



CURRICULUM HANDBOOK

SIXTH FORM

2022 - 2023

EMBRACING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY



EDUCATION





INTRODUCTION AND WELCOME

Dear Parents and Students,

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

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

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

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

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





INTRODUCTION AND WELCOME *continued*

Metropole is usually a place central to the city, country or community, and this is what our school is; the hub of our community.

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

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

Our Futures School (Years 10-13) enables students to prepare for their future lives, encouraging self-sufficiency and confidence to work successfully within society. Students continue to strive for higher qualifications through tailored academic pathways and have the opportunity to learn new vocational and life skills. Work experience plays a very important part of the Futures School, allowing students to put existing skills into practice and develop new ones. With established university links, the Futures School embraces new concepts which give students the chance to embrace progression opportunities, further enhanced through our strong alumni network. Students in the Futures School feel equipped for the demands of real life, and leave the school in a position to stand-out from those from other schools as exceptional, well-prepared, and eager for the next step.

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

Yours sincerely,

Ms. Daniella Aschettino
Secondary Headteacher

SECONDARY LEADERSHIP TEAM



Ms. Daniella Aschettino
Secondary Headteacher



Ms. Sinead McElhone
Deputy Headteacher



Ms. Lauren East
Deputy Headteacher



Ms. Kelly Lohe
Assistant Headteacher



Mr. Kevin Conlon
Assistant Headteacher



Mr. Martin Booter
Assistant Headteacher



Mr. Joseph Gannon
Assistant Headteacher



WELCOME FROM THE SIXTH FORM TEAM

Dear Parents,

Welcome to Sixth Form! My name is Mr Waldron and, alongside Mr Luffman who joins us this year, we are the Heads of Sixth Form. I would like to take the time to welcome all the new and returning students to what is a very exciting time in the students' academic careers.

We have an excellent Sixth Form LEAD team who will be your first point of contact for the coming year. We really encourage the students to be proactive in their learning and take ownership of the subjects that they have chosen to study. This means that, as a teaching staff, we look to support all students through their Sixth Form journey whether that be study methods, community service or preparing them for their next steps beyond school. It is certainly an exciting time, packed with lots of opportunities and we look forward to every member of the Sixth Form cohort taking every chance that presents itself to them.

We recognise the big step up that the Year 12 students face and the pressures that come with being in Year 13 and wellbeing is important to all of us. We want to create an open environment where students are comfortable in talking about their concerns and work together to resolve them. Please familiarise yourself with the various policies and guidelines that have been shared with you

We are very excited to welcome the students back to the new and improved Sixth Form centre and hope that this will really enhance their Sixth Form experience. We look forward to a fantastic year ahead!



Mr. Jack Luffman
Head of Academics/Careers



Mr. Christopher Waldron
Head of Pastoral

GEMS METROPOLE 2022 SIXTH FORM

AS AND A LEVEL

A Levels have been described as the 'gold standard' of Sixth Form examinations and they are accepted as an entry qualification into all the best universities around the world. A Levels are particularly well suited to students who have particular strengths in 2 or 3 areas of the curriculum and wish to study them further in greater depth.

The A level is examined at the end of Year 13. The AS level is a standalone qualification taken at the end of Year 12 and cannot be counted towards the A Level. Assessment is 100% examination at the end of Year 13.

INTERNATIONAL AS AND A LEVEL

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

BTEC INTERNATIONAL LEVEL 3

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

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

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



GEMS METROPOLE 2022 SIXTH FORM *continued*

COMPULSORY SUBJECTS

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

- Physical Activity
- Moral Education*
- Islamic (for Muslim students)*
- Arabic A (Arabic passport holders)*

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

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

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

OPTIONAL SUBJECTS

Students will choose a minimum of 3 A Levels, or Level 3 extended diploma iBTEC, or a mix of both into Year 12. Most students will choose to only continue 3 subjects on to Year 13 but further guidance about choices will be provided by the Sixth Form team. Students will also have the opportunity to take certain GCSE Exams in order to improve on their grades or to gain extra GCSE qualifications required for certain universities. Please note these will be self-taught.

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

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

GEMS METROPOLE 2022 SIXTH FORM *continued*

COMMUNITY SERVICE

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

CAREERS GUIDANCE

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

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

OTHER INFORMATION

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

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



GEMS METROPOLE 2022 SIXTH FORM *continued*

ENTRY PROCESS

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

- The minimum requirement of 5 GCSEs at Grade 5 or above, with grade 7 minimum in chosen A Level courses
- Individual subject requirements as per the course choice information including Maths, English and Science (see attached supplements)
- Completion of a CAT4 assessment with A-Level predicted grades taken into account
- Successful interview with the Sixth Form team
- Reports for the past 2 years from previous schools (external candidates)
- Please refer to the parent-school contract for more details about entry into our school's Sixth Form.

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

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

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	Ministry Islamic & Arabic (where applicable) Enrichment Activities	Ministry Moral Education Mentoring & Career Guidance	Business Studies	Maths	History	Maths	Art, Craft & Design	
			Sociology	Media	Further Maths	French	English Literature	
			ICT	Dance	Drama	Music	Geography	
			Computer Science	Psychology	Biology	Physics	Physical Education (A Level)	
			Biology	Chemistry	Chemistry	Sociology	Media	
			English Language	Spanish	Economics	Art, Craft & Design	Arabic*	
				Arabic*	Business Studies	Arabic*	Psychology	
			BTEC Applied Science***				Business Studies	Physics
			BTEC Business**					
			BTEC IT**					
				BTEC Sports Science**				

GEMS METROPOLE 2022 SIXTH FORM *continued*

OPTIONS GUIDANCE

- All students will choose a minimum of three A Level subjects, four if they have an approval from the Head of Sixth Form.
- Students can choose an Extended Level 3 iBTEC course or an iBTEC course alongside of an A Level course to diversify their options and create a personalised learning pathway.
- Students can pick 1 option in each option block (with a maximum of 4 A Levels).
- BTEC courses must be chosen within the options sheet layout.
- iBTEC Level 3 Programmes can be done with the equivalency of 1 or 2 A-levels alongside 1 or 2 A Level courses.
- iBTEC Level 3 Extended Diploma Programmes are the equivalent to 3 A Levels and may be taken alongside an enrichment programme.
- All students will take core PE and Moral Education as compulsory subjects. Muslim students will take Islamic Studies as a compulsory subject.
- Students holding Arabic passports must study Arabic A (MOE) in either option 2, option 4 or option 5.
- Applications to Sixth Form will be reviewed and a conditional offer may be made subject to interviews.
- Prerequisites: students must meet the minimum entry requirements of each subject. The standard requirement on to our 'A' Level pathway is 5 GCSEs at Grade 6 (B) or above. There are specific subjects studied at A Level that will require higher GCSE grades (please see each supplement for further information).
- The course entry requirements will be firmly held to ensure students are on the correct academic pathway in line with their ability.
- Courses will only be run where there is sufficient student uptake.
- Enrichment activities include D of E, MUN, Highfields Unifrog, Lifology, Charities, Clubs, Community service, Awe Academy, School of Rock and full careers guidance.
- The course choice structure may be subject to change at any time – full information will be given about this.

Our Sixth Form programme is set up to enable students access to apply to universities within the country from which the certificates are awarded (UK). This programme will also support and allow university application into the majority of countries worldwide. We do not offer bespoke programmes for specific countries university requirements.



Minimum Entry Requirements – Sixth Form September 2022 Entry

These are guidelines for enrollment, individual cases will be taken into consideration but not guaranteed

Subject	Minimum GCSE Requirement
Art, Craft and Design: Fine Art/Graphic Communication/Textiles (Linear)	<ul style="list-style-type: none"> Grade 7 GCSE Art, Craft & Design or Suitable Portfolio of Work 4 other GCSEs Grade 5
Biology	<ul style="list-style-type: none"> Grade 7 GCSE Science (Double Science or Triple Science) Grade 6 GCSE Eng or Maths 4 other GCSEs Grade 6
Business	<ul style="list-style-type: none"> Grade 6 GCSE Eng + Maths 3 other GCSEs Grade 5
Business BTEC (Linear)	<ul style="list-style-type: none"> Grade 5 GCSE English + Maths Keen interest in career linked with Business
Chemistry	<ul style="list-style-type: none"> Grade 7 GCSE Science (Double Science or Triple Science) Grade 6 Eng or Maths 4 other GCSEs Grade 6
Computer Science	<ul style="list-style-type: none"> Grade 7 GCSE Maths, or Grade 6 GCSE CS 3 other GCSEs Grade 5
Drama (Linear)	<ul style="list-style-type: none"> Grade 4 GCSE Drama Strong affinity towards English Language/Literature Willingness to apply skills in a hands on & practical manner 5 other GCSEs Grade 5 including GCSE English
Dance	<ul style="list-style-type: none"> Grade 4 GCSE Dance or Dance experience outside of school (any style) If no prior GCSE or experience outside of school, an audition will take place
Economics	<ul style="list-style-type: none"> Grade 6 GCSE Eng + Maths 3 other GCSEs Grade 5
English Literature	<ul style="list-style-type: none"> Grade 7 GCSE English Language & English Literature 4 other GCSEs Grade 5
English Language	<ul style="list-style-type: none"> Grade 6 GCSE English Language 4 other GCSEs Grade 5
French (Linear)	<ul style="list-style-type: none"> Grade 7 GCSE French Grade 5 GCSE English 3 other GCSEs Grade 5
Geography (Linear)	<ul style="list-style-type: none"> Grade 6 GCSE Geography OR Grade 5 GCSE English 3 other GCSEs Grade 5
History	<ul style="list-style-type: none"> Grade 6 GCSE History Grade 5 GCSE English 3 other GCSEs Grade 5
Information Communication Technology	<ul style="list-style-type: none"> Grade 6 GCSE IT Grade 6 GCSE English or Maths 4 other GCSEs Grade 5
Information Technology BTEC (Linear)	<ul style="list-style-type: none"> Grade 5 GCSE IT Grade 5 Eng OR Maths
Mathematics	<ul style="list-style-type: none"> Grade 7 GCSE Maths 4 other GCSEs Grade 5
Further Mathematics	<ul style="list-style-type: none"> Grade 9 GCSE Maths
Music	<ul style="list-style-type: none"> GCSE 5 ABRSM/Trinity performance exam grade 5 or above If there is no evidence of this, an audition & theory test will take place
Media (Linear)	<ul style="list-style-type: none"> Grade 6 GCSE Media or English 4 other GCSEs Grade 5
Physical Education (Linear)	<ul style="list-style-type: none"> Grade 6 GCSE PE 4 other GCSEs Grade 5 Grade 5 in GCSE English + Science High skill in at least 1 team or individual sport
Sport BTEC (Linear)	<ul style="list-style-type: none"> Grade 5 GCSE E or M Keen interest in career linked with Sport
Physics	<ul style="list-style-type: none"> Grade 7 GCSE Science (Double Science or Triple Science) Grade 6 Maths 4 other GCSEs Grade 6 A-Level Maths recommended alongside this course
Psychology (Linear)	<ul style="list-style-type: none"> Grade 5 GCSE English Grade 5 GCSE Science 3 other GCSEs Grade 5
Sociology (Linear)	<ul style="list-style-type: none"> Grade 5 GCSE English 4 other GCSEs Grade 4
Spanish (Linear)	<ul style="list-style-type: none"> Grade 7 GCSE Spanish Grade 5 GCSE English 3 other GCSEs Grade 5
Applied Science BTEC (Linear)	<ul style="list-style-type: none"> Grade 5 GCSE Double Science Grade 5 English or Maths

ADDITIONAL CURRICULUM CONTENT

EXTRA-CURRICULAR

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". 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 during lunchtimes and after the school day. Students may also be invited to intervention sessions during this time to support their academics, and to help students achieve at least their target grades. Throughout the school year, students have the opportunity to compete in national and international competitions as part of our additional provision. We are very excited about our growing number of extra-curricular activities on offer, which we will continue to grow and develop.

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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. Please note that examination fees are non-refundable.



CURRICULUM OFFER SEPTEMBER 2022

Availability of A Level subjects is dependent on sufficient demand.

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

AS/A LEVEL / BTEC COURSES
Arabic (Ministry of Education)
Art and Design A Level (Linear Course)
Biology IAS/IAL
Business Studies IAS/IAL
Chemistry IAS/IAL
Computer Science A/AS
Drama and Theatre A Level (Linear Course)
Economics IAS/IAL
English Language IAS/IAL (Linear Course)
English Literature IAS/IAL (Linear Course)
French A Level (Linear Course)
Further Mathematics IAS/IAL
Geography A/AS (Linear Course)
History IAS/IAL
Information Communication Technology IAS/IAL
Islamic (Ministry of Education)
Mathematics IAS/IAL
Media Studies A Level (Linear Course)
Physical Education A Level (Linear Course)
Physics IAS/IAL
Psychology A Level (Linear Course)
Sociology A Level (Linear Course)
Spanish A Level (Linear Course)
BTEC Applied Science (Linear Course)
BTEC Business (Linear Course)
BTEC IT (Linear Course)
BTEC Sport (Linear Course)

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.

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

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

HOW WILL THE COURSE BE ASSESSED?

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

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

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

Must have studied GCSE Art achieving a grade 7 or above, or be able to show a portfolio of highly skilled artworks. Students must also have achieved grade 5 or above in at least 4 other (1)GCSE subject.



BIOLOGY IAS/IAL

Pearson Edexcel XBI11 / YBI11

COURSE DESCRIPTION

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

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

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

BUSINESS 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 (AS/A2)	Assessment	Content
Unit 1: Marketing and people	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> ▪ Meeting customer needs ▪ The Market ▪ Marketing mix and strategy ▪ Managing people ▪ Entrepreneurs and leaders
Unit 2: Managing business activities	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> ▪ Planning a business and raising finance ▪ Financial planning ▪ Managing finance ▪ Resource management ▪ External influences
Unit 3: Business decisions and strategy	50% of IAS2 25% total IAL	Externally Assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> ▪ Business a business and raising finance ▪ Business growth ▪ Decision-making techniques ▪ Influence on business decisions ▪ Assessing competitiveness ▪ Managing change
Unit 4: Global business	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours 80 Marks	<ul style="list-style-type: none"> ▪ Globalisation ▪ Global markets and business expansion ▪ Global marketing ▪ Global industries and companies (multinational corporations)

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



CHEMISTRY IAS/IAL

Pearson Edexcel 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	Content
IAS Unit 1	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> Atomic Structure and the Periodic Table Bonding and Structure Introductory Organic Chemistry and Alkanes Alkanes Formulae, Equations and Amount of Substance
IAS Unit 2	40% of the total IAS 20% of the total IAL	Written examination: 80 marks	<ul style="list-style-type: none"> Energetics Intermolecular Forces Redox Chemistry and Groups 1,2 and 7 Introduction to Kinetics and Equilibria Organic Chemistry: Alcohols, Halogenoalkanes and Spectra
IAS Unit 3 Practical Skills in Chemistry I	20% of the total IAS 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2.

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"> Kinetics Entropy and Energetics Chemical Equilibria Acid-base Equilibria Organic Chemistry: Carbonyls, Carboxylic Acids and Chirality
IA2 Unit 5	40% of the total IA2 20% of the total IAL	Written examination: 90 marks	<ul style="list-style-type: none"> Redox Equilibria Transition Metals and their Chemistry Organic Chemistry: Arenes Organic Nitrogen Compounds: Amines, Amides, Amino Acids Organic Synthesis
IA2 Unit 6	20% of the total IA2 10% of the total IAL	Written examination: 50 marks	This unit will assess students' knowledge and understanding of the experimental procedures in 4 and 5

FURTHER OPPORTUNITIES

Following on from A-Level Chemistry, 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 (1)GCSEs at grade 6 or above including English and Mathematics.



COMPUTER SCIENCE A/AS

AQA 7516

COURSE DESCRIPTION

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

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

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

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

HOW WILL THE COURSE BE ASSESSED?

Components	Weighting	
	AS	A
Paper 1 This on-screen exam contains short questions and write/adapt/extend programs in an Electronic Answer Document. Students will be provided with preliminary material. Externally assessed 1 hour 45 minutes	50	
Paper 2 This written paper contains short-answer and extended-answer questions. Externally assessed 1 hour 30 minutes	50	
Paper 1 This on-screen exam contains short questions and write/adapt/extend programs in an Electronic Answer Document. Students will be provided with preliminary material. Externally assessed 2 hour 30 minutes		40%

COMPUTER SCIENCE A/AS *continued*

AQA 7516

HOW WILL THE COURSE BE ASSESSED? *continued*

Components	Weighting	
	AS	A
Paper 2 This written paper contains short-answer and structured questions. There is no choice of questions. Topics will include those given in the pre-release material. Externally assessed 2 hours 30 minutes		40%
Non – exam assessment This non-exam assessment assesses student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem. 75 marks		20%

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



DRAMA AND THEATRE A LEVEL (LINEAR COURSE)

Pearson Edexcel 9DR0

COURSE DESCRIPTION

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

HOW WILL THE COURSE BE ASSESSED?

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

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

Pearson Edexcel 9DR0

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



ECONOMICS IAS / IAL

Pearson Edexcel 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"> ▪ Introductory concepts ▪ Consumer behaviour and demand ▪ Supply ▪ Price Market failure ▪ Government intervention in markets
Unit 2: Macroeconomic performance and policy	50% of IAS 25% total IAL	Externally Assessed Written Exam: 1 hour and 45 minutes	<ul style="list-style-type: none"> ▪ Measures of economic performance ▪ Aggregate demand (AD) ▪ Aggregate supply (AS) ▪ National income ▪ Economic growth ▪ Macroeconomic objectives and policies

ECONOMICS IAS / IAL *continued*

Pearson Edexcel XCH11/YCH11

HOW WILL THE COURSE BE ASSESSED? *continued*

Unit	Weighting (AS/A2)	Assessment	Content
Unit 3: Business behaviour	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours	<ul style="list-style-type: none"> ▪ Measures of economic performance ▪ Revenue, costs and profits ▪ Market structures and contestability ▪ Labour markets ▪ Government intervention
Unit 4: Developments in the global economy	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours	<ul style="list-style-type: none"> ▪ Causes and effects of globalisation ▪ Trade and the global economy ▪ Balance of payments, exchange rates and international competitiveness ▪ Poverty and inequality ▪ The role of the state in the macroeconomy ▪ Growth and development in developing, emerging and developed economies

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



ENGLISH LANGUAGE IAS / IAL

Oxford AQA 9670

COURSE DESCRIPTION

This course is designed to inspire, challenge and motivate every student, through the delivery of creative and engaging lessons. It introduces the study of English in its various forms and contexts, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course.

The variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allows students to develop a wide range of skills. These include critical reading, data analysis, evaluation, the ability to develop and sustain arguments and a number of different writing skills which are invaluable for both further study and future employment.

This is a two year modular qualification that offers clear skills progression from International GCSE. The full International A-level (IAL) is intended to be taken over two years, with the International Advanced Subsidiary (IAS) taken as a stand-alone qualification over the course of one year, or can be used to count towards the IAL. The non-exam assessment option at IAL, provides an opportunity for independent research and learning and the development of study skills.

Overall, the topics studied are highly relevant to modern life and work, supporting both the requirements of 21st century workplaces as well as representing core areas of research at university level.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IAS Unit 1: Language and Context	50% of the total IAS 20% of the total IAL	Exam of 2 hours	<ul style="list-style-type: none"> ▪ Section A: Understanding Texts 1. Students carry out one compulsory analysis of two texts linked by a common theme. ▪ Section B: Direct Writing 1. Students carry out one writing task, from a choice of two questions.
IAS Unit 2: Language and Society	50% of the total IAS 20% of the total IAL	Exam of 2 hours	<ul style="list-style-type: none"> ▪ Section A: Language and Social Groups: Texts 1. Students carry out one compulsory text analysis task. ▪ Section B: Language and Social Groups: Writing 1. Students carry out one compulsory writing task.

ENGLISH LANGUAGE IAS / IAL continued

Oxford AQA 9670

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IA2 Unit 3: Language Variation	30% of the total IAL	Exam of 2 hours	<ul style="list-style-type: none"> ▪ Section A: Learning Language 1. Students answer one question, from a choice of two. ▪ Section B: International English 1. Students answer one question, from a choice of two.
IAL Unit 4: Language Exploration	30% of the total IAL	NEA Teacher assessed Externally verified	Students carry out a language investigation of 2,500–3,000 words by collecting their own data and analysing it. Any topic is acceptable providing that its central focus is on an aspect of language.

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



ENGLISH LITERATURE IAS / IAL

Oxford AQA 9675

COURSE DESCRIPTION

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

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

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

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

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

FRENCH A LEVEL (LINEAR COURSE)

Pearson Edexcel 9FR0

COURSE DESCRIPTION

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

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

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

HOW WILL THE COURSE BE ASSESSED?

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

Listening, Reading and Translation exam: 2 hours 30 minutes

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

Writing exam: 2 hours

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

Speaking exam: 23 minutes

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



FRENCH A LEVEL (LINEAR COURSE) *continued* Pearson Edexcel 9FR0

FURTHER OPPORTUNITIES

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

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

PREREQUISITES

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

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 Further Pure Mathematics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in January of Year 12	Complex numbers; roots of quadratic equations; numerical solution of equations; coordinate systems; matrix algebra; transformations using matrices; series; proof.
IAS Statistics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in June of Year 12	Mathematical models in probability and statistics; representation and summary of data; probability; correlation and regression; discrete random variables; discrete distributions; the Normal distribution.



FURTHER MATHEMATICS *continued* Pearson Edexcel XFM01/YFM01

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IAS Statistics 2	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in June of Year 12	The Binomial and Poisson distributions; continuous random variables; continuous distributions; samples; hypothesis tests.
IAL Mechanics 2	16.7% of the IAL qualification	One written paper in January of Year 13	Kinematics of a particle moving in a straight line or plane; centres of mass; work and energy; collisions; statics of rigid bodies.
IAL Further Pure Mathematics 2	16.7% of the IAL qualification	One written paper in June of 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	16.7% of the IAL qualification	One written paper in June of 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 9 at IGCSE or GCSE Mathematics and at least 4 other (I)GCSEs at grade 5 or above.

GEOGRAPHY A / AS AQA 7036 / 7037

COURSE DESCRIPTION

The Geography A-Level will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills. Students will study new units which reflect the world today, however it's retained much of the topics students enjoy, including hazards and population.

AS is taught simultaneously with the first year of A-Level, allowing for maximum flexibility for students to continue to A-Level or just sit the AS.

There will be 3 components studied: **Physical Geography, Human Geography and Coursework.**

Physical Geography consist of:	Human Geography consist of:	Coursework:
1. Water and carbon cycles 2. Hot desert systems and landscapes 3. Coastal systems and landscapes 4. Glacial systems and landscapes 5. Hazards 6. Ecosystems under stress	1. Global systems and global governance 2. Changing places 3. Contemporary urban environments 4. Population and the environment 5. Resource Security	The coursework element will be a fieldwork investigation of our choice, however, will require a field trip out of school to collect data. This maybe a domestic field trip or further afield.

HOW WILL THE COURSE BE ASSESSED?

Unit	Assessment	Questions	Content
Component 1: Physical Geography	Written examination: 2 hours 30 minutes 120 marks 40% of A-Level	Section A: Answer all questions (36 marks) Section B: Answer either question 2 or question 3 or question 4 (36 marks) Section C: Answer either question 5 or question 6 (48 marks) Question types: Short answer, levels of response and extended prose	Section A: Water and carbon cycles Section B: Either Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes Section C: Either Hazards or Ecosystems under stress



GEOGRAPHY A / AS *continued* AQA 7036 / 7037

HOW WILL THE COURSE BE ASSESSED? *continued*

Unit	Assessment	Questions	Content
Component 2: Human Geography	Written examination: 2 hours 30 minutes 120 marks 40% of A-Level	Section A: answer all questions (36 marks) Section B: answer all questions (36 marks) Section C: answer either question 3 or question 4 or question 5 (48 marks) Question types: short answer, levels of response, extended prose	Section A: Global systems and global governance Section B: Changing places Section C: either Contemporary urban environments or Population and the environment or Resource security
Component 3: Geography fieldwork investigation	3,000–4,000 words 60 marks 20% of A-Level marked by teachers moderated by AQA	Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.	

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

HISTORY IAS / IAL Pearson Edexcel XHI01 / YHI01

COURSE DESCRIPTION

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

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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting (AS/A2)	Assessment	Content
Unit 1: Depth Study with Interpretations	50% of IAS 25% of IAL	Written Exam: 2 hours	Britain, 1964-90
Unit 2: Breadth Study with Source Evaluation	50% of IAS 25% of IAL	Written Exam: 2 hours	Russia, 1917-91: From Lenin to Yeltsin
Unit 3: Thematic Study with Source Evaluation	25% of IAL	Written Exam: 2 hours	Civil Rights and Race Relations in the USA, 1865-2009
Unit 4: International Study with Historical Interpretations	25% of IAL	Written Exam: 2 hours	The Cold War and Hot War in Asia, 1945-90

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



INFORMATION COMMUNICATION TECHNOLOGY IAS/IAL

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

MATHEMATICS IAS/IAL

Pearson Edexcel XMA01/YMA01

COURSE DESCRIPTION

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

- Develop their understanding of mathematics and mathematical processes in a way that promotes confidence and fosters enjoyment
- Develop abilities to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs
- Extend their range of mathematical skills and techniques and use them in more difficult, unstructured problems
- Develop an understanding of coherence and progression in mathematics and of how different areas of mathematics can be connected
- Recognise how a situation may be represented mathematically and understand the relationship between 'real-world' problems and standard and other mathematical models and how these can be refined and improved
- Use mathematics as an effective means of communication
- Read and comprehend mathematical arguments and articles concerning applications of mathematics
- Acquire the skills needed to use technology such as calculators and computers effectively, recognise when such use may be inappropriate and be aware of limitations
- Develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general
- Take increasing responsibility for their own learning and the evaluation of their own mathematical development.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
IAS Pure Mathematics 1	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in January of Year 12	Algebra and functions; coordinate geometry in the (x, y); trigonometry; differentiation; integration
IAS Pure Mathematics 2	33.3% of the IAS qualification 16.7% of the IAL qualification	One written paper in June of Year 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 (LINEAR COURSE)

AQA 7571 / 7572

COURSE DESCRIPTION

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

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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
A Level: Media One	35% of A Level	Written exam: 2 hours 84 marks	<p>Section A will focus on Media Language and Media Representations. Questions in this section will test the following forms:</p> <ul style="list-style-type: none"> • advertising and marketing • music video. <p>Section B will focus on Media Industries and Media Audiences. Questions in this section can test any two of the following forms:</p> <ul style="list-style-type: none"> • radio • newspapers • film (industries only).
A Level: Media Two	35% of A Level	Written exam: 2 hours 84 marks	Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.
A Level: Non-exam Assessment	30% of AS Level	A choice of one of six annually changing briefs, set by AQA. 60 marks Assessed by teachers Moderated by AQA	<p>Students produce:</p> <ul style="list-style-type: none"> • a statement of intent • a media product made for an intended audience



MEDIA STUDIES A LEVEL (LINEAR COURSE) *continued* AQA 7571 / 7572

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
A Level: Media 2	30% of A Level	Written exam (2 hours) - closed book, externally assessed	<ul style="list-style-type: none"> One medium length unseen analysis question Three essay questions (25 marks), one of which is an extended response question and one of which is a synoptic question
A Level: Creating a cross-media production (Non-exam assessment)	30% of A Level	Non-exam assessment - internally assessed and externally moderated by AQA	Students produce: <ul style="list-style-type: none"> a statement of intent a cross-media production made for an intended audience

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

PHYSICAL EDUCATION A LEVEL (LINEAR COURSE) Pearson Edexcel 9PE0

COURSE DESCRIPTION

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

A-Level

Component 1: Scientific Principles of Physical Education

Component 2: Psychological and Social Principles of Physical Education

Component 3: Practical Performance

Component 4: Performance Analysis and Performance Development Programme

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



PHYSICS IAS/IAL

Pearson Edexcel XPH11 / YPH11

COURSE DESCRIPTION

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

PSYCHOLOGY A LEVEL (LINEAR COURSE)

AQA 7182

COURSE DESCRIPTION

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

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

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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Content
Paper 1 Introductory topics in Psychology	2 hours written examination 96 marks in total 33.3% of A Level	<ul style="list-style-type: none"> Social Influence Memory Attachment Psychopathology
Paper 2 Psychology in context	3 hours written examination 96 marks in total 33.3% of A Level	<ul style="list-style-type: none"> Approaches in Psychology Biopsychology Research Methods
Paper 3 Issues and Options	4 hours written examination 96 marks in total 33.3% of A Level	<ul style="list-style-type: none"> Issues and Debates Gender Aggression Schizophrenia

FURTHER OPPORTUNITIES

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

PREREQUISITES

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



SOCIOLOGY A LEVEL (LINEAR COURSE) *continued* AQA 7192

HOW WILL THE COURSE BE ASSESSED? *continued*

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

SPANISH A LEVEL (LINEAR COURSE) Pearson Edexcel 9SP0

COURSE DESCRIPTION

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

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

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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Component 1	40%	Listening, reading and translation 2 hour 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 hour 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)

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



SPANISH A LEVEL (LINEAR COURSE) *continued* Pearson Edexcel 9SP0

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

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

BTEC INTERNATIONAL LEVEL 3 EXTENDED DIPLOMA IN 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.

HOW WILL THE COURSE BE ASSESSED?

Title	Size and Structure	Summary Purpose
Pearson BTEC International Level 3 Subsidiary Diploma in Information Technology	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.	This qualification is designed for learners who are interested in an introduction to the study of creating information technology systems to manage and share information, alongside other fields of study, which may include other vocational or general qualifications, with a view to progressing to a wide range of higher education and employment opportunities, not necessarily in information technology.

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 4 GCSE English and 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.

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?

Pearson BTEC International Level 3 Extended Diploma in Sport	1080 GLH Equivalent in size to three International A Levels.	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.
	Atleast 16 units, of which eight are mandatory and three are assessed by Pearsin Set Assignment.	
	Mandatory content(56%)	

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

TERM 1	
Wednesday 7th September	Curriculum Information Evening: Years 10-13
Thursday 8th September	Curriculum Information Evening: Years 7-9
Friday 9th September	Metropole Innovation Launch
Thursday 15th September	Parent Webinar: Student Expectations
Thursday 29th September	Staff INSET Parent Coffee Morning: University and Careers
Friday 30th September	House Colour day
Monday 10th October	Staff INSET
Monday 10 th October – Tuesday 11th October	Student Leadership Inauguration
Thursday 13th October	Pink Day
Monday 24th October	Year 10 Parent-Teacher Consultation Evening
Monday 31st October	Parent Webinar: Sixth Form
Tuesday 1st November	Flag Day Parent Workshop: Secondary Assessment
Monday 7th November	Year 9 School Trip: Absolute Adventure
Thursday 10th November	Gifted and Talented Students: Parent-Teacher Consultation Evening
Tuesday 15th November	Staff INSET
Wednesday 16th November	Year 12 Parent-Teacher Consultation Evening
Friday 18th November	Parent Webinar: Meet the Heads of Year (Years 8 and 9)
Tuesday 22nd November	Careers Day: Year 9
Monday 21 st November – Friday 25th November	School Photos
Friday 25th November	Parent Coffee Morning: University and Careers
Monday 28th November	Sixth Form Team Building Day
Monday 28 th November – Wednesday 30th November	House Winners Activity Afternoon
Tuesday 29th November	National Day Celebrations
Thursday 1st December	Winter Performance
Monday 5 th December – Thursday 8th December	Celebration Assemblies
Tuesday 6th December	Year 11 Parent-Teacher Consultation Evening
Wednesday 7th December	IMG World of Adventure School Trip: Years 7-13
Thursday 8th December	Year 13 Parent-Teacher Consultation Evening
Friday 9th December	Winter Jumper Day Last day of Term 1

TERM 3	
Monday 10th April	Term 3 Starts
Wednesday 12th April	Parent Webinar: Supporting Your Child Through Their Exams
Wednesday 19th April	Senior School Careers Fair: Years 9-13
Tuesday 25 th April – Thursday 27th April	Year 13 Enrichment Days
Saturday 29th April	Annual Inclusion Conference
Wednesday 3rd May	Staff INSET
Friday 5th May	Last Day for Year 11 and Year 13 students
Saturday 6th May	Museum of the Future School Trip: Years 7-9
Monday 8th May	PSHE Drop-Down day
Friday 12th May	Parent Coffee Morning: Meet the Secondary Leaders
Thursday 18th May	Annual Safeguarding Conference
Thursday 25th May	Parent Wellbeing Session
Tuesday 30th May	Art Gallery School Trip: Year 10 Art students
Wednesday 7th June	Year 9 Project Exhibition
Friday 9th June	Parent Coffee Morning: Emirati Parents
Thursday 15th June	Sports Awards Evening Student Led Conferences: Years 7-10
Sunday 18th June	FS and Year 13 Graduation Ceremonies
Wednesday 21 st June – Friday 23rd June	Year 12 Enrichment Days
Saturday 24th June	Sixth Form Prom
Monday 26 th June – Tuesday 27th June	House Winners Activity Afternoon
Wednesday 28th June	Ferrari World School Trip: Years 7-13
Monday 3 rd July – Thursday 6th July	End of Year Celebration Assemblies
Friday 7th July	End of the School Year

TERM 2	
Monday 2nd January	Term 2 Starts
Tuesday 3rd January	Year 9 Parent-Teacher Consultation Evening
Wednesday 11th January	Motion Gate Theme Park School Trip Year 9
Thursday 19th January	Staff INSET
Monday 23rd January	Parent Coffee Morning: Meet the Secondary Leaders
Wednesday 25th January	Options Evening: Year 9 (GCSE) and Year 11 (A-Level/BTEC)
Thursday 26 th January – Friday 27th January	Sports Day
Friday 27th January	Parent Coffee Morning: University and Careers
Wednesday 1st February	Year 8 Parent-Teacher Consultation Evening French Library school Trip: Year 9
Thursday 2nd February	Year 9 Student Interviews Start for GCSE Option Subjects
Wednesday 8th February	Spanish Restaurant School Trip: Year 9
Thursday 9th February	International Day Celebrations
Monday 13 th February – Friday 17th February	Half Term
Friday 24th February	Parent Coffee Morning: Emirati Parents
Saturday 25th February	Farmers Market Great British Street Party
Friday 3rd March	World Book Day
Monday 6th March	Year 11 Student Interviews Start for A-Level/BTEC Option Subjects
Wednesday 8th March	International Women's Day
Thursday 9th March	PSHE Drop-Down Day
Tuesday 14th March	Staff INSET
Wednesday 15th March	Emirati Children's Day
Thursday 16th March	Year 11 Parent-Teacher Consultation Evening
Monday 20th March – Friday 24th March	Secondary Celebration Assemblies
Tuesday 21st March	Year 13 Parent-Teacher Consultation Evening
Wednesday 22nd March	Bounce School Trip: Years 7-13
Friday 24th March	Parent Coffee Morning: University and Careers
Monday 27th March – Friday 7th April	Spring Break

KEY DATES
FOR YOUR
DIARY

