



ST. ANDREW'S COLLEGE
Cambridge

HUMANITIES FOUNDATION SPECIFICATIONS



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Cambridge

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ST. ANDREW'S COLLEGE Cambridge

ABOUT ST ANDREW'S COLLEGE CAMBRIDGE

St. Andrew's College, Cambridge is a co-educational independent Sixth Form College providing boarding and day places for up to 157 students each academic year.

St Andrew's College is a member of the Dukes Education family. Dukes is a family of schools, teachers, learners, and parents connected by our pursuit of an extraordinary life for every member of our community.

Our philosophy is to support everyone to live with purpose, to encourage a love of learning, and to act as a team. All of this is underpinned by a quality standard that runs through everything we do.

St. Andrew's College, Cambridge is "international" in nature and is characterised by exceptional levels of academic and pastoral support at all stages. We accept students aged 15-21 years old.

We believe that education is a journey to be enjoyed and shared at every stage of life, unlocking extraordinary possibilities for every student.

St Andrew's College offers the following courses.

- Pre A-Level (September and January start)
- 2-year A-Level (September start)
- 3-year A-Level (September start)
- 2.5 -year A- Level (January start)
- 1-year University Foundation course (September start)
- 2-year university foundation courses (September start)
- 18-month university foundation course (January start)

Many of our applicants will commence courses in September, although we have up to 20 students each year who join the January intake. There are cases where students request to join the course as late joiners. These applications are reviewed on a case-by-case basis. Where possible, late joiners are integrated into appropriate groups and receive additional tuition to make up for any time missed.



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ADMISSIONS CRITERIA

Subject to real limits on student numbers imposed by boarding places, the availability of homestay hosts and resources, the college will admit applicants who have the potential to be successful on the course they've applied for.

Applicants must:

- Demonstrate a strong commitment to their studies
- Meet the entry requirements for the course applied for – Entrance exams & interview
- Agree to adhere to the college code of practice

The college aims to welcome students from all backgrounds, irrespective of nationality, race, religion, gender, sexual orientation, or disability.

SELECTION PROCESS AT A GLANCE

Our applicants go through a strict selection process based on three elements:

1. Application: in liaison with UKVI regulations (qualifications, Visa and language requirements)
2. Interview. Interviews are conducted by the Admissions Department with the purpose of:
 - Explaining the academic, pastoral, and extracurricular provision available at the college and provide advice on courses appropriate to the student's age and academic ability
 - Assess the suitability of the student for the course they have applied for (Entry criteria for courses are given at the end of this document)
 - Provide an opportunity for a prospective student and parents / guardians / agents to look around the college.
 - Provide advice about entry into Higher Education.
 - Answer any questions about the college.
3. Testing and assessment. The college will request that prospective students take entry tests in Maths and English in order to determine if their proposed course for them.



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REGISTRATION & ENROLMENT

OFFERS AND ENROLMENT

We will review a student's application once the stages above have been completed. If a student's application is successful a conditional or unconditional offer will be made.

ENGLISH REQUIREMENT

Those students enrolled on Foundation courses and for who English is not a first language, will be required to achieve a minimum IELTS score of 5 for September and 5.5 for January. Students who cannot provide satisfactory evidence of a pass at this level or proof of English level by means of an internal test and interview will not be allowed to join St. Andrew's College, Cambridge.

FOUNDATION COURSE REQUIREMENTS

ONE-YEAR FOUNDATION PROGRAMME

The one-year Foundation programme is an intensive, fast-track programme and is suitable for students who have already completed one or more years of A-Level study, or who have graduated with good grades from a high school system abroad. Applicants will have to demonstrate a good level of academic ability. A pass at Grade A*-C in GCSE/IGCSE English Language, IELTS 5.5 or a result of 5.5 or above on our internal English test is required for students whose first language is not English.

The Foundation program is accredited by the NCFE



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HUMANITIES FOUNDATION

ABOUT THE PROGRAMME

Students choose four subjects (one of which will be the major subject) from the following list:

Business	Economics	International Relations
Psychology	Law	Sociology
Geography	Mathematics	

LEARNING ENVIRONMENT

The Foundation Course is studio based and you will be assisted by 1:1 and group tutorials. You have access to the relevant workshop resources to support the activity being delivered.

External visits for research and observation are integrated into the course and we take full advantage of the college's convenient location close to London and all its amenities.

TEACHING STAFF



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The teaching staff on the Foundation programmes are all highly qualified and experienced teachers who strive to empower their students with the confidence and skills needed to achieve their best and to prepare for university and their future careers. The teachers set high standards while assisting the students in their own individual needs and learning styles.

SUBJECTS AND HOURS OF STUDY PER WEEK

SUBJECT	NUMBER OF HOURS PER WEEK
	One year - course (34)
Business/Sociology	4
Economics/ Geography	4
International Relations/ Geography extension	4
Maths/ Psychology/Law	4
Tutor / UCAS	3
Total Hours	19
Hours over the duration of the course.	646

**Please see the scheme of work at the end of the document for more details on areas covered by each subject.*

SUPPORT SUBJECTS

The foundation course will be supported by the following non-examined subjects:

- English
- PSHE Personal Social and Health Education
- English for Academic Purposes (EAP)
- General Studies
- Study Skills

The above-named subjects are put in place to build on and support academic performance whilst on the course.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION / UCAS/ TUTORIAL

Each student is given guidance in tutor groups and then individually for their university application through UCAS and assistance at the end of the year with university placements.

Each student has a personal tutor throughout the academic year to provide not only academic support, but also pastoral care.

Extra lessons are arranged where necessary to support the progress of students. The students can use the student common rooms and a computer area to facilitate study groups and a community atmosphere. Students are provided with a social programme consisting of various opportunities to improve their social skills and to broaden their horizons through sport, the arts, travel, and friendly competition. Students are encouraged to attend special talks and lectures in various places throughout the UK during the academic year.



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NCFE ACCREDITATION & CERTIFICATION

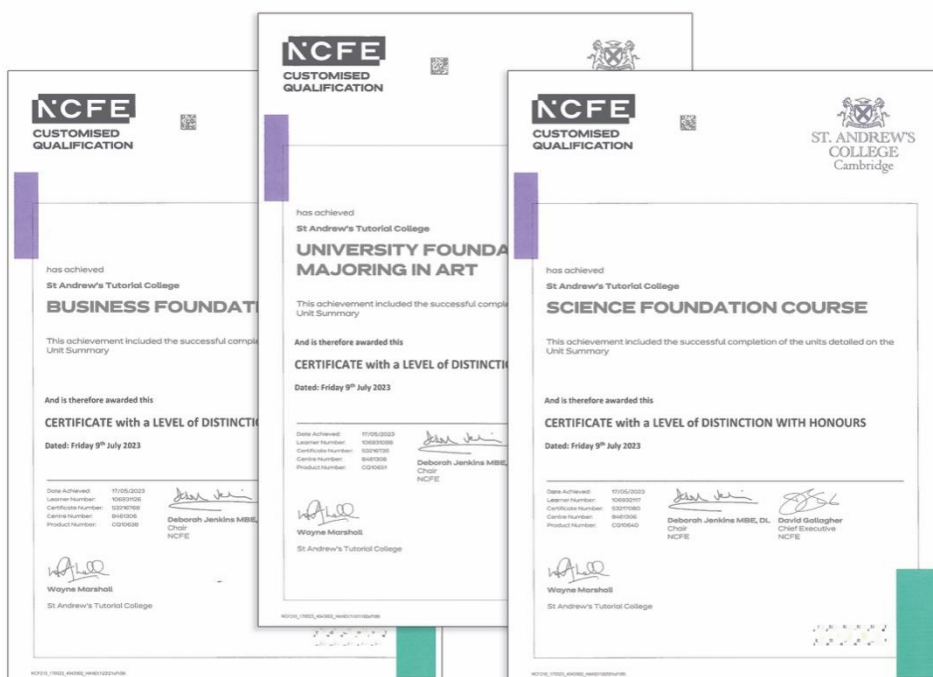
Our course has been accredited by NCFE, an awarding organisation recognised by the qualification regulators for England and Wales. NCFE's regulators are the Office of Qualifications and Examinations Regulation (Ofqual) in England, and the Welsh Government in Wales. This course isn't regulated by Ofqual but has been accredited by NCFE under our IIQ License.

St. Andrew's College provides the students with a Level 3 Diploma, and they will also receive a certificate and a transcript from the awarding body NCFE. (SEE SAMPLE BELOW)

Awards of Pass, Merit, Distinction and Distinction with Honours are only awarded when students meet the following criteria:

ACHIEVEMENT

Fail / Resubmit	0-49%
Pass	50-59%
Merit	60-69%
Distinction	70-79%
Distinction with Honours	80% and above





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SUMMARY OF SYLLABUS CONTENT FOR EACH SUBJECT:

SOCIOLOGY

The Sociology Foundation Programme provides an introduction to key sociological theories, concepts, and research methods. The programme is designed to prepare students for further study in sociology and related social science disciplines. The course focuses on the core areas of **Families and Households**, **Education**, and **Theory and Methods**.

Students develop the ability to analyse social institutions and patterns of inequality using sociological perspectives. The programme emphasises critical thinking, academic writing, and research skills, alongside oral communication and presentation. Learning activities include lectures, seminars, guided reading, discussions, independent study, and assessed coursework.

Programme Aims

The programme aims to:

- Introduce students to key sociological theories and perspectives.
- Develop understanding of major social institutions including families and education.
- Provide knowledge of sociological research methods and their application.
- Develop students' ability to analyse social patterns and inequalities.
- Build academic skills including essay writing, presentation, and critical evaluation.
- Prepare students for further study in sociology or other social science disciplines.

Learning Outcomes

Upon successful completion of the programme students will be able to:

Knowledge and Understanding

Students will be able to:

1. Explain key sociological theories including functionalism, Marxism, feminism, interactionism, and postmodernism.
2. Describe the structure and changing nature of families and households.
3. Analyse the role of education in society.
4. Understand sociological research methods and their uses.

Intellectual Skills

Students will be able to:

1. Analyse sociological arguments and perspectives.
2. Evaluate sociological evidence and research findings.
3. Apply theoretical perspectives to social issues.
4. Construct reasoned sociological arguments.

Practical and Transferable Skills

Students will be able to:

1. Conduct independent research using sociological sources.
2. Produce structured academic essays.
3. Communicate sociological ideas effectively through presentations.
4. Engage in critical discussion and debate.

Unit 1: Families and Households

This unit explores the role of the family in society and examines how family life has changed over time.

Topics include:

- Functions of the family



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- Family diversity
- Demographic trends
- Marriage, divorce, and cohabitation
- Childhood and socialisation
- Gender roles and domestic labour
- Sociological perspectives on family life

Students examine functionalist, Marxist, feminist, and postmodern interpretations of family life.

Unit 2: Education

This unit examines the role of education in modern societies and explores patterns of educational achievement.

Topics include:

- The functions of education
- Social class and educational inequality
- Gender differences in achievement
- Ethnicity and education
- Labelling and teacher expectations
- Educational policies and marketisation
- Globalisation and education

Students apply sociological perspectives to analyse the relationship between education and social inequality.

Unit 3: Theory and Methods

This unit introduces the major theoretical perspectives in sociology and explores the methods sociologists use to study society.

Topics include:

Sociological Theory

- Functionalism
- Marxism
- Feminism
- Interactionism
- Postmodernism

Research Methods

- Quantitative and qualitative research
- Surveys and questionnaires
- Interviews
- Observations
- Experiments
- Secondary data
- Ethical considerations
- Practical issues in research

Students learn how sociologists design and evaluate research.

Assessment

Assessment is designed to evaluate knowledge, analytical skills, and communication ability.

The programme uses a combination of **examinations and coursework**.

Final Examination (60%)

Students complete a final written examination at the end of the programme.

The examination assesses knowledge and understanding of:

- Families and Households
- Education



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- Theory and Methods

The exam includes:

- Short answer questions
- Data analysis questions
- Extended essay responses

Coursework (40%)

Coursework consists of two components:

Written Essay (10%)

Students produce a **2,000–2,500 word sociological essay** demonstrating knowledge, analysis, and evaluation of sociological theories and evidence.

Presentation and Question & Answer Assessment (30%)

Students deliver a **10–15 minute presentation** on a sociological topic followed by a **question and answer discussion**.

Assessment focuses on:

- clarity of argument
- use of sociological evidence
- understanding of theory
- ability to respond to questions

GEOGRAPHY

Programme Overview

The Foundation Geography Programme offers an integrated introduction to physical and human geography, developing students' understanding of environmental processes, global systems, geopolitical change, and contemporary sustainability challenges. The programme prepares students for undergraduate study in Geography, Environmental Science, International Relations, and related disciplines.

The curriculum focuses on four major themes:

1. **Water Cycle & Water Insecurity**
2. **Carbon Cycle & Energy Security**
3. **Migration, Identity & Sovereignty**
4. **Superpowers & Global Geopolitics**

Students build analytical, cartographic, and research skills through case studies, data interpretation, GIS activities, diagrams, maps, and structured discussions. Learning is delivered through lectures, seminars, practical skills sessions, independent study, and assessed coursework.

Programme Aims

The programme aims to:

- Develop an understanding of key physical and human geographical processes, including hydrological and carbon cycles.
- Build knowledge of contemporary global issues such as climate change, migration, resource security, and geopolitics.
- Cultivate geographical skills including data analysis, cartographic interpretation, diagram construction, and evaluation of case studies.
- Strengthen academic competencies including critical thinking, independent research, structured writing, and oral communication.
- Prepare students for progression to geography-related university courses.



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Learning Outcomes

Knowledge and Understanding

Students will be able to:

- Explain the operation of the global water cycle and drainage basin systems, including human and physical influences
- Describe the carbon cycle at different scales and assess human impacts on planetary health.
- Analyse global migration patterns and the role of globalisation in shaping identity and sovereignty.
- Understand geopolitical power, superpower dynamics, and contested spheres of influence.

Intellectual Skills

Students will be able to:

- Interpret graphical, cartographic, and statistical information.
- Critically evaluate geographical data, case studies, and policy responses.
- Apply conceptual models to real-world situations.
- Construct well-reasoned arguments about physical and human geographic issues.

Practical and Transferable Skills

Students will be able to:

- Produce structured academic essays and geographical reports.
- Communicate findings using diagrams, maps, and presentations.
- Conduct independent research using geographical sources.
- Use GIS platforms, climate models, and data visualisation techniques.

Programme Structure

Unit 1: Water Cycle & Water Insecurity

This unit examines the physical processes driving the hydrological cycle at global and local scales. Students investigate drainage basin systems, storm hydrographs, river regimes, climate variability, and human influences such as land-use change and urbanisation.

Topics Include:

- Global hydrological cycle, importance, and water budget
- Drainage basin inputs, outputs, stores, flows
- Storm hydrographs, river regimes, water budgets
- Droughts (Australia, South America), ENSO cycles
- Flooding processes and impacts (UK case study)
- Water insecurity, water poverty, inequalities, and management strategies (India, Singapore, China SNWT, Nile Basin)

Skills Focus:

- Diagram annotation
- Graph interpretation (hydrographs, budgets)
- Comparative basin analysis
- Describing and explaining spatial distributions

Unit 2: Carbon Cycle & Energy Security



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Students explore the carbon cycle across terrestrial, atmospheric, and oceanic systems, examining the human activities altering global balances. The unit then analyses energy security and the global transition away from fossil fuels.

Topics Include:

- Geological and biological carbon processes
- Carbon stores, fluxes, sequestration
- Human interference and climate change impacts
- Energy consumption patterns, major players (OPEC, TNCs)
- Fossil fuel dependence, unconventional sources
- Renewable alternatives and national energy mixes (UK, Brazil)
- Links between carbon, water, and climate systems

Skills Focus:

- Proportional flow diagrams
- Interpreting climate data and maps
- Emissions comparison
- GIS-based forest cover analysis

Unit 3: Migration, Identity & Sovereignty

This unit investigates global migration flows, cultural change, and evolving political geographies. Students assess how globalisation shapes population distribution, national identity, and sovereignty.

Topics Include:

- Internal and international migration patterns (China, EU, Japan, Australia)
- The European migrant crisis and Mediterranean crossings
- Cultural diversity, national cultures, and perspectives on migration
- Case studies: US–Mexico border, London ethnic diversity
- Nation states, contested borders (Central Africa, Russia–Ukraine, Taiwan)
- Nationalism, British identity, post-colonial migration

Skills Focus:

- Flow-line maps of migration
- Interpreting opinion sources
- Mapping contested borders

Unit 4: Superpowers & Global Geopolitics

Students explore the changing global power landscape, examining how superpowers influence international systems, security, trade, and the environment.

Topics Include:

- Defining superpower status; hard and soft power
- Historical power shifts: British Empire, Cold War, neo-colonialism
- Emerging powers (BRICS, Japan) and geopolitical theories
- Global economic governance (IMF, WTO, World Bank, WEF)
- Environmental pressure from superpowers
- Contested spheres of influence (Arctic, South China Sea, Belt & Road)
- Future uncertainties in global governance



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Skills Focus:

- Superpower index construction
- Proportional symbol mapping
- GDP projection exercises
- Analysis of military and economic alliances (UN, NATO, ANZUS)

Assessment

Final Examination (60%)

A written exam assessing Units 1–4 through:

- Short-answer questions
- Data and graph interpretation
- Extended essay responses

Coursework (40%)

1. Written Report (10%)

A 2,000–2,500-word geographical report analysing a chosen case study from water, carbon, migration, or superpowers.

2. Presentation & Q&A (30%)

A 10–15 minute presentation on a geographical issue, followed by structured questioning assessing:

- Clarity of explanation
- Use of data and case studies
- Understanding of geographical processes
- Ability to justify viewpoints

Fieldwork Opportunities

Students may participate in optional fieldwork exercises linked to water and carbon cycle topics, GIS mapping activities, and local environmental analysis.

PSYCHOLOGY

The Psychology Specialised Topic Foundation Programme provides an in-depth study in three areas of psychological study: schizophrenia, gender development, and forensic psychology.

The programme is designed to prepare students for further study in psychology and related social science disciplines. The programme emphasises critical thinking, academic writing, and research skills, alongside oral communication and presentation. Learning activities include lectures, seminars, guided reading, discussions, independent study. Assessment involves students researching and presenting two topics taken from the three areas of study, along with written exams covering all the three areas.

Programme Aims

The programme aims to:

- Introduce students to three areas of psychological study, as for students to gain an in-depth understanding of the different psychological perspectives and approaches used in investigating these areas.
- Build academic skills including essay writing, presentation, and critical evaluation.
- Prepare students for further study in psychology or other social science disciplines.

Specific topic areas



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- Schizophrenia
- Classification of schizophrenia
- Biological explanations for the disorder
- Psychological explanation for the disorder
- Treatment for schizophrenia – Drug therapies / Cognitive behavioral therapy / family therapy / token economies
- Interactionist approach to the disorder
- Gender development
- Sex role stereotyping / concept of androgyny
- Biological factors: Role of chromosomes / physiology
- Atypical sex chromosome disorders of Klinefelter's syndrome and Turner's syndrome
- Cognitive explanations of gender role development – Kohlberg / gender schema theory
- Psychodynamic (Freudian) theory of gender development
- Social learning theory – the role of the media and cultural influences
- Atypical gender disorders (i.e. gender dysphoria)
- Forensic psychology
- Defining crime
- Offender profiling – top down and bottom up approaches
- Biological explanations for offending behaviour
- Psychological explanations for offending behaviour
- Kohlberg's theory of morality
- Psychodynamic approaches
- How to deal with offending behaviour

Intellectual Skills

Students will be able to:

1. Analyse different psychological arguments and perspectives.
2. Evaluate psychological evidence and research findings.
3. Apply theoretical perspectives to different areas of psychological research.

Practical and Transferable Skills

Students will be able to:

1. Conduct independent research using psychological sources.
2. Produce structured academic essays.
3. Communicate psychological ideas effectively through presentations.
4. Engage in critical discussion and debate.

Assessment

Assessment is designed to evaluate knowledge, analytical skills, and communication ability. The programme uses a combination of two examinations and two presentations.

Final Examination (60%)

Students complete a final written examination at the end of the programme. The exam includes:

- Short answer questions
- Extended essay responses



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Presentation and Question & Answer Assessment (40%)

Students deliver a 10–15 minute presentation on a sociological topic followed by a question-and-answer discussion.

Assessment focuses on:

- clarity of argument
- use of evidence
- understanding of theory
- ability to respond to questions

BUSINESS

SUBJECT CONTENT

The course will cover:

- What is a business?
- Managers leadership and decision making
- Decision making to improve marketing performance
- Decision making to improve operational performance
- Decision making to improve financial performance
- Decision making to improve human resource performance

Students will be tested at regular intervals during the course and there will be examinations at the start of term 2 and in the final term. In term 2 you will be asked to carry out a substantial research project and produce a written report on your findings. Students will gain the skills needed and required by UK universities- being able to communicate in English and to work as part of a team.

Students will be set and be expected to complete independent study based on case studies and your own research using the college's IT suite. Students will have the opportunity to participate in a Young Enterprise company whilst at the college, involving yourself in setting up and running your own business. Students also can participate in enterprise workshops with students from other schools across East Anglia.

Term 1	Term 2	Term 3
Module 1 What is business? Understanding the nature and Purpose of business Understanding different business forms Understanding that businesses operate within an external environment Module 2 Managers leadership and decision making. Understanding management leadership and decision making Understanding management	Module 4 Decision making to improve operational performance Setting operational objectives Analysing operational performance Increasing efficiency and productivity Improving quality Managing inventory and supply chains Module 5 Decision making to improve financial performance Setting financial objectives Analysing financial performance	Module 6 Decision making to improve human resource performance Setting human resource objectives Analysing human resource performance Improving organisational design and human resource flow Improving motivation and engagement Improving employer employees' relations



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decision making Understanding the role and importance of stakeholders Module 3 Decision making to improve marketing performance Setting marketing objectives Understanding markets and customers Segmentation targeting and positioning Using the marketing mix	Sources of finance Improving cash flow and profits Research Project	
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ECONOMICS

SUBJECT CONTENT

The course will cover both micro and macroeconomics, the study of markets and national economics together with international and development economics. It is split into six modules:

- Economics: Introduction to the subject
- How Markets Work
- Why Markets Fail
- Macro-Economic Objectives
- Macro-Economic Policies
- International Economics

Within each topic there are several concepts, and the students are given the opportunity in term 2 to Research an economic area.

The main objective of the course is to give students a good working knowledge of economics, either as a foundation for further study as a separate subject or as part of a wider business-related course at university. It also aims to give students an appreciation of the relevance of economics to their daily lives and future careers, and an understanding of how economic ideas and principles can help in the process of problem solving. This will be achieved by a combination of teaching, exercises in class, regular tests and homework and independent learning tasks. Students will be encouraged to participate in class discussions on economic issues, particularly those of current interest.

Term 1	Term 2	Term 3
Module 1 Introduction and Terminology Resources Scarcity and choice Demand and Supply Elasticity Module 2: How Markets Work Market Structures Public Goods Private Goods Quasi-public goods	Module 4 Macro Economics Objectives Macro-Economic Indicators Gross Domestic Product (GDP) Circular Flow of Income Aggregate Demand and Supply Economic Growth Employment /unemployment	Module 6 International Economics Globalisation Economic Growth and Development Economics Trading blocs Free trade areas Preferential Trade Area Customs Unions Common Market Transition Economics: planned economic systems to



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Merit and De Merit goods Module 3 Why Markets Fail Market Failure Government Intervention Government Failure Negative Externalities Positive Externalities Inequitable distribution of Income Economic Shocks	Inflation/deflation Balance of Payments Foreign Exchange Rates Module 5 Macro-Economic Policies Macro-Economic Problem Solving Monetary policy Fiscal Policy Supply side policies	market economies
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INTERNATIONAL RELATIONS

SUBJECT CONTENT

The following modules make up the International Relations element of the course:

- Introduction to International Relations
- Formation of the United Nations
- The Cold War
- The Role of the NGOs and Economic Organisations and Economics Society and Political Perspectives
- Globalisation
- 21st Century Challenges

The first term outlines the foundation of theory and practice within the subject, the second term concentrates on helping the student formulate their own procedures and practice in research methods. The third considers contemporary issues via case studies which evaluate different issues within continents and countries. There are examinations, independent study and research, including work outside the classroom using a variety of source material including the internet, specified websites, handouts, film clips, role play and quizzes. The students are encouraged to prepare for each session by reading articles and searching for information relevant to the topics.

Research topics on the role of individuals covered by students have included Nelson Mandela, Gandhi, J F Kennedy, Winston Churchill and Margaret Thatcher. The case studies considered in class have included the Spanish Civil War, development of South Africa, formation of the League of Nations leading to development of United Nations, the Cold War, the formation of Israel in the Middle East, the nuclear arms race, the role of the European Union, the Commonwealth and Independence and other related topics.

Students of International Relations have found this a very relevant and dynamic module to study, primarily because the subject has drawn its existence from significant events, people and places in the 19th, 20th and 21st centuries. International Relations is appropriate for Business Foundation students as it pivots on the social, economic, and political environments and repercussions whilst considering the people who have propelled and influenced events. This links very well with the students' other modules and in many cases, students have continued their studies at university level.

The Foundation Course in International Relations is a lively and provocative programme of study which encourages and enables students to understand the links between contemporary political, economic, and social issues and the theory of International Relations in perspective with historical events. The student is encouraged to consider matters that lead to disputes or cooperation between states and events that contribute to war, insurrection, riot and peace movements.



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The role of international bodies such as the United Nations and NATO, which are crucial to this subject, are evaluated by considering their historical context, their achievements and their failings. Students are encouraged to look for current news and reviews in both English and their own language to consider their own country's role and contribution to international relations.

Term 1	Term 2	Term 3
Introduction to International Relations Nation States Introduction to Ethics Trade and UK Law Europe in the Twentieth century Revolution Global trade Humanitarian Issues International Security Game Theory; Conflict and Power	Formation of the United Nations World Wars and peace NATO The European Union The Cold War Development of the Superpowers Foreign Policy The role of NGOs and other organisations and Economics, Society and Political perspectives of IR: IGOs NGOs Research Topic Globalisation and IR Trading Groups Sport, Music and Environmental influences Cultural awareness	Twenty-first Century challenges and IR: The World Today: case studies USA, Russia, China, Africa, Asia, Europe The role of Religion, the Military and Non-States



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MATHEMATICS

FOUNDATION MATHEMATICS FOR HUMANITIES

COURSE OVERVIEW

Foundation Mathematics for Humanities, Business and Economics is a Level 3 mathematics course designed specifically for students progressing to degrees in Business, Economics, Finance, Management, Marketing, Accounting, Law, Politics, International Relations and the Social Sciences.

The course develops mathematical confidence through practical, applied contexts rather than abstract theory. Students strengthen essential mathematics whilst learning how mathematics is used in economics, business decision-making, finance and data analysis. The emphasis is on problem solving, logical thinking, quantitative reasoning and interpreting data, preparing students for the mathematical demands of university.

LEARNING OUTCOMES

Students will perform accurate calculations, solve multi-step problems, interpret graphs and statistics, calculate financial measures, analyse business performance, apply algebra, evaluate probability and risk, interpret economic data and communicate mathematical findings.

COURSE STRUCTURE

- Unit 1: Number Skills & Financial Mathematics
 - Topics: percentages, ratio, compound growth, exchange rates, inflation, VAT, profit & loss, budgeting.
- Unit 2: Algebra for Business
 - Topics: equations, graphs, formulae, demand, revenue and profit models.
- Unit 3: Data Analysis & Statistics
 - Topics: sampling, averages, charts, graphs, quartiles, standard deviation (intro).
- Unit 4: Graphs & Functions
 - Topics: linear graphs, gradients, trend analysis, business and economic graphs.
- Unit 5: Probability & Risk
 - Topics: probability, tree diagrams, Venn diagrams, expected outcomes, risk.
- Unit 6: Quantitative Economics
 - Topics: demand & supply, elasticity, opportunity cost, GDP, productivity.
- Unit 7: Business Analytics
 - Topics: KPIs, forecasting, financial statements, dashboards.
- Unit 8: Mathematics for University Study
 - Topics: spreadsheets, modelling, research interpretation, academic numeracy.

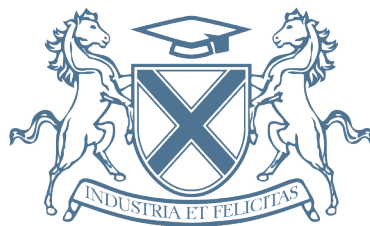
ASSESSMENT

Coursework (40%): report, spreadsheet analysis, presentation and evaluation.

Final Examination (60%): numerical fluency, reasoning, data interpretation and applied problem solving.



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St Andrew's College Cambridge is part of Dukes Education. Together we're extraordinary