the first 12 months of the A-level programme.

Students who wish to pursue the Gold Award after completing the Silver Award must seek guidance and clearance from the Duke of Edinburgh's Award Leaders and the school. Pursuing the Gold Award will incur an additional charge.





# NOTES



## CONTACT US

---

**Address:**

Jalan Sierramas Barat,  
Sierramas  
Sungai Buloh  
47000 Selangor  
Malaysia

**Phone:**

+603 6156 5001 / 2

**Mail:**

[a-levels@elc.edu.my](mailto:a-levels@elc.edu.my)

**Website:**

[www.elc.edu.my](http://www.elc.edu.my)