

# THE FUTURES SCHOOL



## CURRICULUM HANDBOOK

### SIXTH FORM

2023 - 2024

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 students, staff and community of Metropole School. I do hope that the information contained within this course 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. At Metropole School we believe in fostering a nurturing and inclusive learning environment that enables our students to grow academically, socially, and emotionally. Our dedicated teachers are committed to supporting students and cultivating their talents and interests. As we embark on this journey together, I encourage all our students to embrace curiosity, be open to new ideas, and challenge themselves to reach their full potential. Our school offers a rich and diverse curriculum that not only focuses on academic excellence, but also emphasises the development of essential life skills, critical thinking, and creativity



This booklet has been produced to inform you about your child's learning at Metropole School during this academic year; it is intended to give a broad overview of the learning journey students will undertake. It's an important tool for developing and maintaining our partnership with you - the more information you have about how your child is learning and what they are learning, the more you are able to support and enhance their progress. The booklet provides information regarding the A-Level and iBTEC Level 3 courses that we provide at Key Stage 5. It provides you with information on the examination subjects that are being offered to you, some specification information and how each subject is assessed. Each subject being offered has a full page of information in this booklet.

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 have added 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.





## INTRODUCTION AND WELCOME *continued*

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. We are very much committed to growing leaders at Metropole School, and so our curriculum has been designed to provide students with ample opportunities to develop skills and gain accreditations related to leadership. Throughout our Senior School, students will be encouraged to establish their leadership and embrace leadership opportunities!

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 wider 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.

I look forward to a year filled with exciting learning opportunities, memorable experiences, and remarkable achievements. Together, let us make this academic year at Metropole School a truly exceptional one.

Yours sincerely,

**Ms. Daniella Aschettino**  
Secondary Headteacher

## SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino  
Secondary Headteacher



Mr. Sean Dennis  
Head of Seniors



Ms. Sinead McElhone  
Deputy Headteacher



Ms. Kelly Lohe  
Deputy Headteacher



Mr. Greig Barnes  
Assistant Headteacher



Mr. Simon Humphreys  
Assistant Headteacher



Mr. Martin Boother  
Assistant Headteacher



Mr. Joseph Gannon  
Assistant Headteacher

## WELCOME FROM THE HEAD OF YEAR 12 & 13

Welcome to the new academic year at GEMS Metropole Sixth Form.

We are thrilled to have you join our vibrant and dynamic community of students. As you embark on this exciting journey in your educational pathway, we want to assure you that GEMS Metropole Sixth Form is committed to providing you with an enriching and supportive learning environment.

At GEMS Metropole, we believe that sixth form is a transformative phase where you have the opportunity to explore your passions, develop critical thinking skills, and prepare for your future endeavors. Our dedicated team of teachers and staff are here to guide and inspire you every step of the way.

As a sixth form student, you'll have access to a wide range of academic subjects and co-curricular activities, allowing you to tailor your learning experience to your interests and goals. Whether you aspire to pursue higher education, enter the workforce, or embark on an entrepreneurial journey, we are here to equip you with the knowledge, skills, and values necessary for success.

Beyond academics, we encourage you to actively engage in our supportive and inclusive community. Participate in clubs, societies, and events that interest you, and embrace opportunities to collaborate with your peers, form lasting friendships, and develop important life skills.

At GEMS Metropole Sixth Form, we also understand the importance of holistic development. We prioritise your well-being and offer support services to ensure that you thrive academically, emotionally, and socially. Our dedicated pastoral care and careers and university counselling teams are always available to provide guidance and assistance whenever you need it.

As you commence this new chapter, remember that your journey in sixth form is about growth, exploration, and discovering and exceeding your potential. Embrace challenges, be curious, and seize every opportunity that comes your way.

We are excited to embark on this educational adventure together and look forward to celebrating your achievements and successes throughout the year.

Welcome and good luck.



Mr. Jack Luffman  
Head of Sixth Form Academics

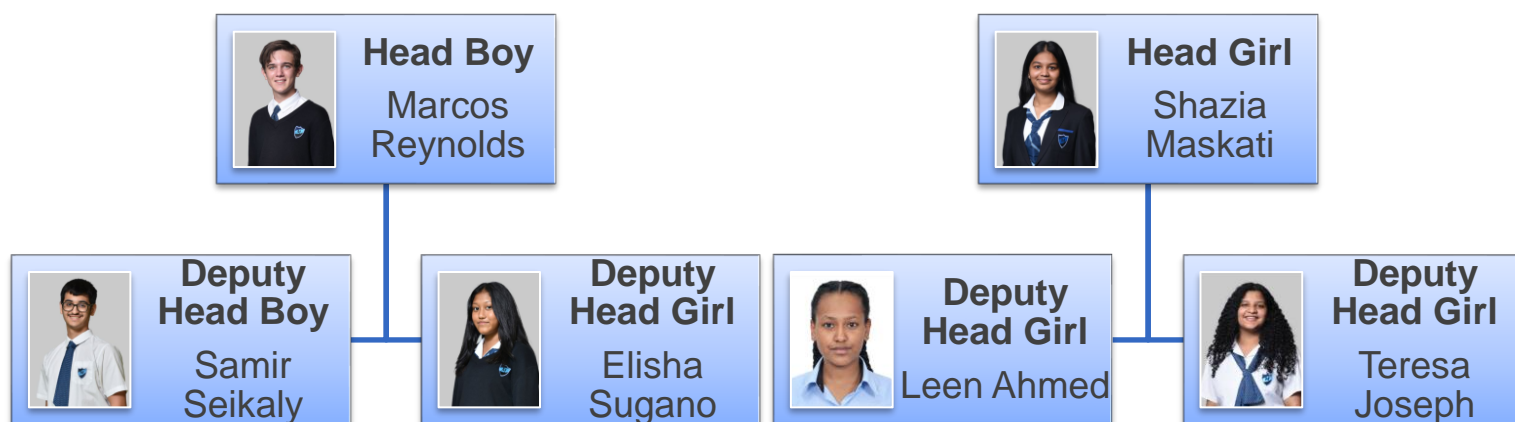


Mr. Christopher Waldron  
Head of Sixth Form Pastoral



## STUDENT LEADERSHIP

### Sixth Form Prefect Team 2023 - 2024



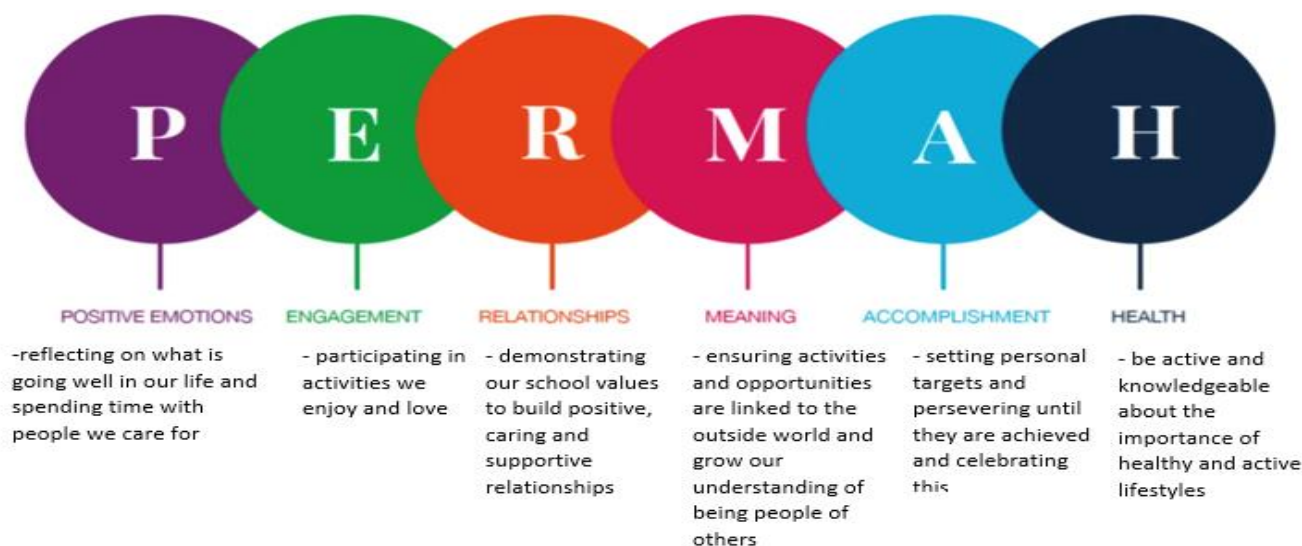
## STUDENT WELLBEING

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

***'We are proactive in promoting wellbeing, allowing us all to personally thrive'.***

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4 school model we have here at GEMS Metropole.



Ms. Clare Maclean  
Student Wellbeing Lead



Ms. Rajone Karmarkar  
Careers Guidance Counsellor





## ACADEMIC AND PASTORAL CONCERNS

At Metropole School, we always like to hear from the parents of the students we teach. In order for us to deal with any comments, concerns or questions quickly and effectively, please direct these to the relevant members of staff as listed below.

**Academic Concerns:** Any academic concerns about your child's progress should, as a first point of call, be shared with your child's LEAD Teacher. Broader questions about how the curriculum is organised should be addressed to the Heads of Department, or the class teachers of your son/daughter. Email addresses will be shared on GEMS Connect.

Subject	Head of Department
English	Sarah Halferty
Maths	Emma Flanagan
Science	Stuart Wilson
Physical Education	Gary Saunt
Islamic Studies (Muslim students)	Hala Eld
Arabic A	Nofa Alqra
Humanities (History, Geography)	Sarah Burns
Modern Foreign Languages	Brendan Eveleigh
ICT & Computing	Sharna Lynn Yarde
Art	Tahir Ali
Performing Arts (Drama, Music, Dance, Media)	Helen Kermath
Moral, Social, and Cultural Studies (MSC)	Sarah Burns
Psychology/Sociology	Stevie Tynan
Business Studies	Pamela McCann
Extra-curricular Activities	Simon Humphreys (Prep) Joseph Gannon (Seniors)

**Pastoral Concerns:** Should you have concerns that do not relate to an academic matter, please contact your son/daughter's Head of Year

Heads of Year & Assistant Heads of Year			
The Prep School			
Head of Year 7	Samuel Heald	Assistant Head of Year 7	Vanessa White
Head of Year 8	Serena Walker	Assistant Head of Year 8	Alison Norris
Head of Year 9	Emma Youds	Assistant Head of Year 9	Gavin Warke
The Senior School			
Head of Year 10	Heather Scott	Assistant Head of Year 10	Rukhsana Saleem
Head of Year 11	Alan Traynor	Assistant Head of Year 11	Lorraine De Souza
Head of Year 12 & 13	Jack Luffman & Chris Waldron		





## GEMS METROPOLE 2023 SIXTH FORM

### A-LEVELS

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 two or three areas of the curriculum and wish to study them in greater depth. The A-Level is examined at the end of Year 13, with some subjects having modular exams through-out Years 12 and 13.

### 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 Metropole School, students will take the following compulsory subjects:

- Physical Activity
- Moral, Social, and Cultural Studies (MSC)
- Islamic (for Muslim students)
- Arabic (for Arab passport holders only)

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

### OBTAINING A TRANSCRIPT

At Metropole School, transcripts will only be issued where:

- Students have completed Years 12 and 13
- Students have attended all MoE subjects, over Years 12 and 13
- Students have sat the relevant MoE examinations (Arab A/Muslim students)
- School fees are cleared



## GEMS METROPOLE 2023 SIXTH FORM *continued*

### OPTIONAL SUBJECTS

Students will choose a minimum of 3 A Levels (or Level 3 extended diploma iBTEC) to take in 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 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 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.

### 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 'Uni Frog'. 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.

UCAS registered centre

We are pleased to share that Gems Metropole is an official UCAS (Universities and Colleges Admissions Service) registered centre. Being a UCAS registered centre provides our Sixth Form leadership team with the ability to support and guide Year 12 and Year 13 students through their university application process smoothly and efficiently.

As a UCAS registered centre, we can:

- Provide students with access to the UCAS online application system.
- Advise and support students in preparing their UCAS applications, including writing personal statements and arranging references.
- Manage and submit students' applications to UCAS.
- Track the progress of applications and receive decisions from universities and colleges on behalf of the students.
- This registration streamlines the application process for students, as they can receive guidance and assistance from their school or college throughout the entire application journey.



## GEMS METROPOLE 2023 SIXTH FORM *continued*

### 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.

From 2023/24 academic year at GEMS Metropole we will be giving our 6<sup>th</sup> Form students even more freedom and responsibility to reflect the responsible young adults we aim to help nurture them into becoming.

As such we will be allowing them to leave the school site for lunch and/or to go home early if they do not have any more timetabled lessons that day. Students will have to sign in and out so we know where they are and this is a privilege that they will need to earn and to maintain. If a student does not meet his or her deadlines, is late to school or to class, does not have the correct uniform, is not achieving academically or fails to meet the high standards expected of them in any other way then this privilege will be removed for the individual student. We will monitor this on a daily basis to ensure our 6<sup>th</sup> Form students are maintaining the high standards that we insist upon here at GEMS Metropole.

A major part of what we do here at Metropole is preparing students for the future and treating them like adults and giving them more responsibility mirrors what they will experience at University. We feel this will boost our 6<sup>th</sup> Form students' wellbeing and will also serve as an incentive to be the very best they can each and every day.

This privilege will not be automatic and will not start straight away but more communication will be sent out in the new academic year to explain more.

### ENTRY PROCESS

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

- the minimum requirement of 5 GCSEs at Grade 5 or above.
- individual subject requirements as per the course choice information (see entry requirements)
- 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 applying to GEMS Metropole 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 2023 SIXTH FORM *continued*

### GEMS METROPOLE 2023-24 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, Social, and Cultural Studies (MSC)	BTEC Applied Sci	BTEC Applied Sci	BTEC IT	BTEC Applied Sci	BTEC Sport
			BTEC Business	BTEC Business	BTEC Sport	BTEC Business	Arabic
			Computer Science	BTEC IT	Art, Craft, & Design	BTEC Sport	Arabic
			Biology	Biology	Chemistry	Business Studies	Arabic
			Chemistry	English Literature	Economics	BTEC IT	Business Studies
			English Language	Maths	Maths	Maths	History
		Mentoring & Career Guidance	Physics	Maths (Further)	Media Studies	Physics	Psychology
			Media Studies	Psychology	PE (Examined)		
				Sociology	Sociology		
			iBTEC <b>IT</b> Extended Level 3 Programme in options 2, 3, 4				
iBTEC <b>Business</b> or <b>Applied Science</b> Extended Level 3 Programme in options 1, 2, 4							
iBTEC <b>Sports</b> Extended Level 3 Programme in options 3, 4, 5							

- 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 are the equivalency of 3 A-levels and can be done alongside 1 A-level course.
- 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 – NOT an A Level)
- 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).
- Courses will only be run where there is sufficient student uptake.
- Enrichment activities include D of E, MUN, Unifrog, Lifeology, Charities, Clubs, Work experience, and full careers guidance.
- The course choice structure may be subject to change at any time – full information will be given about this.

### 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 2023/24

Availability of A Level subjects is dependent on sufficient demand.

AS/A LEVEL / BTEC COURSES	
Art, Craft, and Design A Level	Information Communication Technology
Biology IAS/IAL	Mathematics IAS/IAL
Business IAS/IAL	Media Studies A/AS
Chemistry IAS/IAL	Physical Education A Level
Computer Science A/AS	Physics IAS/IAL
Dance A Level	Psychology A Level
Drama And Theatre A Level	Sociology A/AS
Economics IAS/IAL	Spanish A Level
English Language	BTEC Applied Science
English Literature B IAS/IAL	BTEC Business
French A Level	BTEC IT
Further Maths	BTEC Sports
History IAS/IAL	



## CURRICULUM OVERVIEW

Here you will find a summary of the subjects which Year 12 and 13 students study, along with the time allocated on a weekly basis.

Subject	Lesson Per Week	Time Allocated Minutes
Physical Education	1	60
Islamic Studies (Muslim students only)	1	80
Arabic (Arab students only)	3	180
Options 1, 2, 3, 4, & 5	5	300
Extended Project Qualification (EPQ)	1	60
Moral, Social & Cultural Studies (MSC)	1	40



## KEY INFORMATION *continued*

### Minimum Entry Requirements – Sixth Form September 2023 Entry

Subject	Minimum GCSE Requirement
Art, Craft and Design: <i>Fine Art/Graphic Communication/Textiles</i>	<ul style="list-style-type: none"> <li>Grade 7 GCSE Art, Craft &amp; Design or Suitable Portfolio of Work</li> <li>4 other GCSEs Grade 5</li> </ul>
Biology	<ul style="list-style-type: none"> <li>Grade 7 GCSE Science (Double Science or Triple Science)</li> <li>Grade 6 GCSE Eng or Math</li> <li>4 other GCSEs Grade 6</li> </ul>
Business	<ul style="list-style-type: none"> <li>Grade 6 GCSE Eng + Math</li> <li>3 other GCSEs Grade 5</li> <li>Can move from BTEC L2 but must have received a distinction and other GCSE match entry requirements</li> </ul>
Business BTEC	<ul style="list-style-type: none"> <li>Grade 5 GCSE Eng +Math</li> <li>Keen interest in career linked with Business</li> <li>Self-motivated and can work independently to meet deadlines</li> <li>Must be prepared to begin course at extended (this can be changed on a case-by-case basis after HOD agreement)</li> </ul>
Chemistry	<ul style="list-style-type: none"> <li>Grade 7 GCSE Science (Double Science or Triple Science)</li> <li>Grade 6 Eng or Math (Maths recommended to be taken alongside Chemistry)</li> <li>4 other GCSEs Grade 6</li> </ul>
Computer Science	<ul style="list-style-type: none"> <li>Grade 7 GCSE Math and Grade 7 GCSE CS</li> <li>3 other GCSEs Grade 5</li> </ul>
Dance	<ul style="list-style-type: none"> <li>Grade 4 GCSE Dance or Dance experience outside of school (any style)</li> <li>If no prior GCSE or experience outside of school, an audition will take place</li> </ul>
Drama	<ul style="list-style-type: none"> <li>Grade 5 GCSE Drama</li> <li>Strong affinity towards English Language/Literature</li> <li>Willingness to apply skills in a hands on &amp; practical manner</li> <li>5 other GCSEs Grade 5 including GCSE English</li> <li>External candidates may be required to do an audition to assess practical technique.</li> </ul>
Economics	<ul style="list-style-type: none"> <li>Grade 7 GCSE Eng + Math</li> <li>3 other GCSEs Grade 5</li> <li>Can take the subject if previously not studied but must meet entry requirements</li> </ul>
English Literature	<ul style="list-style-type: none"> <li>Grade 7 GCSE English Language &amp; English Literature</li> <li>4 other GCSEs Grade 5</li> </ul>
English Language	<ul style="list-style-type: none"> <li>Grade 7 GCSE English Language</li> <li>4 other GCSEs Grade 5</li> </ul>
French	<ul style="list-style-type: none"> <li>Grade 6 GCSE French at the end of Year 11.</li> <li>*External applicants subject to assessment</li> <li>Grade 5 GCSE English</li> <li>3 other GCSEs Grade 5</li> </ul>
Geography	<ul style="list-style-type: none"> <li>Ideally Grade 5 GCSE Geography (however this could be based on individual candidates)</li> <li>Grade 5 GCSE Eng</li> <li>3 other GCSEs Grade 5</li> </ul>



## KEY INFORMATION *continued*

### Minimum Entry Requirements – Sixth Form September 2023 Entry *continued*

Subject	Minimum GCSE Requirement
History	<ul style="list-style-type: none"> <li>Ideally Grade 5 GCSE History (however this could be based on individual candidates)</li> <li>Grade 5 GCSE Eng</li> <li>3 other GCSEs Grade 5</li> </ul>
Information Communication Technology	<ul style="list-style-type: none"> <li>Grade 7 GCSE IT</li> <li>Grade 6 GCSE Eng or Math</li> <li>4 other GCSEs Grade 5</li> </ul>
Information Technology BTEC	<ul style="list-style-type: none"> <li>Grade 5 GCSE IT</li> <li>Grade 5 Eng OR Math</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Grade 7 GCSE Math</li> <li>4 other GCSEs Grade 5</li> </ul>
Further Mathematics	<ul style="list-style-type: none"> <li>Grade 8 GCSE Math</li> </ul>
Media Studies	<ul style="list-style-type: none"> <li>Grade 6 GCSE Media or English</li> <li>4 other GCSEs Grade 5</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>Grade 6 in GCSE PE</li> <li>Grade 5 in GCSE English and Science</li> <li>4 other GCSEs Grade 5</li> <li>High skill in at least 1 team or individual sport (ideally represent Mustangs)</li> <li>Can take the subject if previously not studied but must meet entry requirements</li> </ul>
Sport BTEC	<ul style="list-style-type: none"> <li>Grade 4 GCSE English</li> <li>Keen interest in career linked with Sport</li> <li>Represent the Mustangs in one Sport</li> <li>Parental meeting to explain BTEC and what the two-year course entails.</li> </ul>
Physics	<ul style="list-style-type: none"> <li>Grade 7 GCSE Science (Double Science or Triple Science)</li> <li>Grade 6 Maths</li> <li>4 other GCSEs Grade 6</li> <li>A-Level Maths recommended alongside this course</li> </ul>
Psychology	<ul style="list-style-type: none"> <li>Grade 5 GCSE English Language or Literature</li> <li>Grade 5 GCSE Maths</li> <li>3 other GCSEs Grade 5</li> </ul>
Sociology	<ul style="list-style-type: none"> <li>Grade 5 GCSE English Language or Literature</li> <li>4 other GCSEs Grade 4</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>Grade 6 GCSE Spanish at the end of Year 11</li> <li>*External applicants subject to assessment</li> <li>Grade 5 GCSE English</li> <li>3 other GCSEs Grade 5</li> </ul>
Applied Science BTEC	<ul style="list-style-type: none"> <li>Grade 5 GCSE Double Science</li> <li>Grade 5 Eng or Maths</li> </ul>





## ART, CRAFT & 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. This component is weighted 60% of the total qualification. The personal study grid is to be used only for the assessment of the personal study of a minimum 1000 words continuous written prose.

For Component 2: Externally Set Assignment, students may choose to produce work in one or more disciplines. This component is weighted 40% of the total qualification.

### 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 6 units. 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 6 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 and grade 6 in English and Mathematics.

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

### 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 XCH11/YCH11

### 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 6 units.

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"> <li>Atomic Structure and the Periodic Table</li> <li>Bonding and Structure</li> <li>Introductory Organic Chemistry and Alkanes</li> <li>Alkenes</li> <li>Formulae, Equations and Amount of Substance</li> </ul>
IAS Unit 2	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> <li>Energetics</li> <li>Intermolecular Forces</li> <li>Redox Chemistry and Groups 1, 2 and 7</li> <li>Introduction to Kinetics and Equilibria</li> <li>Organic Chemistry: Alcohols, Halogenoalkanes and Spectra</li> </ul>
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.





**CHEMISTRY IAS/IAL** *continued*  
Pearson Edexcel XCH11/YCH11

**HOW WILL THE COURSE BE ASSESSED?** *continued*

Unit	Weighting (AS/A2)	Assessment	Content
IA2 Unit 4	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> <li>▪ Kinetics</li> <li>▪ Entropy and Energetics</li> <li>▪ Chemical Equilibria</li> <li>▪ Acid-base Equilibria</li> <li>▪ Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality</li> </ul>
IA2 Unit 5	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> <li>▪ Redox Equilibria</li> <li>▪ Transition Metals and their Chemistry</li> <li>▪ Organic Chemistry: Arenes</li> <li>▪ Organic Nitrogen Compounds: Amines, Amides, Amino Acids and Proteins</li> <li>▪ Organic Synthesis</li> </ul>
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

**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 and grade 6 in 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 %



**COMPUTER SCIENCE A/AS** *continued*  
AQA 7516

**HOW WILL THE COURSE BE ASSESSED?** *continued*

Components	Weighting	
	AS	A
<p>Paper 2</p> <p>This written paper contains short-answer and structured questions. There is no choice of questions.</p> <p>Topics will include those given in the pre-release material.</p> <p>Externally assessed 2 hours 30 minutes</p>		40 %
<p>Non – exam assessment</p> <p>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.</p> <p>75 marks</p>		20%

**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 7 or higher in GCSE Mathematics and grade 7 or higher at GCSE Computer Science and at least 3 other (I)GCSE's at grade 5 or above.



## DANCE A LEVEL

Pearson Edexcel 7237

### COURSE DESCRIPTION

A-level Dance is a dynamic qualification which encourages students to develop their creative and intellectual capacity, alongside transferable skills such as team working, communication and problem solving. All of these are sought after skills by higher education and employers and will help them stand out in the workplace whatever their choice of career.

This specification reflects both historical and current dance practices, making it more relevant, and inspires a lifelong passion and appreciation for dance.

We recognise the role of dance in young people's lives and your students will be able to study a range of dance styles. We've set relevant and exciting sources for all choreography and broadened our areas of study. Students can perform and choreograph in a style of their choice for the group work, providing it meets the assessment criteria.

We've also taken care to ensure the assessment structure will give students of all abilities the chance to excel. Assessments are clear, well-structured and easy to understand. Exam questions take a variety of styles; this helps to build students' confidence and gives them the opportunity to be accurately and fairly awarded marks.

### HOW WILL THE COURSE BE ASSESSED?

Students must complete **both** assessment components.

Component 1: Performance and Choreography	Component 2: Critical engage
<p><b>What's assessed</b></p> <ul style="list-style-type: none"> <li>Solo performance linked to a specified practitioner within an area of study</li> <li>Performance in a quartet</li> <li>Group choreography</li> </ul>	<p><b>What's assessed</b></p> <p>Knowledge, understanding and critical appreciation of two set works.</p> <ul style="list-style-type: none"> <li><b>One compulsory</b> set work within the compulsory area of study</li> <li><b>One optional</b> set work within the corresponding area of study, from a choice of four.</li> </ul>
<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Practical exam</li> <li>80 marks</li> <li>50% of A-level</li> </ul>	<p><b>How it's assessed</b></p> <ul style="list-style-type: none"> <li>Written exam: 2 hours 30 minutes</li> <li>100 marks</li> <li>50% of A-level</li> </ul>
<p>Non-examination assessment (NEA) marked by an external assessor from AQA during a visit to your centre. Visits will normally take place between March and May.</p> <p>Externally set tasks are distributed by 15 September in the academic year of certification.</p>	<p><b>Questions</b></p> <p>Two sections:</p> <ul style="list-style-type: none"> <li>Section A: short answer questions (25 marks) and one essay question (25 marks) on the compulsory set work/area of study.</li> <li>Section B: two essay questions on the second set work/area of study (25 marks for each essay).</li> </ul>





## DANCE A LEVEL *continued* Pearson Edexcel 7237

The A-level Dance specification requires students to develop, demonstrate and articulate practical and theoretical knowledge, understanding and experience of:

- technical and performance skills
- the process and art of choreography
- the interrelationship between the creation, presentation and viewing/appreciation of dance works
- the development of dance placed within an artistic and cultural context
- professional dance works and the significance of these works
- subject specific terminology and its use.

Knowledge, understanding and skills will be developed and demonstrated within performance, choreography and critical engagement with the study of professional repertoire located within specific areas of study. The study of professional dance works, within the areas of study, promotes the integration of theory and practice and underpins students' own approaches to performance and choreography.

Areas of study provide students with the opportunity to investigate the key changes in the development of dance linked to a genre(s) and allow students to demonstrate contextual understanding through written communication and performance.

### FURTHER OPPORTUNITIES

- Performing Arts Degree
- Dance Degree
- Teaching
- Professional Dancer

### PREREQUISITES

- Grade 4 GCSE Dance is desirable
- Evidence of dance commitment outside of school
- Solo audition will need to be completed (a free piece, technical piece and a piece to a stimulus)

## DRAMA AND THEATRE A LEVEL

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

## DRAMA AND THEATRE A LEVEL *continued*

Pearson Edexcel 9DR0

### HOW WILL THE COURSE BE ASSESSED? *continued*

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"> <li>Live theatre evaluation- choice of performance</li> <li>Practical exploration and study of a complete performance text – focusing on how this can be realised for performance</li> <li>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</li> </ul>	<p>Assessment overview:</p> <p><i>Section A: Live Theatre 20 marks</i></p> <ul style="list-style-type: none"> <li>Extended response from choice of two requiring analysis of live theatre performance seen, in light of a given statement</li> </ul> <p><i>Section B: Page to Stage: Realising a Performance Text 36 marks</i></p> <ul style="list-style-type: none"> <li>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</li> <li>Answer as performer and designer</li> </ul> <p><i>Section C: Interpreting a Performance Text 24 marks</i></p> <ul style="list-style-type: none"> <li>Extended response from choice of two based on unseen section from their chosen performance text</li> <li>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</li> </ul>

### 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 and must have achieved GCSE drama at grade 5.



## ECONOMICS IAS/IAL

Pearson Edexcel XEC11/YEC11

### 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 (AS/A2)	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"> <li>▪ Introductory concepts</li> <li>▪ Consumer behaviour and demand</li> <li>▪ Supply</li> <li>▪ Price determination</li> <li>▪ Market failure</li> <li>▪ Government intervention in markets</li> </ul>
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"> <li>▪ Measures of economic performance</li> <li>▪ Aggregate demand (AD)</li> <li>▪ Aggregate supply (AS)</li> <li>▪ National income</li> <li>▪ Economic growth</li> <li>▪ Macroeconomic objectives and policies</li> </ul>
Unit 3: Business behaviour	50% of IAS 25% total IAL	Externally assessed Written examination: 2 hours	<ul style="list-style-type: none"> <li>▪ Measures of economic performance</li> <li>▪ Revenue, costs and profits</li> <li>▪ Market structures and contestability</li> <li>▪ Labour markets</li> <li>▪ Government intervention</li> </ul>



**ECONOMICS IAS/IAL** *continued*  
Pearson Edexcel XCH11/YCH11

**HOW WILL THE COURSE BE ASSESSED?** *continued*

Unit	Weighting (AS/A2)	Assessment	Content
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"><li>▪ Causes and effects of globalisation</li><li>▪ Trade and the global economy</li><li>▪ Balance of payments, exchange rates and international competitiveness</li><li>▪ Poverty and inequality</li><li>▪ The role of the state in the macroeconomy</li><li>▪ Growth and development in developing, emerging and developed economies</li></ul>

**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 a case study, 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 7 or higher at GCSE English and GCSE Mathematics and at least 3 other (I)GCSEs at grade 5 or above.





## ENGLISH LANGUAGE

AQA 7702

### COURSE DESCRIPTION

The AQA A-level English Language specification offers opportunities for students to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses. Students will create texts and reflect critically on their own processes of production, while analysing the texts produced by others. The specification explores the study of English Language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language in use. Language is seen as a creative tool for expression and social connection, as well as for individual cognition. The study of language as a symbolic system used to assert power in society is also fundamental to the scope of this specification.

The course is linear which means that all exams and assessments are completed at the end of the two-year course. This provides our students with an opportunity to hone their analysis skills and develop a mature and sophisticated tone in their own writing.

### HOW WILL THE COURSE BE ASSESSED?

Unit	Assessment	Content
Paper 1: Language, the individual and society.	2 hours and 30 minute written examination. 100 marks in total. 40% of A Level.	Textual variations and representations. Children's language development (0-11 years). Methods of language analysis are integrated across the paper.
Paper 2: Language diversity and change.	2 hours and 30 minute written examination. 100 marks in total. 40% of A Level.	Language diversity and change. Language discourses. Writing skills. Methods of language analysis are integrated across the paper.
Non-exam assessment: Language in action.	Word count:3,500 words. 100 marks in total. 20% of A Level.	Students will produce two pieces of work on a chosen topic, comprising: •a language investigation (2,000 words excluding data). •a piece of original writing and commentary (1,500 words in total).

### FURTHER OPPORTUNITIES

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

### PREREQUISITES

To study English Language at A level, you will need at least a grade 7 in GCSE English Language You will also need at least 4 other (I)GCSEs at grade 5 or above.



## ENGLISH LITERATURE B

AQA 7717

### COURSE DESCRIPTION

The AQA A level English Literature B specification has a distinct philosophy which centres on different ways of reading and on the connections which exist between texts. The course allows students to study texts within chosen literary and cultural genres as well as enhancing their approach to textual interpretation through the study of critical theory in the non-exam assessment. In this way, students can gain a solid understanding of how texts can be connected and how they can be interpreted in multiple ways so that students can arrive at their own interpretations and become confident autonomous readers. Students are then not only equipped with the knowledge and skills needed for both exams and non-exam assessment, but also experience a rich, challenging and coherent approach to English literature that provides an excellent basis for studying the subject at university.

This specification encourages the exploration of texts in a number of different ways:

- the study of texts within specific genres.
- the study of texts through engagement with a range of theoretical ideas.
- writing about texts in a number of different ways.

The course is linear which means that all exams and assessments are completed at the end of the two-year course. This provides our students with an opportunity to hone their analysis skills and develop a mature and sophisticated tone in their own writing.

### HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1: Literary genres.	2 hours and 30 minute written examination. Closed book. 75 marks in total. 40% of A Level.	Aspects of tragedy through the study of three texts: •one Shakespeare text. •one drama text. •one pre-1900 text.	Paper 1: Literary genres.
Paper 2: Texts and genres.	3 hour written examination. Open book. 75 marks in total. 40% of A Level.	Elements of crime writing through the study of: •one post-2000 prose text. •one poetry text. •one pre-1900 text.	Paper 2: Texts and genres.
Non-exam assessment: Theory and independence.	50 marks in total. 20% of A Level.	Students will produce two pieces of work of 1,250 – 1,500 words each. One will respond to a poetry text and the other to a prose text, and will need to link to a different aspect of the Critical Anthology.	Non-exam assessment: Theory and independence.

### 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 7 in both GCSE English Language and English Literature. You will also need at least 4 other (I)GCSEs at grade 5 or above.



## FRENCH A LEVEL

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?

Examination	Weighting	Assessment	Content
Component 1	40%	Listening, reading and translation 2hr written examination	Section A: Listening 30 marks Section B: Reading 30 marks Section C: Translation into English 20 marks
Component 2	30%	Written response to works and translation 2 hr 40 minute written examination	Section A: Translation into French 20 marks Section B: Written response to works 50 marks (literature) Section C: Written response to works 50 marks (film)
Component 3	30%	Speaking examination Between 21 minutes – 23 minutes	Task 1: Theme Discussion 30 marks Task 2a: Independent Research Project Task 2b: Discussion of Independent Research Project (45 marks across a/b)



**FRENCH A LEVEL** *continued*  
Pearson Edexcel 9FR0

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

Theme 1: Les changements dans la société française

Theme 2: La culture politique et artistique dans les pays francophones

Theme 3: L'immigration et la société multiculturelle française

Theme 4: L'Occupation et la Résistance

## 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.



## FURTHER MATHEMATICS

Pearson Edexcel XFM01/YFM01

### COURSE DESCRIPTION

The aims and objectives of this qualification 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 Statistics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in 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.
IAS Further Pure Mathematics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in Year 12	Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.





## FURTHER MATHEMATICS *continued*

Pearson Edexcel XFM01/YFM01

### HOW WILL THE COURSE BE ASSESSED? *continued*

Unit	Weighting	Assessment	Content
IAS Statistics 2	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in Year 12	The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.
IAL Mechanics 2	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in Year 13	Kinematics of a particle moving in a straight line or plane; center of mass; work and energy; collisions; statics of rigid bodies.
IAL Further Pure Mathematics 2	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in Year 13	Inequalities; series; further complex numbers; first order differential equations; second order differential equations; Maclaurin and Taylor series; Polar coordinates.
IAL Further Pure Mathematics 3	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in Year 13	Hyperbolic functions; further coordinate systems; differentiation; integration; vectors; further matrix algebra.

### 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 8 at IGCSE or GCSE Mathematics.

#### Required Textbooks:

- Pearson Edexcel International A Level Mathematics Further Pure Mathematics 1 Student Book (**ISBN-13** : 978-1292244648)
- Pearson Edexcel International A Level Mathematics Further Pure Mathematics 2 Student Book (**ISBN-13**: 978-1292244655)
- Pearson Edexcel International A Level Mathematics Further Pure Mathematics 3 Student Book (**ISBN-13** : 978-1292244662)
- Pearson Edexcel International A Level Mathematics Statistics 2 Student Book (**ISBN-13** : 978-1292245171)
- Pearson Edexcel International A Level Mathematics Mechanics 2 Student Book (**ISBN-13** : 978-1292244761)

## 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 (AS/A2)	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 5 in IGCSE History or grade 5 in both English and at least 3 other (I)GCSEs at grade 5 or above.

## INFORMATION COMMUNICATION TECHNOLOGY IAS/IAL

Pearson Edexcel XIT11/YIT11

### COURSE DESCRIPTION *(Year 13 only)*

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	Students must study all of the following topics: 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



## INFORMATION COMMUNICATION TECHNOLOGY IAS/IAL

*continued* Pearson Edexcel XIT11/YIT11

### HOW WILL THE COURSE BE ASSESSED? *continued*

Unit	Weighting	Assessment	Content
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

### 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 at grade 7 or above, must have achieved a minimum grade 6 in English and Math and at least 4 other (I)GCSEs at grade 5



## 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 0020Year 12	Proof; algebra and functions; coordinate geometry in the (x, y) plane; sequences and series; exponentials and logarithms; trigonometry; differentiation; integration
IAS Mechanics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in June of Year 12	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





**MATHEMATICS IAS/IAL** *continued*  
Pearson Edexcel XMA01/YMA01

**HOW WILL THE COURSE BE ASSESSED?** *continued*

Unit	Weighting	Assessment	Content
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 Decision 1	16.7% of the IAL qualification	One written paper in June of Year 13	Algorithms; algorithms on graphs; algorithms on graphs II; critical path analysis; linear programming

**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 7572

### COURSE DESCRIPTION

#### About Media Studies

As an A Level Media Studies student, you will analyse how media products like TV programmes and music videos use images, sounds, language, and representations to create meaning. You will learn about the media industry and how the industry affects how media products are made. You will investigate media audiences, exploring who are the people who watch, read and consume the products, and considering how different people might be affected by media products differently, and why. You will study lots of different media forms, such as:

- Television Online Media
- Advertising and Marketing
- Film Marketing
- Magazines
- Music Video
- Newspapers
- Radio
- Social and Participatory Media
- Video Games

There's also a significant amount of practical work where you might create music videos, magazines, television programmes, advertisements and more. In your practical work, you'll be able to apply what you've learned about the media in the production of your own media products.

### HOW WILL THE COURSE BE ASSESSED?

Assessment will consist of a mixture of examinations and non-examined assessment.

Media 1: Written examination: 2 hours, 35% of qualification

Media 2: Written examination: 2 hours, 35% of qualification

Component 3: Non-exam assessment: Media Production, 30% of qualification

#### What skills will I develop?

Media Studies will help you to develop skills that you'll be able use in your other subjects such as critical thinking, analysis, research, planning, practical skills, time management, essay writing skills and more.

### PREREQUISITES

Students must achieve a minimum grade 6 in GCSE Media or English at least 4 other (I)GCSEs at grade 5 or above.



## PHYSICAL EDUCATION A LEVEL

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 and grade 5 in 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

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 6 units.

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"> <li>• Mechanics</li> <li>• Materials</li> </ul>
IAS Unit 2	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> <li>• Waves and Particle Nature of Light</li> <li>• Electric Circuits"</li> </ul>
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"> <li>• Further Mechanics</li> <li>• Electric and Magnetic Fields</li> <li>• Nuclear and Particle Physics"</li> </ul>
IA2 Unit 5	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> <li>• Thermodynamics</li> <li>• Nuclear Decay</li> <li>• Oscillations</li> <li>• Astrophysics and Cosmology"</li> </ul>
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 and grade 6 in Mathematics. Studying AS/A Level Mathematics alongside this subject is recommended.



## PSYCHOLOGY A LEVEL

AQA 7182

### COURSE DESCRIPTION

The AQA A level Psychology course is designed to provide students with an in-depth understanding of human behavior and the scientific study of the mind. The course covers a wide range of topics, including cognitive, social, developmental, and biological psychology. Students will also learn about research methods used in psychology, as well as the ethical considerations that need to be taken into account when conducting psychological research.

### HOW WILL THE COURSE BE ASSESSED?

The AQA A level Psychology course is assessed through three written exams, each lasting two hours. The exams are taken at the end of the two-year course and cover all the topics studied throughout the program. The exams consist of a mix of multiple-choice, short-answer, and essay questions.

Paper 1	Paper 2	Paper 3
Attachment Social Influence Memory Psychopathology	Biopsychology Psychological Approaches Research Methods	Issues and Debates Schizophrenia Relationships Aggression

### FURTHER OPPORTUNITIES

After completing the AQA A level Psychology course, students may choose to pursue further education in psychology or related fields. This can include studying psychology at university or pursuing a career in fields such as clinical psychology, counseling, or educational psychology. Additionally, students may choose to specialise in specific areas of psychology, such as forensic psychology or sports psychology.

Overall, the AQA A level Psychology course provides students with a strong foundation in the scientific study of human behavior, and prepares them for further study or careers in psychology and related fields.

### PREREQUISITES

Students are required to have a minimum of a grade 5 in English language or English Literature and grade 5 in GCSE Mathematics and at least 3 other (1)GCSEs at grade 5 or above.



## SOCIOLOGY A LEVEL

AQA 7192

### COURSE DESCRIPTION

AQA A level Sociology is a two-year course that explores the key theories, concepts, and research methods used in the study of society. This course is designed to develop critical thinking and analytical skills, as well as an understanding of the social, political, and economic structures that shape our lives.

The course is divided into four main areas.

1. Education and families and Households
2. Media in Society
3. Crime and Deviance
4. Social Inequality and Stratification

Within each of these areas, students will study key sociological theories and concepts, such as functionalism, Marxism, feminism, and postmodernism. They will also examine a range of research methods, including surveys, interviews, and observations, and learn how to apply these methods to real-world social issues.

### HOW WILL THE COURSE BE ASSESSED?

Students who complete AQA A level Sociology may choose to further their studies in a related field, such as social work, criminology, or political science. There are also a variety of undergraduate and postgraduate degrees in sociology available at universities around the world. Additionally, students who have completed AQA A level Sociology may find employment in a wide range of industries, including education, social services, and marketing.

### FURTHER OPPORTUNITIES

Students are required to have a grade 5 in English Language and Literature to take A level Sociology.

### PREREQUISITES

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





## SPANISH A LEVEL

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?

Unit	Weighting	Assessment	Content
Component 1	40%	Listening, reading and translation 2hr written examination	Section A: Listening 30 marks Section B: Reading 30 marks Section C: Translation into English 20 marks
Component 2	30%	Written response to works and translation 2 hr 40 minute written examination	Section A: Translation into Spanish 20 marks Section B: Written response to works 50 marks (literature) Section C: Written response to works 50 marks (film)
Component 3	30%	Speaking examination Between 21 minutes – 23 minutes	Task 1: Theme Discussion 30 marks Task 2a: Independent Research Project Task 2b: Discussion of Independent Research Project (45 marks across a/b)



**SPANISH A LEVEL** *continued*  
Pearson Edexcel 9SP0

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 APPLIED SCIENCE

Pearson Edexcel

### COURSE DESCRIPTION

The Pearson BTEC International Level 3 qualifications in Applied Science are designed for learners in the 16–19 age group, who wish to pursue a career in science-based industries via higher education to access graduate entry employment with science, or, alternatively through junior science-based employment.

### HOW WILL THE COURSE BE ASSESSED?

Title	Size and Structure	Summary Purpose
Pearson BTEC International Level 3 Extended Diploma in Applied Science	1080 GLH Equivalent in size to three International A Levels. Sixteen units of which eight are mandatory units. Four units are assessed by Pearson Set Assignment. Mandatory content (56%).	This qualification is designed as a full-time course to support learners who want to study science-based qualifications as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right.

### FURTHER OPPORTUNITIES

BTECs are designed for progression into employment and higher education. This qualification is recognised by higher education institutions as fully meeting admission requirements to many relevant courses in a variety of areas of the science sector, for example:

- BSc (Hons) in Chemistry with Analytical Science
- BSc (Hons) in Bioscience
- Higher National Diploma (HND) in Applied Science

This qualification supports progression to job opportunities in the science industry at a variety of levels. Jobs available in this area include:

- Chemical Technician
- Biomedical Scientist
- Clinical Scientist
- Science Teacher

### PREREQUISITES

- Grade 5 GCSE Double Science
- Grade 5 GCSE English and Maths
- A keen interest in career linked with the Sciences



## BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN BUSINESS

Pearson Edexcel

### COURSE DESCRIPTION

The Business BTEC is a 2-year course which offers a steppingstone 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.

### HOW WILL THE COURSE BE ASSESSED?

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.

### 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 5 or higher at GCSE English and GCSE Mathematics and with keen interest in career linked with Business.



## BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN INFORMATION TECHNOLOGY

Pearson Edexcel

### COURSE DESCRIPTION

This course is designed for learners who are interested in the study of information technology, with a view to progressing further within the IT industry. Learners will have exposure to a wide range of IT topics that will enhance their progression to higher education in this sector and ultimately lead to employment.

#### Size and structure

360 GLH Equivalent in size to one International A Level. Two mandatory units that include a Pearson Set Assignment. Mandatory content (50%). Learners complete remaining optional units to the value of 180 GLH (see below)

#### Units covered in Year 1

- 1 – Information Technology Systems Pearson Set assignment
- 2 – Creating systems to manage information Internal Coursework
- 3 – Using social media in Business Internal Coursework
- 6 - Web Development Pearson Set assignment
- 15 – Cloud storage and collaboration tools Internal Coursework
- 16 – Digital 2D and 3D Graphics Internal Coursework
- 17 – Digital animation and Effects Internal Coursework

#### Units covered in Year 2

- 4 – Programming Internal Coursework
- 5 – Data Modelling Internal Coursework
- 3 – Mobile App Development Internal Coursework
- 9 - IT Project Management Internal Coursework
- 11 – Cybersecurity and Incident Management Pearson Set assignment
- 18 – Internet of Things Internal Coursework
- 19 – Enterprises in IT Internal Coursework

### HOW WILL THE COURSE BE ASSESSED?

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 ongoing basis to complete these assignments and the importance of getting that work handed in for assessment by the given deadline. Each assignment has Pass and Merit criteria and at least one Distinction criterion.



**BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN INFORMATION TECHNOLOGY**  
*continued* Pearson Edexcel

## FURTHER OPPORTUNITIES

These qualifications give learners the opportunity to progress to higher education to study a BTEC Higher National in Computing, a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous, such as business studies.

These qualifications are recognised by higher-education institutions as fully meeting admission requirements to many relevant courses in a variety of areas of the IT sector, for example:

- BSc (Hons) in Information Management for Business
- BA (Hons) in Accounting and Finance
- BSc (Hons) in Information Management for Business.

## PREREQUISITES

- Grade 5 GCSE IT
- Grade 5 GCSE English or Maths
- A keen interest in career linked with IT
- The idea of potentially a future career in Information Technology





## BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN SPORT

Pearson Edexcel

### COURSE DESCRIPTION

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education.

These qualifications have been developed as a collaboration between Pearson and Liverpool Football Club. In partnership we have been able to draw on the expertise and resources of both organisations to develop this suite of qualifications. This specification is intended for all those with an interest in sport and an interest in the multiple vocational career opportunities that are available in sport. Learners with an interest in health and fitness, coaching, sports business and facilities management across all sports will benefit from these materials.

### HOW WILL THE COURSE BE ASSESSED?

Title	Size and Structure	Summary Purpose
Pearson BTEC International Level 3 Extended Diploma in Sport	1080 GLH Equivalent in size to three International A Levels.  At least 16 units, of which eight are mandatory and three are assessed by Pearson Set Assignment.  Mandatory content(56%)	This qualification is designed as a full-time course to support learners who want to study the sport sector as the main focus of a two-year, full-time study programme. The qualification would support progression to higher education in its own right.

### FURTHER OPPORTUNITIES

The Pearson BTEC International Level 3 qualifications in Sport are designed for learners in the 16-19 age group, who wish to pursue a career in the sports sector via higher education to access graduate entry employment in a sports role.

These qualifications support progression to job opportunities in the sports industries at a variety of levels.

Examples of job roles available in sports areas include:

- physical education instructor
- assistant coach
- community coach
- sport-specific school coach
- club sports coach
- sports administrative assistant
- sports agent
- leisure assistant
- leisure duty manager
- sport facilities manager

### PREREQUISITES

- Grade 4 GCSE English
- A keen interest in career linked with Sport and represent Mustang in one Sport.
- The idea of potentially a future career in Sport and Leisure



## ADDITIONAL CURRICULUM CONTENT

### EXTRA-CURRICULAR ACTIVITIES

As a school we value the importance of a healthy and active lifestyle, and here at Metropole we have in place a comprehensive extra-curricular programme with a range of enjoyable activities on offer for our students to choose from. Engagement in sport and a wide range of squads that are led by teachers, PE staff and outside sports agencies are very popular with students. 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" (السباق إلى النجاح). Metropole 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.

In addition to physical activities, it is also important to offer activities that stimulate our students' minds. We design our activities to spark student imagination. We inspire them to try something new and to learn about leadership and teamwork. The talents and interests we cultivate now will nourish them in the future.

Extra-curricular activities take place at lunchtime and after the school day, and offerings are updated every term. They may also be invited to intervention sessions during this time to support their academics, help students achieve their target grades or push them to achieve what they didn't believe possible. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our provision.

We are very excited about our growing number of extra curricular activities on offer, which we will continue to grow and develop.

### MSC (Moral, Social & Cultural Studies)

Moral, Social and Cultural (MSC) education at Metropole is delivered weekly in a dedicated lesson, and is also integrated into all specific subject areas, assemblies, trips, projects and house competitions.

The ultimate outcome of MSC is to create a generation of citizens who:

- Build character traits that include resilience, perseverance, work ethic, critical thinking and discipline.
- Prepare students with the skills they need for adult life. Skills include financial literacy, awareness of addiction, mental and physical well-being and digital literacy. • Teach students the practical and ethical values that are represented in the ethos of the course, which includes tolerance, honesty, dignity, respect, and humility.
- Encourage and enable students to become engaged members of their community. • Teach students about culture, both of the UAE and of the wider world, and enable them to value the wealth of culture available across the world.
- Emphasise diversity in its social and cultural components.
- Deliver international content.
- Challenge and inspire students.
- Reinforce UAE vision Key concepts for Sustainable development.



## ADDITIONAL CURRICULUM CONTENT

### EPQ

The Extended Project Qualification (EPQ) is a qualification that allows students to engage in an independent research project or investigation on a topic of their choice. It is widely recognized by universities and can contribute to UCAS (Universities and Colleges Admissions Service) points during the university application process.

At Gems Metropole, the EPQ is taken by students in Year 12 and provides students with an opportunity to develop critical thinking, research, and project management skills, which are valuable for further education and beyond.

The EPQ curriculum is supported by our EPQ coordinator in a timetabled weekly session and processes include the following:

- Project Proposal: Students need to submit a project proposal outlining the topic they want to investigate, the research question they aim to answer, and the proposed methodology.
- Research and Planning: This phase involves conducting in-depth research using a variety of sources such as books, academic journals, websites, interviews, etc. Students also need to create a plan for their project, detailing the steps they will take to complete it within the allocated time.
- Supervision and Review: Students will have a supervisor or mentor who guides them throughout the project. They provide regular feedback and support during the research and writing process.
- Project Report/Dissertation: The main output of the EPQ is a written report or dissertation. The report should demonstrate the student's ability to critically analyze information and present coherent arguments.
- Grading criteria consider factors like research quality, analytical skills, presentation skills, time management, and overall project management.

### WORK EXPERIENCE

At GEMS Metropole, we aim to give every student an experience beyond the walls of the classroom. Exposing students to the day-to-day realities of working life is a key part of their education, whether that is a week of work experience; a regular internship; a day within industry or even a part time job. These are all vital commodities of a young person's journey to success.

As part of this commitment, our aim is to ensure that every student leaving the school has experienced an enriching period of work experience. For our Year 12 students, work experience is scheduled and takes place for one week in the academic year.

The knowledge and experience the students gain during their week of work experience will have a lasting impact on their educational and professional journeys and the relationships developed are simply invaluable.



## ADDITIONAL CURRICULUM CONTENT

### WORK EXPERIENCE *continued*

Last year, over 50 companies worked with Gems Metropole enabling our students to gain experience of a variety of industries including hospitality, engineering, customer service, IT solutions, Education, Project Management and Law. The exposure to diverse projects and the chance to collaborate with talented professionals contributed immensely to the students' personal growth. The resources and opportunities provided by Businesses, such as training sessions and workshops were instrumental in enhancing the skill sets and broadening the students' understanding of the work place.

We work with companies to foster a culture of learning and development and welcome new partnerships every year. We look forward to supporting our new cohort of Year 12 students with their work placements later in the year.

### WANTING MORE HELP?

Please speak to our dedicated career guidance counsellor if you require more help and support about courses and access to university/further study. Ms Rajone Karmarkar is happy to support all Senior Students through the careers process: [r.karmarkar\\_mts@gemsedu.com](mailto:r.karmarkar_mts@gemsedu.com)



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