



**SIXTH
FORM**

2021 - 2022

**EMBRACING
LEADERSHIP**



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



INTRODUCTION AND WELCOME

Dear Parents and Students,

A warm welcome to you from the staff and community of Metropole School. I do hope that the information contained within this Sixth Form course choice booklet will help to introduce you to the happy, safe and inclusive community-based environment of our school, where every child is valued as a unique individual.

The UK education system is highly respected, having produced some of the world's greatest thinkers, writers, politicians and scientists, both past and present. We are very proud that we are an inclusive Sixth Form, offering both the A Level Pathway and vocational BTEC Programmes, or as appropriate, a blended mix. We are already proudly seeing our students receive offers from some of the best-known UK and international universities for the next academic year.

Advanced level qualifications (known as A Levels) are subject-based qualifications that can lead to university, further study, training, or work. Students normally study three or more international A Levels over two years. To further our broad and balanced suite of A Level courses, we are adding a number of iBTEC options to provide an alternative pathway for students entering our Sixth Form. These courses are co-designed with industry and take a skill led approach to learning which is aimed at closing the skills gap between school and the wider world of work. They are more flexible, coursework assessed, and they are now accepted in 95% of UK universities.

To ensure that students of all abilities and interests can select a combination of qualifications which they will find accessible and give them access to Higher Education institutions and the workplace, our teaching and support staff build strong, formative relationships with our students whilst leveraging the support our parents provide at home. Further to this, we ask our students to commit to skills and service alongside the acquisition of knowledge. Sixth Form students will be expected to develop an awareness of their social responsibility and contribute to our own school community, the wider Dubai community and the international community. Student leadership is an important part of what we expect from our Sixth Form students and this compliments the more independent and self-reflective way that we ask students to study. This is reflected in the development of bespoke Sixth Form study areas so that students are prepared for the independence required to be successful at university and work.

INTRODUCTION AND WELCOME *continued*

Whilst I firmly believe that academic success helps give every child the best opportunities in life, I also believe there is a responsibility to help students develop strong character, and to apply skills learnt in school life to the real world, which is our key purpose at Metropole School. We strive to develop knowledge, secure understanding and embrace leadership qualities to help prepare them for their future aspirations. Metropole is usually a place central to the city, country or community, and this is what our school is; the hub of our community.

At Metropole School we expect very high standards of work and behaviour from all our students and more importantly, we expect every young person to try to achieve beyond their potential. We will strive to support and push every learner. We are here to serve the community, but also to challenge it, in order to maintain high standards and improve on all areas in line with the Dubai's educational vision to create the best possible learners. We will ensure there is effective teaching and learning for every student, every day in every classroom and I will be working hard to ensure that this is the reality at our school.

Metropole School is a diverse community representing over 100 Nationalities. Culture, heritage, diversity and tolerance are common strengths of our school community, with parents are partners in all aspects of life in school and outside of school. Metropole School will promote these great partnerships at its core aims, helping to bringing the wider community together into our central hub.

Metropole School is a warm and welcoming school which is happy to invite any prospective parents and students to visit the school, to meet the staff and students. Education is about making a real positive difference, providing every opportunity for all learners to be successful, helping them to achieve beyond their potential and developing life-long learning skills. We would be privileged to have you join this exciting journey with us.

Daniella Aschettino
Secondary Headteacher (Prep and Senior)



SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino
Secondary Headteacher
(Prep and Senior)



Ms. Lauren East
Deputy Head of Secondary



Mr. Kevin Conlon
Assistant Head
of Secondary



Ms. Kelly Lohe
Assistant Head
of Secondary



Mr. Martin Boother
Assistant Head
of Secondary

WELCOME FROM THE HEAD OF SIXTH FORM

Dear Parents,

Welcome to Sixth Form! Your child has now embarked on one of the most exciting parts of their schooling, their senior years. Along with this being a wonderful time in their educational careers so far, it is also one of the most important. Students will have chosen specialized subject areas that will help guide them through to their higher education or alternate pathways.

A typical Metropole Sixth Form student is highly motivated, organized and engaged with all parts of their learning. They actively seek extracurricular activities and strive to perform at their best at all times. Throughout this two-year program we encourage all students to develop skills and interests that will last a lifetime. As a Sixth Form, we aim to develop well rounded students through academics, extracurricular activities and leadership opportunities. We offer a broad range of subjects and pathways to our students to ensure their individual needs are being met. Alongside a comprehensive curriculum, we provide career and university guidance that has already supported many of our students into fantastic universities. As a Sixth Form, we also expect our seniors to be role models to all students within the school and to help inspire our younger cohorts to become the future generations of Sixth Form students.

As we always say, students will get out of Sixth Form exactly what they put in. We encourage all students to enjoy this phase of their education, inspire them to grow, embrace all opportunities and find their inner strengths and passions. We wish all Sixth Form students the best in the coming year and cannot wait to see their visions come to life!

Mr. Elise Norman-Hunkin
Head of Sixth Form



Mr. Chris Waldron
Head of Sixth Form



GEMS METROPOLE 2021 SIXTH FORM

AS AND A LEVEL

A Levels have been described as the 'gold standard' of Sixth Form examinations and they are accepted as an entry qualification into all the best universities around the world. A Levels are particularly well suited to students who have particular strengths in 2 or 3 areas of the curriculum and wish to study them further in greater depth. The A level is examined at the end of Year 13. The AS level is a standalone qualification taken at the end of Year 12 and cannot be counted towards the A Level. Assessment is 100% examination at the end of Year 13.

INTERNATIONAL AS AND A LEVEL

International A levels are also recognised by all the top universities worldwide. These are 2 year courses with assessment split over the 2 years. International A levels are similar to A levels but they have a more flexible, modular structure than A Level and the syllabus content is designed to have greater international relevance. Unlike AS level, international AS level modules can be retaken to try to improve a student's score. The AS is half the content of the A level and counts towards the final A level result. It is taken at the end of Year 12. Assessment is 100% examination.

BTEC INTERNATIONAL LEVEL 3

BTEC International Level 3 qualifications are career-focused courses which equip learners with the knowledge, understanding and employability skills they need for success.

Young people around the world deserve assurance that the studies and qualifications they take in school or college will give them the knowledge and employability skills they need to go on and meet their life ambitions. BTECs are career-focused courses where learners apply the knowledge and skills they gain in real-life scenarios, giving them the confidence to succeed - now and into their future careers.

Covering a range of key sectors, they support entry into a chosen field, whether that's through university or directly into employment.

COMPULSORY SUBJECTS

At GEMS Metropole, all students will take the following compulsory subjects:

- Physical Activity
- Moral Education
- Islamic (for Muslim students)

Physical Activity is extremely important in supporting our students and keeping them healthy and in a good state of mind. This will be increasingly important in the Sixth Form, where academic demands on students are far greater than lower down in the school.

All students who hold an Arabic passport must study Arabic MOE as one of their options.

During Moral Education, Arabic MOE and Islamic Studies, students will be studying the ministry approved Curriculum. This is a requirement from the KHDA.



GEMS METROPOLE 2021 SIXTH FORM *continued*

OPTIONAL SUBJECTS

Students will choose a minimum of 3 A Levels, or Level 3 extended diploma iBTEC, or a mix of both into Year 12. Most students will choose to only continue 3 subjects on to Year 13 but further guidance about choices will be provided by the Sixth Form team.

Students will also have the opportunity to take certain GCSE Exams in order to improve on their grades or to gain extra GCSE qualifications required for certain universities.

Students will have the opportunity to follow personalised pathways, based on their individual passions and career choices. Careers guidance will be available in school for all students during this time.

At GEMS Metropole School, we endeavor to provide students with opportunities to follow their passions outside the classroom as well as within it. We place a strong emphasis on developing leaders and encourage students to develop these skills. In our Sixth Form, we would ask more from our students in leading the school and developing these ever-important skills through providing support for the community in which we are situated.

COMMUNITY SERVICE

All Metropole Sixth Form Students are recommended to complete a minimum of 150 hours of community service to support future applications. This may be helping out with younger students, supervising during breaks or being involved in the outdoor garden projects. This helps students develop a wider set of skills and will support them in their applications to university or the workplace after GEMS Metropole.

CAREERS GUIDANCE

Personalised careers guidance will be available to all Sixth Form students to help them make the right individual choices for them and ensure they are prepared for life beyond Sixth Form. As a school, we will be using 'UniFrog'. UniFrog is the complete destinations platform – a one-stop-shop for students across KS4 and KS5 regardless of their interests or academic ability.

Students can explore how interests lead to different education and training pathways. See what steps need to be ticked off to stand the best chance of application success. Students can compare every US university, every university course in the UK, every undergraduate program taught in English in Europe, as well as opportunities in Canada, Australia and New Zealand. This platform is also one place to collaboratively draft all the materials needed for applications.

OTHER INFORMATION

Sixth Form Students will have their own private study area. They will also have non-contact time to help support students' transition to university. Students are expected to use this time for private study to support their development towards university.

There will be an expectation that students act professionally at all times. This will be reflected with the Uniform in our Sixth Form.

GEMS METROPOLE 2021 SIXTH FORM *continued*

ENTRY PROCESS

Entry to Sixth Form is conditional to meeting the following prerequisites:

- The minimum requirement of 5 GCSEs at Grade 5 or above, with grade 7 minimum in chosen A Level courses
- Individual subject requirements as per the course choice information (see attached supplements)
- Completion of a CAT4 assessment with A-Level predicted grades taken into account
- Successful interview with the Sixth Form team
- Reports for the past 2 years from previous schools (external candidates)

All applications to Sixth Form will be reviewed and a conditional offer may be made subject to the information above. The condition will be based on GCSE results. A Sign-Up day will be held in August, prior to the start of term and after GCSE results are released. Students who do not meet the minimum requirements will be dealt with on an individual basis, with predicted grades and attitude to learning taken into account. Students will commence their A-Level studies within the regular academic route of 3 subjects or equivalent to. As a school, the academic programme is conducted to meet the requirements of entering a Bachelor Program in the country from which the certificates are awarded.

Students applying to Metropole School Sixth Form from curriculums other than the National Curriculum of England are welcome to apply and offers will be made based on the curriculums studied. They will still be required to meet the above prerequisites.

GEMS METROPOLE 2021 A LEVEL AND IBTEC CURRICULUM OPTION CHOICES

Compulsory			Option 1	Option 2	Option 3	Option 4	Option 5	
Physical Activity Core PE (1 lesson per week) Squads are an optional extra	Islamic & Arabic (where applicable) Enrichment Activities	Moral Education Mentoring & Career Guidance	Chemistry	Physics	Biology	Mathematics	Sociology	
			Economics	Business Studies	Psychology	Information Technology	*Art, Craft and Design	
			English Literature	Biology	French	History	Geography	
			Arabic A (MOE)	Physical Education	Computer Science	Business Studies	Media Studies	
			Mathematics		Drama	Arabic A (MOE)	Arabic A (MOE)	
			iBTEC Level 3 Programme (Subsidiary/Diploma) – Business or Sport Equivalent to either 1 or 2 A-levels				One or two subjects from either option 4 and/or 5	
			iBTEC Programme Level 3 Extended Diploma – Business or Sport (Equivalent to 3 A-levels)					



GEMS METROPOLE 2021 SIXTH FORM *continued*

- Most students will choose at least 3 A Levels or a maximum combination of 4 for Year 12 and will have the option not to continue one of those subjects onto Year 13.
- Students can pick 1 option in each option block (with a maximum of 4 options).
- IBTEC Level 3 Programmes can be done with the equivalency of 1 or 2 A-levels alongside 1 or 2 A-level courses
- IBTEC Level 3 Extended Diploma programmes are the equivalent to 3 A levels and may be taken alongside an enrichment programme
- All students will take core PE and Moral Education as compulsory subjects. Muslim students will take Islamic Studies as a compulsory subject
- Students holding Arabic passports must study Arabic A (MOE) in either option 1, option 4 or option 5
- Applications to Sixth Form will be reviewed and a conditional offer may be made subject to interviews
- Prerequisites: students must meet the minimum entry requirements of each subject. The standard requirement on to our 'AS' and 'A' Level pathway is 5 GCSEs at Grade 5 (C) or above. There are specific subjects studied at AS and A Level that will require higher GCSE grades (please see each supplement for further information). Exceptions may be made, but only after consultation and agreement with the Head of Sixth Form and relevant Head of Department
- Courses will only be run where there is sufficient student uptake
- Enrichment activities include Duke of Edinburgh, Model United Nations, UniFrog, Charities, Clubs, Community service and full careers guidance
- The course choice structure may be subject to change at any time – full information will be given about this

ADDITIONAL CURRICULUM CONTENT

MASTERCLASS

In Sixth Form, students will be involved in one masterclass session per week. This time will be used to meet enrichment needs and participate in extra-curricular activities that support students into their next steps. There will be a strong focus on developing student employability skills alongside of Highfields Qualifications. During this time, all students will also have the opportunity to be involved with numerous programs such as Duke of Edinburgh, International Project Qualification (IPQ), and MUN to name a few. Throughout the year, this time will also be used to meet with key university application groups with the support of the secondary Careers Counsellor. Students may also be invited to intervention sessions during this time to support their academics.



GEMS METROPOLE 2021 SIXTH FORM *continued*

EXTRACURRICULAR PROVISIONS

As a school we value the importance of a healthy and active lifestyle, and here at Metropole we have in place a comprehensive extracurricular programme with a wide range of squads that are led by teachers, PE staff and outside sports agencies. Metropole is developing a reputation for competitive sport and our students participate in a range of fixtures and competitions each year. Our sports squads are known as the Metropole Mustangs and our motto is 'Racing to Success' 'التسابق نحو النجاح'. MTS competes in both national and international competitions including DASSA, GEMS Sports Series and The World School Games, with over 70 Squads across a range of sports. The major sports at Metropole are athletics, basketball, football, netball, and swimming. Metropole also competes in aquathlon, badminton, gymnastics, rounders, tennis, cross-country and water polo. We are very excited about our growing number of extracurricular activities on offer, which we will continue to grow and develop.

EXAMINATION FEES AND PAYMENT

Our school will be an independent examination centre for the British examination boards of Edexcel, AQA, and Oxford AQA. We must follow the examination board regulations which will require our students to follow the Monday to Friday schedule and timings, even if this falls during Ramadan.

Our Sixth Form pupils will be entered for course examinations over the 2 year period. Families are expected to meet the costs of all examinations. Examination costs are published prior to the examination series' following release by the respective examination boards. All fees will be collected by our school cashier before students are entered for any examinations.

CURRICULUM OFFER SEPTEMBER 2021

Availability of A level subjects is dependent on sufficient demand.

Please note that exam boards are reviewed at the end of every academic year as part of our quality assurance process and may be subject to change.

AS/A LEVEL/BTEC COURSES
Arabic IAS/IAL
Art and Design A Level (Linear Course)
Biology IAS/IAL
Business IAS/IAL
Chemistry IAS/IAL
Computer Science A/As
Drama and Theatre A Level (Linear Course)
Economics IAS/IAL
English Literature IAS/IAL (Linear Course)
French A Level (Linear Course)
Geography A Level (Linear Course)
History IAS/IAL
Information Technology IAS/IAL
Mathematics IAS/IAL
Media Studies A Level (Linear Course)
Physical Education A Level (Linear Course)
Physics IAS/IAL
Psychology A Level (Linear Course)
Sociology A Level (Linear Course)
Spanish A Level (Linear Course)
Business BTEC (Linear Course)
Sports BTEC (Linear Course)



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ART, CRAFT AND DESIGN

Pearson Edexcel 9AD0

COURSE DESCRIPTION

The broad-based Art, Craft and Design title will enable students to explore a range of two-dimensional, three-dimensional or time-based approaches to their studies. Students should be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of disciplines and approaches.

Students undertaking the Art, Craft and Design title will work in disciplines chosen from **at least two** of the other five endorsed titles for Component 1, with the option to specialise in Component 2 by producing work in **one or more** disciplines. The disciplines available are: painting and drawing, printmaking, sculpture, lens- based image making, advertising, illustration, branding, information design, textiles for interiors, fine art textiles, fashion textiles, spatial design, product design, design crafts, film-based photography, digital photography, and film and video. Students should be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of disciplines and approaches.

For Component 1: Personal Investigation, students must work in **at least two** disciplines, drawn from different endorsed titles.

For Component 2: Externally Set Assignment, students may choose to produce work in **one or more** disciplines.

Students may produce work entirely from a single discipline from one of the endorsed titles for Component 2. If they do so, their work will be standardised with the work from students taking that endorsed title.

HOW WILL THE COURSE BE ASSESSED?

Students are required to produce sufficient amounts of work in each element of the course to meet each of the 4 assessment objectives. The mark scheme for this will be shared, explained and referred to throughout the course.

- | | |
|--------------------|-----|
| • AO1 – Develop | 25% |
| • AO2 – Experiment | 25% |
| • AO3 – Record | 25% |
| • AO4 – Present | 25% |

Each component is marked out of 72 and then 18 marks are awarded for quality of written communication.

FURTHER OPPORTUNITIES:

This subject can lead to a wide range of degrees. Many of our students have gone on to study degrees such as fine art, illustration, interior architecture, three dimensional design and costume design for theatre and screen.

PREREQUISITES:

Must have studied GCSE Art achieving a grade 7 or above, or be able to show a portfolio of highly skilled artworks. Students must also have achieved grade 5 or above in at least 4 other (I)GCSE subject.





BIOLOGY IAS / IAL

Pearson Edexcel XBI11 / YBI11

COURSE DESCRIPTION

The International Advanced Level consists of the three IAS units (Units 1, 2 and 3) plus three IA2 units (Units 4, 5 and 6). Students wishing to take the International Advanced Level must, therefore, complete all 5 units.

Year 12	Year 13
Unit 1: Molecules, Transport and Health Unit 2: Cells, Development, Biodiversity and Conservation Unit 3: Practical Skills in Biology I	Unit 4: Energy, Environment, Microbiology and Immunity (A2) Unit 5: Respiration, Internal Environment, (A2) Coordination and Gene Technology Unit 6: Practical Skills in Biology II

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting (AS/A2)	Assessment	Assessed Content
IAS Unit 1	Weighting (AS/A2) 40% of the total IAS 20% of the total IAL	Written examination: 80 marks	Membranes, Proteins, DNA and Gene Expression
IAS Unit 2	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	Plant Structure and Function, Biodiversity and Conservation
IAS Unit 3: Practical Skills in Biology I	20% of the total IAS 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.
IA2 Unit 4	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	Microbiology, Immunity and Forensics
IA2 Unit 5	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	Coordination, Response and Gene Technology
IA2 Unit 6	20% of the total IA2 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 1, 2, 4 and 5.

FURTHER OPPORTUNITIES:

Following on from A-Level biology, students could go on to study at University and may venture into medicine or follow a career in Pharmacy, Veterinary Science or Dentistry.

PREREQUISITES

Students will only be accepted into further Biology study if they have secured a grade 7 in their GCSE Science examination and have achieved at least 4 other (I)GCSEs at grade 6 or above including English and Mathematics.



BUSINESS IAS / IAL

Pearson Edexcel XBS11/YBS11

COURSE DESCRIPTION

The aims and objectives of these qualifications are to enable students to:

- develop an enthusiasm for studying business
- gain a holistic understanding of business in a range of contexts
- develop a critical understanding of organisations and their ability to meet society's needs and wants
- understand that business behaviour can be studied from a range of perspectives
- generate enterprising and creative approaches to business opportunities, problems and issues
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals
- acquire a range of relevant business and generic skills, including decision making, problem solving, the challenging of assumptions and critical analysis
- apply numerical skills in a range of business contexts

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit 1: Marketing and people	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> • Meeting customer needs • The market • Marketing mix and strategy • Managing people • Entrepreneurs and leaders
Unit 2: Managing business activities	50% of IAS 25% total IAL	Externally assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> • Planning a business and raising finance • Financial planning • Managing finance • Resource management • External influences
Unit 3: Business decisions and strategy	50% of IAS2 25% total IAL	Externally assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> • Business objectives and strategy • Business growth • Decision-making techniques • Influences on business decisions • Assessing competitiveness • Managing change
Unit 4: Global business	50% of IAS 25% total IAL	Externally assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> • Globalisation • Global markets and business expansion • Global marketing • Global industries and companies (multinational corporations)

FURTHER OPPORTUNITIES:

Students could study Business and related disciplines such as Accounting at University. There are a range of career opportunities in the world of business.

PREREQUISITES

Grade 6 or higher at GCSE English and GCSE Mathematics and at least 3 other (I)GCSEs at grade 5 or above.



CHEMISTRY IAS / IAL

Pearson Edexcel CHEMISTRY XCH11/YCH11

COURSE DESCRIPTION

Year 12	Year 13
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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting (AS/A2)	Assessment	Assessed Content
IAS Unit 1	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> Atomic Structure and the Periodic Table Bonding and Structure Introductory Organic Chemistry and Alkanes Alkenes Formulae, Equations and Amount of Substance
IAS Unit 2	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> Energetics Intermolecular Forces Redox Chemistry and Groups 1, 2 and 7 Introduction to Kinetics and Equilibria Organic Chemistry: Alcohols, Halogenoalkanes and Spectra
IAS Unit 3: Practical Skills in Chemistry I	20% of the total IAS 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.
IA2 Unit 4	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> Kinetics Entropy and Energetics Chemical Equilibria Acid-base Equilibria Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality
IA2 Unit 5	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> Redox Equilibria Transition Metals and their Chemistry Organic Chemistry: Arenes Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins Organic Synthesis
IA2 Unit 6	20% of the total IA2 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of the experimental procedures in 4 and 5





CHEMISTRY IAS / IAL *continued*

Pearson Edexcel CHEMISTRY XCH11/YCH11

FURTHER OPPORTUNITIES:

Following on from A-Level chemistry, students may venture into forensics, analytical chemistry, agriculture, pharmaceuticals, food technology and scientific research.

PREREQUISITES

Students will only be accepted into further Chemistry study if they have secured a grade 7 in their GCSE Science examination and have achieved at least 4 other (I)GCSEs at grade 6 or above including English and Mathematics.





COMPUTER SCIENCE A/AS

AQA 7516

COURSE DESCRIPTION

The aims of the course for both AS and A Level are to:

- to develop computational thinking
- to develop an understanding of the main principles of solving problems using computers
- to develop an understanding that every computer system is made up of subsystems, which in turn consist of further subsystems
- to develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- to acquire the skills necessary to apply this understanding to develop computer-based solutions to problems

Computer science is the study of the foundational principles and practices of computation and computational thinking and their application in the design and development of computer systems.

This syllabus aims to encourage the development of computational thinking, that is thinking about what can be computed and how by the use of abstraction and decomposition. It includes consideration of the data required. Learning computational thinking involves learning to program, by writing computer code, because this is the means by which computational thinking is expressed.

HOW WILL THE COURSE BE ASSESSED?

Components	Weighting	
	AS	A
Paper 1 This on-screen exam contains short questions and write/adapt/extend programs in an Electronic Answer Document. Students will be provided with preliminary material. Externally assessed 1 hour 45 minutes	50	
Paper 2 This written paper contains short-answer and extended-answer questions. Externally assessed 1 hour 30 minutes	50	
Paper 1 This on-screen exam contains short questions and write/adapt/extend programs in an Electronic Answer Document. Students will be provided with preliminary material. Externally assessed 2 hour 30 minutes		40
Paper 2 This written paper contains short-answer and structured questions. There is no choice of questions. Topics will include those given in the pre-release material. Externally assessed 2 hours 30 minutes		40
Non – exam assessment This non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. 75 marks		20





COMPUTER SCIENCE A/AS *continued*

AQA 7516

FURTHER OPPORTUNITIES:

Following could consider studying computer science at university if you want to begin a computer science career in roles such as:

- Computer programming
- Software engineering Website/app design/development
- Computer game development
- Cybersecurity

PREREQUISITES

Grade 6 or higher in GCSE Mathematics, grade 6 or higher at GCSE Computer Science and at least 3 other (I)GCSE's at grade 5 or above.

DRAMA AND THEATRE A LEVEL (LINEAR COURSE)

Pearson Edexcel 9DR0

COURSE DESCRIPTION

This A Level qualification will encourage creativity, focus on practical work which reflects 21st-century theatre practice, and develop skills that will support progression to further study of drama and a wide range of other subjects. It comprises of a straightforward structure with three components, one that focuses on devising, one that focuses on performing or designing skills and one that focuses on practical exploration of texts to interpret them for performance. This A-level qualification focuses on the practical exploration of performance texts, including exploring them in light of the work of theatre practitioners. The performance texts that will be studied for the exam will require students to articulate how they would perform in certain roles, design for certain scenes and interpret a text for performance, putting practical work at the heart of the specification. Students will develop a multitude of skills, including collaboration, communication and an understanding of how to amend and refine work in order to make a smooth transition to their next level of study or employment. There is no AS stream due to the need for 1 year of upskilling students.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1: Devising 9DR0/01	40% of qualification [Non- examination assessment 80 marks]	Content overview: <ul style="list-style-type: none"> • Devise an original performance piece • Use one key extract from a performance text and a theatre practitioner as stimuli • Centre choice of text and practitioner • Performer or designer routes available 	Assessment overview: <ul style="list-style-type: none"> • Internally assessed and externally moderated • There are two parts to the assessment: <ol style="list-style-type: none"> 1) a 2500-3000 word portfolio (60 marks) 2) the devised performance/ Design realisation (20 marks)
Component 2: Text in Performance 9DR0/02	20% of qualification [Non- examination assessment 60 marks]	Content overview: <ul style="list-style-type: none"> • A group performance/ design realisation of one key extract from a performance text • A monologue or duologue performance/design from one key extract from different performance text • Centre choice of performance texts 	Assessment overview: <ul style="list-style-type: none"> • Externally assessed by a visiting examiner • Group performance/design realization (36 marks) • Monologue or duologue/design realisation: (24 marks)

DRAMA AND THEATRE A LEVEL (LINEAR COURSE) *continued*

Pearson Edexcel 9DR0

Unit	Weighting	Assessment	Content
Component 3: Theatre Makers in Practice	40% of qualification [Written exam: 2hrs 30mins 80 marks]	<p>Content overview:</p> <ul style="list-style-type: none"> Live theatre evaluation-choice of performance Practical exploration and study of a complete performance text – focusing on how this can be realised for performance Practical exploration and interpretation of another complete performance text, in light of a chosen theatre practitioner – focusing on how this text could be reimagined for a contemporary audience 	<p>Assessment overview:</p> <p><i>Section A: Live Theatre 20 marks</i></p> <ul style="list-style-type: none"> Extended response from choice of two requiring analysis of live theatre performance seen, in light of a given statement <p><i>Section B: Page to Stage: Realising a Performance Text 36 marks</i></p> <ul style="list-style-type: none"> Students answer two extended response questions based on an unseen extract from performance text studied to demonstrate how they intend to realise the extract in performance Answer as performer and designer <p><i>Section C: Interpreting a Performance Text 24 marks</i></p> <ul style="list-style-type: none"> Extended response from choice of two based on unseen section from their chosen performance text Must demonstrate how re-imagined concept will communicate ideas to a contemporary audience using an awareness of the performance text in its original performance conditions

FURTHER OPPORTUNITIES:

This subject can lead to a range of diverse University programmes, due to the balance of integrated key transferable skills, practical components and the academic rigor. These BA courses include: Theatre, Film, TV, Radio, Media, as well as; Law, Humanities, Tourism and Social sciences . Students taking this A-level have previously gained successful entry to many leading international Theatre Schools and top ranking academic Universities . This A-level provides, not only pathway to the professional entertainment industry, but with the skills to excel in any field or sector within the world of work.

PREREQUISITES

A strong affinity towards English Language and Literature as well as a willingness to apply skills in a hands-on, practical manner will prove extremely beneficial. Students must have achieved 5 (I)GCSEs at grade 5 or above including English.

ECONOMICS IAS / IAL

Pearson Edexcel XCH11/YCH11

COURSE DESCRIPTION

The aims and objectives of these qualifications are 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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit 1: Markets in Action	50% of IAS 25% total IAL	Externally Assessed Written Exam: 1 hour and 45 Minutes 8 Marks	<ul style="list-style-type: none"> • Introductory concepts • Consumer behaviour and demand • Supply • Price determination • Market failure • Government intervention in markets
Unit 2: Macroeconomic performance and policy	50% of IAS 25% total IAL	Externally assessed Written examination: 1 hour and 45 minutes	<ul style="list-style-type: none"> • Measures of economic performance • Aggregate demand (AD) • Aggregate supply (AS) • National income • Economic growth • Macroeconomic objectives and policies
Unit 3: Business behaviour	50% of IAS 25% total IAL	Externally assessed Written examination: 2 hours	<ul style="list-style-type: none"> • Measures of economic performance • Revenue, costs and profits • Market structures and contestability • Labour markets • Government intervention
Unit 4: Developments in the global economy	50% of IAS 25% total IAL	Externally assessed Written examination: 2 hours	<ul style="list-style-type: none"> • Causes and effects of globalisation • Trade and the global economy • Balance of payments, exchange rates and international competitiveness • Poverty and inequality • The role of the state in the macroeconomy • Growth and development in developing, emerging and developed economies

FURTHER OPPORTUNITIES:

Studying economics will help you develop problem solving skills that you can apply to real-life situations. Economics can be a complex subject and by looking at case studies, you'll learn about effective problem solving techniques that will help you in other subjects and in your future career. You could go on to study Economics at University.

PREREQUISITES

Grade 6 or higher at GCSE English and GCSE Mathematics and at least 3 other (I)GCSEs at grade 5 or above.



ENGLISH LITERATURE IAS / IAL

OXFORD AQA 9675

COURSE DESCRIPTION

The course is varied and exciting, covering a broad range of reading material. The course will prepare students well for English and many different degree subjects at university and the world of work beyond GEMS Metropole.

This is a two year modular qualification. In the first year of the course students will complete and be examined on two modules leading to the International Advanced Subsidiary (IAS) award in English Literature. In the second year of the course students will complete their A2 modules leading to the full International Advanced Level (IAL) award in English Literature.

As well as complementing students' analytical skills, their sensitivity to language, comprehension of literary terminology and awareness of social, historical and cultural contexts, the course will help students to build up key generic skills that they can apply to their work and studies beyond the A Level course. These include:

- Developing their cognitive skills in problem solving and critical thinking,
- Broadening their communicative skills,
- Learning to work independently and become more adaptable in different communication styles and in the information they need to work with and produce

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IAS Unit 1: Aspects of dramatic tragedy	50% of the total IAS 20% of the total IAL	Exam of 2 hours Closed book	Students will study: <ul style="list-style-type: none"> • Othello, William Shakespeare • A Streetcar Named Desire, Tennessee Williams
IAS Unit 2: Place in Literary Texts	50% of the total IAS 20% of the total IAL	Exam of 2 hours Open book	Students will study: <ul style="list-style-type: none"> • The Great Gatsby, F.Scott Fitzgerald • Selected poems, Thomas Hardy
IA2 Unit 3: Elements of Crime and Mystery	20% of the total IAL	Exam of 2 hours Open book	Students will study: <ul style="list-style-type: none"> • Macbeth, William Shakespeare • Selected short stories, R.L Stevenson
IAL Unit 4: Literary Representations	30% of the total IAL	NEA Teacher assessed Externally moderated	Students will study: <ul style="list-style-type: none"> • one collection of poetry by a single author • one prose text • Students will produce 2 1500-word essays exploring different literary representations in their prose and poetry texts. Representations could include war, women, childhood

FURTHER OPPORTUNITIES:

International Advanced Level qualifications enable successful progression to undergraduate courses worldwide.

PREREQUISITES

To study English Literature at A level you will need at least a grade 6 at (I)GCSE in English Literature and English Language. You will also need at least other (I)GCSEs at grade 5 or above.





FRENCH A LEVEL (LINEAR COURSE)

Pearson Edexcel 9FR0

COURSE DESCRIPTION

The A-level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society. The content is suitable for students who wish to progress to employment or further study, including a modern languages degree.

The approach is a focus on how French-speaking society has been shaped, socially and culturally, and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of French-speaking countries. In the second year further aspects of the social background are covered, this time focusing on issues such as life for those on the margins of French-speaking society as well as looking at the positive influences that diversity brings. Students also study aspects of the political landscape in a French-speaking country, looking at immigration from the political perspective and at the way in which political power is expressed through action such as strikes and demonstrations.

Students must also study either one book and one film or two books from the lists in this specification. They must appreciate, analyse and be able to respond critically in writing in French to the work they have studied. Their understanding of the work must include a critical appreciation of the concepts and issues covered and a critical and analytical response to features such as the form and the technique of presentation as appropriate to the work studied.

HOW WILL THE COURSE BE ASSESSED?

The skill areas of Listening, Reading, Writing, Translation and Speaking are assessed in the following examinations:

Listening, Reading and Translation exam: 2 hours 30 minutes

- Listening: Students will listen to spoken passages from a range of contexts and sources.
- Reading: Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature.
- Writing/ Translation: Students will translate a passage of at least 100 words from French into English.
- Students will translate a passage of at least 100 words from English into French.

Writing exam: 2 hours

- Students will answer an essay question in French for each of the two works they have studied (this can be a book and a film, or two books).
- Students will be advised to write approximately 300 words per essay.

Speaking exam: 23 minutes

- The test will be in two parts. Part 1 will be the discussion and Part 2 will be the presentation and discussion of the student's individual research project.



FRENCH A LEVEL (LINEAR COURSE) *continued*

Pearson Edexcel 9FR0

FURTHER OPPORTUNITIES:

University

Students studying French often go on to study Joint and Single Honours courses at degree level and beyond to prepare them for a range of careers in areas such as Business, Education and International Relations.

Employment opportunities

Knowledge of one or more foreign languages can be useful in a wide range of careers. For some jobs, such as translating, interpreting and language teaching, language skills are one of the main requirements. For other jobs, a combination of languages and other qualifications, knowledge or skills may be needed. For example, people with languages plus IT, law, finance or sales skills are much sought-after.

PREREQUISITES

To study languages at A level you will need at least a grade 5 at GCSE in English and a Grade 6 in your chosen language. You will also need at least 3 other (I)GCSEs at grade 5 or above.





GEOGRAPHY A LEVEL (LINEAR COURSE)

Pearson Edexcel 9GEO

COURSE DESCRIPTION

The aims and objectives of these qualifications are to enable students to:

- Demonstrate knowledge and understanding of places, environments, concepts, processes, interactions and change, at a variety of scales
- Apply knowledge and understanding in different contexts to interpret, analyse and evaluate geographical information and issues
- Use a variety of relevant quantitative, qualitative and fieldwork skills to:
- investigate geographical questions and issues
- interpret, analyse and evaluate data and evidence
- construct arguments and draw conclusions

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1	30% of the total A Level	2 hr 15 minutes	Dynamic Landscapes – covering plate tectonics and coastal landscapes
Paper 2	30% of the total A Level	2 hr 15 minutes	Dynamic Places – covering globalisation and regeneration
Paper 3	20% of the total A Level	2 hr 15 minutes	Physical systems and sustainability, including human systems and geopolitics

FURTHER OPPORTUNITIES:

Environmental consultant, Town planner, Geographical information systems officer, Conservation officer, and Teacher/lecturer.

PREREQUISITES

Students must achieve a minimum grade 6 in GCSE Geography or grade 5 in both English and Mathematics and at least 3 other (I)GCSEs at grade 5 or above.





HISTORY IAS / IAL

Pearson Edexcel XHI01/YHI01

COURSE DESCRIPTION

Up to date, engaging and relevant to an international audience developing students' understanding of the nature of historical studies. These qualifications approach focuses on depth, breadth and interpretation of event in history.

In the focus on depth, students will look at the history of one country in detail over a short period of time; in the breadth approach, students will study the history of one country through four key topic areas over an extended time scale and for the interpretations of event in history, students will look at development of international relations over a broad historical period.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit 1: Depth Study with Interpretations	50% of IAS 25% of IAL	2 hrs	Britain, 1964-90
Unit 2: Breadth Study with Source Evaluation	50% of IAS 25% of IAL	2 hrs	Russia, 1917-91: From Lenin to Yeltsin
Unit 3: Thematic Study with Source Evaluation	25% of IAL	2 hrs	Civil Rights and Race Relations in the USA, 1865-2009
Unit 4: International Study with Historical Interpretations	25% of IAL	2 hrs	The Cold War and Hot War in Asia, 1945-90

FURTHER OPPORTUNITIES:

Law, Academic librarian, Archaeologist, Broadcast journalist, Civil Service administrator, Editorial assistant, Human resources officer, Information officer, Marketing executive.

PREREQUISITES

Students must achieve a minimum grade 6 in IGCSE History or grade 5 in both English and Mathematics and at least 3 other (I)GCSEs at grade 5 or above.



INFORMATION COMMUNICATION TECHNOLOGY IAS/IAL

Pearson Edexcel XIT11 / YIT11

COURSE DESCRIPTION

The content is relevant for learners who want to study this subject at a higher level. The qualifications include a variety of topics, including IT systems, coding for the web and relational databases.

Assessment

At AS Level, assessment consists of two externally-assessed papers. The A Level consists of two further externally-assessed papers. In each qualification the first paper is a written examination and the second paper requires students to carry out activities using a computer.

Aims and Objectives

The aims and objectives of these qualifications are to enable students to develop: essential knowledge and understanding of different areas of the subject and how they relate to each other, competence and confidence in developing practical skills, such as developing coding for the web and relational databases, their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IAS Unit 1	50% of IAS Level 25% of total IAL	2 hours externally assessed written paper 80 Marks The examination paper may include multiple-choice, short-open, open-response and extended-writing questions	Topic 1: Hardware and software Topic 2: Networks Topic 3: The online environment Topic 4: IT systems Topic 5: Data and databases Topic 6: Wider issues
IAS Unit 2	50% of IAS Level 25% of total IAL	Externally assessed Students are assessed through a 3-hour examination, including practical and theoretical questions, set and marked externally Each student will need to access a computer during the examination	<i>Students must study all of the following topics:</i> Topic 7: Understanding the functionality HTML Topic 8: Understanding the functionality of CSS Topic 9: Understanding the functions Of Javascript Topic 10: Designing web pages Topic 11: The semantic web
IA2 Unit 3	50% of IA2 Level 25% of total IAL	Written examination: 2 hours Externally Assessed 80 Marks	Topic 12: Manipulating data Topic 13: Enabling technologies Topic 14: Using IT systems in organisations Topic 15: Systems development Topic 16: Emerging technologies
IA2	50% of IA2 Level 25% of total IAL	Externally assessed practical examination 3 hours 80 Marks Each student will need to access a computer during the examination	Topic 17: Use of features of database solutions Topic 18: Relational database concepts Topic 19: Database solutions



INFORMATION COMMUNICATION TECHNOLOGY IAS/IAL *continued*

Pearson Edexcel XIT11 / YIT11

FURTHER OPPORTUNITIES:

ICT is great at helping you build project management and numeracy skills, and it will also encourage you to think logically in order to solve problems. You could go on to study Computing or ICT Systems Development at University where you will learn skills that are required in the workplace.

PREREQUISITES

GCSE ICT/Computer Science at grade 6 or above and at least 4 other (I)GCSEs at grade 5 or above including English and Mathematics.





MATHEMATICS IAS/IAL

Pearson Edexcel XMA01 / YMA01

COURSE DESCRIPTION

The aims and objectives of these qualifications are 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 and 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.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IAS Pure Mathematics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in January of Year 12	Algebra and functions; coordinate geometry in the (x, y); trigonometry; differentiation; integration
IAS Pure Mathematics 2	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in June of 2020 Year 12	Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration
IAS Statistics	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in June of Year 12	Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution





IAL Pure Mathematics 3	16.7% of the IAL qualification	One written paper in January of Year 13	Algebra and functions; trigonometry; exponentials and logarithms; differentiation; integration; numerical methods
IAL Pure Mathematics 4	16.7% of the IAL qualification	One written paper in June of Year 13	Proof; algebra and functions; coordinate geometry in the (x, y) plane; binomial expansion; differentiation; integration; vectors
IAL Mechanics	16.7% of the IAL qualification	One written paper in June of Year 13	Mathematical models in mechanics; vectors in mechanics; kinematics of a particle moving in a straight line; dynamics of a particle moving in a straight line or plane; statics of a particle; moments

FURTHER OPPORTUNITIES:

Typical careers in this field include, but are not limited to Engineer, Scientist, Statistician, Architect, Financial Consultant, Insurance Broker, Teacher, Programmer and Accountant.

PREREQUISITES

Students must achieve a minimum grade 7 at IGCSE or GCSE Mathematics and at least 4 other (I)GCSEs at grade 5 or above.

MEDIA STUDIES A LEVEL

AQA 7571 / 7572

COURSE DESCRIPTION

AS/ A Level Media Studies engages students in the in depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries, and media audiences.

Students are required to study media products from all of the following media forms: television, film, radio, newspapers, magazines, advertising and marketing, online, social and participatory media, video games, and music videos.

HOW WILL THE COURSE BE ASSESSED?

Examination	Weighting	Assessment	Content
AS Level: Written Paper	70% of AS Level	Written exam (2 hours) - closed book, externally assessed	<p>Section A will focus on Media Language and Media Representations in relation to two of the following media forms:</p> <ul style="list-style-type: none"> • advertising and marketing • magazines • video games <p>Section B will focus on Media Industries and Media Audiences in relation to two of the following forms:</p> <ul style="list-style-type: none"> • television • music video • film (industries only) <p>Section C will test students' knowledge of all four areas of the theoretical framework in relation to two of the following forms:</p> <ul style="list-style-type: none"> • radio • newspapers • online, social and participatory media
AS Level: Non-exam Assessment	30% of AS Level	Written exam (2 hours) - open book, externally assessed	Students produce: <ul style="list-style-type: none"> • a statement of intent • a media product made for an intended audience
A Level: Media 1	30% of A Level	Written exam (2 hours) - closed book, externally assessed	<ul style="list-style-type: none"> • a range of questions relating to an unseen source and Close Study Product • Two essay questions (20 marks), one of which is an extended response question
A Level: Media 2	30% of A Level	Written exam (2 hours) - closed book, externally assessed	<ul style="list-style-type: none"> • One medium length unseen analysis question • Three essay questions (25 marks), one of which is an extended response question and one of which is a synoptic question
A Level: Creating a cross- media production (Non-exam assessment)	30% of A Level	Non-exam assessment - internally assessed and externally moderated by AQA	Students produce: <ul style="list-style-type: none"> • a statement of intent • a cross-media production made for an intended audience



MEDIA STUDIES AS/A LEVEL *continued*

AQA 7571 / 7572

FURTHER OPPORTUNITIES:

Typical careers in this field include, but are not limited to Media Planner, Multimedia Specialist, Programme Researcher in broadcasting/film/video, Public Relations Officer, Runner in Broadcasting/film/video, Social Media Manager, Television/film/video Producer and Web Content Manager.

PREREQUISITES

A grade 6 or above in GCSE Media Studies or English and at least 4 other (I)GCSEs at grade 5 or above.

PHYSICAL EDUCATION ALEVEL (LINEAR COURSE)

Pearson Edexcel 9PE0

COURSE DESCRIPTION

The aims and objectives of this qualification are to enable students to develop theoretical knowledge and understanding of the factors that underpin physical activity and sport and use this knowledge to improve performance. Understand the contribution which physical activity makes to health and fitness and improve as effective and independent learners and as critical and reflective thinkers with curious and enquiring minds.

A Level

Component 1: Scientific Principles of Physical Education

Component 2: Psychological and Social Principles of Physical Education

Component 3: Practical Performance

Component 4: Performance Analysis and Performance Development Programme.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting (AS/A2)	Assessment	Assessed Content
Component 1: Scientific Principles of Physical Education	40% of A Level	Written examination 2 hours 30 minutes 140 marks	Topic 1: Applied anatomy and physiology Topic 2: Exercise physiology and applied movement analysis
Component 2: Psychological and Social Principles of Physical Education	30% of A Level	Written examination 2 hours 100 marks	Topic 3: Skill acquisition Topic 4: Sport psychology Topic 5: Sport and society
Component 3: Practical Performance	15% of A Level	40 marks	Skills performed in one physical activity as a player/ performer OR Skills performed in one physical activity as a coach
Component 4: Performance Analysis and Performance Development Programme	15% of A Level	40 marks	In the role of player/performer or coach analyse two components of a physical activity (one physiological component and either a tactical or technical component) In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme

FURTHER OPPORTUNITIES:

Following on from A-Level PE students can progress onto University to study a degree in Sports Science, Sports Coaching, Sports Journalism or Strength and Conditioning. They could also progress into the fitness industry.

PREREQUISITES

Students will only be accepted into A-Level PE if they have secured a grade 6 in their GCSE PE examination and have at least achieved grade 5 or above in at least 4 other (I)GCSEs including English and Science. Students will also need to demonstrate a high level of skill in at least one team or individual sport.

PHYSICS IAS / IAL

Pearson Edexcel XPH11 / YPH11

COURSE DESCRIPTION

Year 12	Year 13
Unit 1: Mechanics and Materials Unit 2: Waves and Electricity Unit 3: Practical Skills in Physics	Unit 4: Further Mechanics, Fields and Particles Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology Unit 6: Practical Skills in Physics II

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting (AS/A2)	Assessment	Assessed Content
IAS Unit 1	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> Mechanics Materials
IAS Unit 2	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> Waves and Particle Nature of Light Electric Circuits"
IAS Unit 3: Practical Skills in Physics I	20% of the total IAS 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.
IA2 Unit 4	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> Further Mechanics Electric and Magnetic Fields Nuclear and Particle Physics"
IA2 Unit 5	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> Thermodynamics Nuclear Decay Oscillations Astrophysics and Cosmology"
IA2 Unit 6: Practical Skills in Physics II	20% of the total IA2 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of the experimental procedures and techniques that were developed in Units 4 and 5.

FURTHER OPPORTUNITIES:

Following on from A-Level physics, students can go into careers such as engineering, architecture, meteorologist, software engineer, radiologist or nanotechnology.

PREREQUISITES

Students will only be accepted into further Physics study if they have secured a grade 7 in their GCSE Science examination and have achieved at least 4 other (I)GCSEs at grade 6 or above including English and Mathematics. Studying AS/A Level Mathematics alongside this subject is recommended. Mathematics alongside this subject is recommended.

PSYCHOLOGY A LEVEL (LINEAR COURSE)

AQA 7182

COURSE DESCRIPTION

This qualification offers an engaging and effective introduction to Psychology. Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research. The content includes:

- Approaches and methods related to the core areas of Psychology – cognitive, social, biological, developmental, individual differences and research methods are all retained and delivered through content similar to the previous specifications
- Explanations from different approaches, along with psychological issues and debates, are retained
- A Level students can choose from a range of attractive topic options which have been arranged to help teachers to teach to their strengths and at the same time ensure that their students experience an interesting, diverse and coherent course of study, regardless of which topics they choose.

This qualification is linear. Linear means that students will sit all the A-level exams at the end of their 2 year A Level course.

HOW WILL THE COURSE BE ASSESSED?

Unit	Assessment	Content
Paper 1 Introductory topics in Psychology	2 hours written examination 96 marks in total 33.3% of A Level	<ul style="list-style-type: none">• Social Influence• Memory• Attachment• Psychopathology
Paper 2 Psychology in context	2 hours written examination 96 marks in total 33.3% of A Level	<ul style="list-style-type: none">• Approaches in Psychology• Biopsychology• Research Methods
Paper 3 Issues and Options	2 hours written examination 96 marks in total 33.3% of A Level	<ul style="list-style-type: none">• Issues and Debates• Gender• Aggression• Schizophrenia

FURTHER OPPORTUNITIES:

Our specifications will appeal to a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities, and enables progression into a wide range of other subjects.

SOCIOLOGY A LEVEL (LINEAR COURSE)

AQA 7192

COURSE DESCRIPTION

These qualifications offers an engaging and effective introduction to Sociology. Students will learn the fundamentals of the subject and develop skills valued by higher education (HE) and employers, including critical analysis, independent thinking and research.

HOW WILL THE COURSE BE ASSESSED?

Examination	Weighting	Assessment	Content
A-Level Paper 1: Education with Theory and Methods	33.3% of A Level	Written exam: 2 hours 80 marks	The role and functions of the education system, including its relationship to the economy and to class structure, differential educational achievement of social groups by social class, gender and ethnicity in relationships, pupil identities and subcultures, the hidden curriculum.
A-Level Paper 2: Topics in Sociology	33.3% of A Level	Written exam: 2 hours 80 marks	Families and Households Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> the relationship of the family to the social structure and social change, with particular reference to the economy and to state policies changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures gender roles, domestic labour and power relationships within the family in contemporary society the nature of childhood, and changes in the status of children in the family and society demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation



SOCIOLOGY A LEVEL (LINEAR COURSE) *continued*

AQA 7192

A-Level Paper 2: Topics in Sociology (continued)			Beliefs in Society Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> • ideology, science and religion, including both Christian and non-Christian religious traditions • the relationship between social change and social stability, and religious beliefs, practices and organisations • religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice • the relationship between different social groups and religious/spiritual organisations and movements, beliefs and practices • the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions.
A-Level Paper 3: Crime and Deviance with Theory and Methods	33.3% of A Level	Written exam: 2 hours 80 marks	Crime, deviance, social order and social control, the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime.

FURTHER OPPORTUNITIES:

The knowledge developed through a sociology degree can be useful in a variety of careers. Some jobs may include: Advice worker, family support worker, charity worker.

PREREQUISITES

A grade 5 or above in GCSE English and at least 4 other (I)GCSEs at grade 4 or above.





SPANISH A LEVEL (LINEAR COURSE)

Pearson Edexcel 9SP0

COURSE DESCRIPTION

The A level specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills including communication, critical thinking, research skills and creativity, which are valuable to the individual and society.

The approach is a focus on how Spanish-speaking society has been shaped socially and culturally and how it continues to change. In the first year, aspects of the social context are studied, together with aspects of the artistic life of Spanish-speaking countries. In the second year further aspects of the social background are covered, this time focusing on matters associated with multiculturalism. Students also study aspects of the political landscape including the future of political life in the Hispanic world by focusing on young people and their political engagement.

Students will develop their knowledge and understanding of themes relating to the culture and society of countries where Spanish is spoken, and their language skills. They will do this by using authentic spoken and written sources in Spanish. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

HOW WILL THE COURSE BE ASSESSED?

Examination	Weighting	Assessment	Content
Component 1	40%	Listening, reading and translation 2hr written examination	
Component 2	30%	Written response to works and translation 2 hr 40 minute written examination	
Component 3	30%	Speaking examination Between 21 minutes – 23 minutes	

Additionally, pupils will study 4 themes which address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries.

- Theme 1: La evolución de la sociedad Española
- Theme 2: La cultura política y artística en el mundo hispanohablante
- Theme 3: La inmigración y la sociedad multicultural española
- Theme 4: La dictadura franquista y la transición a la democracia

FURTHER OPPORTUNITIES:

Apart from being beneficial on a personal level, an A-Level in Modern Foreign Languages can help with many career paths. For those who want to specialise in language, there is translation or teaching or working in the travel and tourism industry. But even as, say, an engineer or designer, being proficient in a language will give pupils broader career options as the A-Level specification fosters a range of transferable skills including communication, critical thinking, research skills and creativity which are valuable as an individual, and to society.

PREREQUISITES

To study languages at A level you will need at least a grade 5 at GCSE in English and a Grade 6 in your chosen language. You will also need at least 3 other (I)GCSEs at grade 5 or above.





BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN BUSINESS

Pearson Edexcel

BTEC OVERVIEW

Developed in collaboration with employers and teaching professionals from around the world, Pearson BTEC International Level 3 qualifications are career-focused courses where learners apply knowledge and skills through real-life scenarios, giving them the confidence and employability skills to succeed in their professional lives.

Pearson BTEC International Level 3 qualifications are 100% internally assessed through assignments and practical tasks. Most assessments are set and marked by educators in GEMS Metropole, and verified by the examination board, Pearson. Pearson will set and provide GEMS Metropole with assignments for some mandatory units.

This means there are no external examinations set by Pearson, and all assessments are set and marked at the time which best suits GEMS Metropole. This style of assessment gives learners the opportunity to build up a portfolio of evidence which demonstrates how they can apply their knowledge, skills and achievements in real-life scenarios.

This will provide more specialised pathways for students who are decided on their future career path and who will benefit from dedicated and focused studies in a specific discipline of study.

Such dynamic BTEC courses allow students to develop vocational skills and provide the opportunity to gain hands-on experience in a distinct field while being an excellent alternative to the more theory-oriented A-Level.

The BTEC qualification involves a learning and assessment style that is different\ to traditional GCSE and A Level courses. Courses are assessed through teacher marked assignments rather than end of module exams. Students should be aware of the volume of work that needs to be generated on an on going basis to complete these assignments and the importance of getting that work handed in for assessment by the given deadline.

COURSE DESCRIPTION

The Business BTEC is a 2-year course which offers a stepping stone to higher qualifications in business and management. The vocational qualification has been designed alongside employers, representatives from professional bodies and higher education; the course aims to provide students with a syllabus that balances future professional needs with academic progression.

Title	Size and Structure	Summary Purpose
Pearson BTEC International Level 3 Extended Diploma in Business	1080 GLH Equivalent in size to three International A Levels. 15 units of which six are Mandatory and three are assessed using a Pearson Set Assignment. Mandatory content (50%)	A two-year, full-time course for learners who want to progress to employment in a range of business roles. Progress could be either directly to employment in Level 3 roles, or via higher education business courses.



BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN BUSINESS *continued*

Pearson Edexcel

FURTHER OPPORTUNITIES:

The qualifications are recognised by higher education providers as contributing to meeting admission requirements to many relevant courses, for example:

- Higher National Diploma in Business
- BSc (Hons) in Business and Management
- BA (Hons) in Business and Finance
- BA (Hons) in Business with Human Resource Management
- BA (Hons) and BSc (Hons) in Business Studies
- BSc (Hons) in International Management
- BSc (Hons) or BA (Hons) in Marketing
- BSc (Hons) in Retail Management

Learners should always check the entry requirements for degree programmes with specific higher education providers. After this qualification, learners can also progress directly into employment, however it is likely that many will do so via higher study. Areas of employment include junior business roles in marketing, administration, finance, financial services, procurement, events management, human resources, and other related areas in the business sector.

PREREQUISITES

Grade 4 or higher at GCSE English and GCSE Mathematics and at least 3 other (I)GCSEs at grade 4 or above.



BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN SPORT

Pearson Edexcel

BTEC OVERVIEW

Developed in collaboration with employers and teaching professionals from around the world, Pearson BTEC International Level 3 qualifications are career-focused courses where learners apply knowledge and skills through real-life scenarios, giving them the confidence and employability skills to succeed in their professional lives.

Pearson BTEC International Level 3 qualifications are 100% internally assessed through assignments and practical tasks. Most assessments are set and marked by educators in GEMS Metropole, and verified by the examination board, Pearson. Pearson will set and provide GEMS Metropole with assignments for some mandatory units.

This means there are no external examinations set by Pearson, and all assessments are set and marked at the time which best suits GEMS Metropole. This style of assessment gives learners the opportunity to build up a portfolio of evidence which demonstrates how they can apply their knowledge, skills and achievements in real-life scenarios.

This will provide more specialised pathways for students who are decided on their future career path and who will benefit from dedicated and focused studies in a specific discipline of study.

Such dynamic BTEC courses allow students to develop vocational skills and provide the opportunity to gain hands-on experience in a distinct field while being an excellent alternative to the more theory-oriented A-Level.

The BTEC qualification involves a learning and assessment style that is different to traditional GCSE and A Level courses. Courses are assessed through teacher marked assignments rather than end of module exams. Students should be aware of the volume of work that needs to be generated on an on going basis to complete these assignments and the importance of getting that work handed in for assessment by the given deadline.

COURSE DESCRIPTION

The sport and active leisure industry are constantly changing and growing, with many different opportunities for employment. For a successful career, it is vital to understand the behaviours, values, skills and techniques required to apply for one of these opportunities.

The Certificate is designed for learners who wish to pursue a career in the sports sector via higher education, to access graduate entry employment in a sports role.

Title	Size and Structure	Summary Purpose
Pearson BTEC International Level 3 Subsidiary Diploma in Sport	360 GLH Equivalent in size to one International A Level. At least five units, of which one is mandatory and at least one is assessed by Pearson Set Assignment. Mandatory content (25%).	This qualification is designed to support learners who are interested in learning about the sports industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.





BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN SPORT *continued*

Pearson Edexcel

FURTHER OPPORTUNITIES:

- University
- Careers
- Leisure and recreation industry

PREREQUISITES

- Grade 4 GCSE English and Maths
- A keen interest in career linked with sport
- The idea of potentially a future career in Sport and Leisure

