THE FUTURE SCHOOL

CURRICULUM HANDBOOK

SIXTH FORM

2026 - 2027

Discover LEADERSHIP

مدرسة جيمس متروبول

GEMS Metropole School

MOTOR CITY

GEMS EDUCATION

gemsmetropoleschool-dubai.com

INTRODUCTION

Dear Parents and Students,

Welcome to the Sixth Form at The Future School.

At The Future School, we offer a vibrant, future-focused Sixth Form where academic excellence is paired with personal growth.
Our mission is to empower students to shape their own path beyond school, whether that leads to university, a gap year, employment, or entrepreneurship.

Students joining us in Year 12 have typically completed their GCSEs or iBTEC Level 2 qualifications, and are now ready to take the next step in their academic and personal journey. Our Sixth Form provides a supportive and challenging environment where students can build on their prior success and prepare for the future with confidence.

Our curriculum is driven by the vision of a **Creative and Curiosity-Driven Curriculum (CCC)**. We encourage students to think beyond the classroom, take bold risks, solve problems creatively, and lead with confidence. This dynamic approach nurtures future innovators across all disciplines, equipping them with the adaptability and skills needed to thrive in a rapidly changing world.

This vision is brought to life through our **LEADS curriculum strands**:

- **L**: Leadership & Personal Development
- **E**: Enterprise & Innovation
- **A**: Active Learning & Future Ready
- **D**: Diversity & Global Awareness
- **S**: Sustainability & Social Responsibility

Students can choose from a wide range of **A Level/International A Level** and **iBTEC Level 3** qualifications, offering both academic rigour and practical, applied learning. iBTEC courses are especially suited to students who excel through continuous assessment and real-world application.

As students progress through Sixth Form, they follow a structured journey through The Future School timeline:

- In **Year 12**, students enter the **FUTURE Rise** phase focused on exploration, skill-building and laying strong academic and personal foundations.
- In **Year 13**, they transition into **FUTURE Ready**, where the emphasis shifts to leadership, independence and preparation for life beyond school.

INTRODUCTION *(continued)*

We are committed to developing confident, compassionate, and capable young adults who are ready to lead and contribute as global citizens. Our curriculum fosters independence, resilience, and curiosity—preparing students not just for exams, but for life.

This booklet outlines the subjects, pathways, assessment and opportunities available this year.

I look forward to a year filled with exciting learning opportunities, memorable experiences and remarkable achievements.

Together, let us make this academic year at The Future School a truly exceptional one.

Yours sincerely,

Ms. Sinead McElhone
Head of The Future School

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GEMS Metropole School
MOTOR CITY

SECONDARY LEADERSHIP TEAM

Kelly Lohe
Headteacher
The Active School

Sinead McElhone
Headteacher
The Future School

Joseph Gannon
Deputy Headteacher

Simon Humphreys
Deputy Headteacher

Clair Knowland
Assistant Headteacher

Mohamed Ghanchi
Assistant Headteacher

Stuart Wilson
Assistant Headteacher

Mohammad Mosafeer
Assistant Headteacher

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WELCOME FROM THE HEAD OF YEAR 12 & 13

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

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

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

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

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

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

As we prepare you for the future and life beyond school, remember that your journey in sixth form is about growth, exploration, and discovering and exceeding your potential. Embrace challenges, be curious, and seize every opportunity that comes your way.

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

Welcome and good luck.

Ms. Sarah Winn
Head of Year 12

Mr. Chris Waldron
Head of Year 13

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WELCOME FROM THE DIRECTOR OF FUTURE SCHOOL

At GEMS Metropole Motor City, our Sixth Form students benefit from a comprehensive Futures Programme designed to prepare them for success in higher education, employment and entrepreneurship. Through a combination of academic learning, real-world experiences and personalised guidance, students develop the knowledge, skills and confidence needed to thrive in an ever-changing global economy.

A cornerstone of our provision is Future Hour, a dedicated curriculum programme that equips students with essential life and career skills through the School of Money: Financial Intelligence and Enterprise curriculum. Students explore topics such as financial literacy, wealth creation, entrepreneurship, innovation, leadership and employability, helping them become informed decision-makers and future-ready young adults.

Students with entrepreneurial ambitions can participate in Think Business, our student enterprise programme. Through Think Business, students have the opportunity to develop and launch their own businesses, pitch ideas to industry professionals, access mentoring from experienced entrepreneurs and gain practical experience in marketing, finance, operations and leadership.

Throughout the year, students benefit from an extensive programme of guest speakers, industry professionals and alumni presentations. These events provide valuable insights into a wide range of industries, university pathways and career opportunities, helping students make informed decisions about their future aspirations.

All Year 12 students participate in Work Experience Week, where they gain first-hand experience in professional environments. These placements enable students to explore career interests, develop workplace skills, build professional networks and strengthen university and employment applications.

Our dedicated Careers and University Counsellor provides personalised support throughout the Sixth Form journey. Students receive expert advice on university applications, personal statements, course selection, apprenticeship opportunities, career planning, interview preparation and scholarship applications. Through individual guidance and tailored support, students are empowered to make confident decisions about their next steps.

Together, these opportunities ensure that every Sixth Form student leaves GEMS Metropole not only with excellent academic qualifications, but also with the practical skills, experiences and ambition needed to succeed in university, employment and entrepreneurship.

Simon Fagg
Director of Future School

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STUDENT LEADERSHIP

SIXTH FORM PREFECT TEAM 2026 - 2027

Malak Eladawi
HEAD GIRL

Ananya Viswanath
DEPUTY HEAD GIRL

Ayush Deepak
HEAD BOY

Maan Alkana
DEPUTY HEAD BOY

Mia Panzov
SENIOR PREFECT

Farida Hassan
SENIOR PREFECT

Taleen Abou Hawili
SENIOR PREFECT

Zuhaa Faroqui
SENIOR PREFECT

Saesha Shetty
SENIOR PREFECT

Kiyan Kaedbey
SENIOR PREFECT

Mohammad Zaid Faizi
SENIOR PREFECT

Parth Chapper
SENIOR PREFECT

Philip Zeitsman
SENIOR PREFECT

STUDENT WELLBEING

HOW WE MONITOR AND SUPPORT WELLBEING

Wellbeing at GEMS Metropole School is monitored systematically and reviewed regularly to ensure timely and appropriate support for every student.

We use a combination of student voice, data and professional judgement to identify needs early. This includes regular wellbeing surveys, the Upstrive digital check in platform, pastoral observations, attendance monitoring and behaviour trends. Heads of Year and Phase Leaders meet regularly to review patterns and respond proactively.

Where concerns are identified, a structured support pathway is followed. This may include a wellbeing check in, parental communication, targeted pastoral intervention or referral to specialist support where required.

Our approach ensures that wellbeing is not left to chance. It is embedded within our safeguarding systems, inclusion processes and leadership oversight, allowing us to respond with clarity, consistency and care.

ACADEMIC AND PASTORAL CONCERNS

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

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

Subject	Head of Department
English	Sarah Halforty
Maths	Nadeem Suleman
Science	Catherine Snell
Business & Economics	Saqib Akram
Humanities (History, Geography)	Molly Durnall
Psychology & Sociology	Denifer Demaili
ICT & Computer Science	Safae Drissi
Modern Foreign Languages	Louise Lightfoot
Islamic Studies (Muslim students)	Nofa Alqra
Arabic A	Nofa Alqra
Arabic B	Aline Nouneh
Art	Helen O'Donovan
Physical Education	Benjamin Jepson
Performing Arts (Drama, Music, Dance)	Gillian Atkinson
Learning to Lead (Non-Muslim students)	Stuart Wilson
Moral, Social, and Cultural Studies (MSC)	Euan Taylor
Extra-curricular Activities	Stuart Wilson

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

Heads of Year & Assistant Heads of Year			
The Active School			
Head of Year 7	Jessica Storey	Deputy Head of Year 7	Andrew Hyland
Head of Year 8	Daniel Wiseman	Deputy Head of Year 8	Stephen Davies
Head of Year 9	Andrew Meadows	Deputy Head of Year 9	Greig Barnes
The Future School			
Head of Year 10	Laura McKechnie	Deputy Head of Year 10	TBC
Head of Year 11	Serena Walker	Deputy Head of Year 11	Asama Zaffar
Head of Year 12	Sarah Winn	Deputy Head of Year 12	TBC
Head of Year 13	Chris Waldron	Deputy Head of Year 13	TBC

GEMS METROPOLE 2026 SIXTH FORM

A-LEVELS

A-Levels have been described as the 'gold standard' of Sixth Form examinations and they are accepted as an entry qualification into all the best universities around the world. A-Levels are particularly well suited to students who have particular strengths in two or three areas of the curriculum and wish to study them in greater depth. The A-Level is examined at the end of Year 13, with some subjects having modular exams through-out Years 12 and 13.

iBTEC INTERNATIONAL LEVEL 3

iBTEC 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. iBTECs are career-focused courses where learners apply the knowledge and skills they gain in real-life scenarios, giving them the confidence to succeed - now and into their future careers.

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

COMPULSORY SUBJECTS

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

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

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

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

OBTAINING A TRANSCRIPT

At Metropole School, transcripts will only be issued where:

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

GEMS METROPOLE 2026 SIXTH FORM *(continued)*

OPTIONAL SUBJECTS

Students will choose A Levels (or Level 3 extended diploma iBTEC) to take in Year 12. Further guidance about choices will be provided by the Sixth Form team.

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

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

CAREERS GUIDANCE

Personalised careers guidance will be available to all Sixth Form students to help them make the right individual choices for them and ensure they are prepared for life beyond Sixth Form. As a school, we will be using 'Uni Frog'. Unifrog is the complete destinations platform – a one-stop-shop for students across KS4 and KS5 regardless of their interests or academic ability. Students can explore how interests lead to different education and training pathways. See what steps need to be ticked off to stand the best chance of application success. Students can compare every US university, every university course in the UK, every undergraduate program taught in English in Europe, as well as opportunities in Canada, Australia and New Zealand. This platform is also one place to collaboratively draft all the materials needed for applications.

UCAS registered centre

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

As a UCAS registered centre, we can:

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

GEMS METROPOLE 2026 SIXTH FORM *(continued)*

OTHER INFORMATION

Sixth Form Students will have their own private study area. They will also have study time to help support students' transition to university. Students are expected to use this time for private study to support their development towards university. There will be an expectation that students act professionally at all times. This will be reflected with the Uniform in our Sixth Form.

From 2025/26 academic year at GEMS Metropole, we will be giving our 6th Form students even more freedom and responsibility to reflect the responsible young adults we aim to help nurture them into becoming.

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

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

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

ENTRY PROCESS

Admission to the GEMS Metropole Sixth Form is based on students meeting the published academic entry requirements and demonstrating they are ready for the demands of Post 16 study.

Conditional Offers

Conditional offers are made solely on the basis of students' Pre Public Examination (PPE) results. These assessments provide the school with the most reliable evidence of academic performance prior to the summer examination series and form the basis of all conditional offers.

GEMS METROPOLE 2026 SIXTH FORM *(continued)*

ENTRY PROCESS (continued)

Minimum Entry Requirements

Level 3 iBTEC Courses

- A minimum of five GCSE grades at Grade 4 or above.

A Level Courses

- A minimum of five GCSE grades at Grade 5 or above, including Grade 5 in both English and Mathematics.
- Students must also meet the individual subject entry requirements published for each A Level course (see course entry requirements).

Additional Admission Requirements

All applicants will also be expected to:

- Complete a CAT4 assessment, with A Level predicted grades taken into consideration.
- Attend a successful Sixth Form guidance interview.
- Demonstrate positive attendance, punctuality, behaviour, parental engagement and contribution to the school community.
- External applicants must provide school reports from the previous two academic years.

Final Sixth Form Places

Following the publication of GCSE results in August, all conditional offers are reviewed. Final places are allocated subject to students meeting the published entry requirements, course availability and the number of places available.

Where courses are oversubscribed, places will be allocated through a ranked admissions process that considers both PPE outcomes and final GCSE results, ensuring a fair, transparent and consistent approach for all applicants.

Students applying from curricula other than the National Curriculum for England are welcome to apply. Applications will be considered in the context of the curriculum studied; however, applicants must still satisfy the published Sixth Form entry requirements and admissions criteria outlined above.

GEMS METROPOLE 2026 SIXTH FORM *(continued)*

GEMS METROPOLE 2026-27 A-LEVEL AND iBTEC CURRICULUM OPTION CHOICES

Compulsory		Option 1	Option 2	Option 3
Islamic & Arabic (where applicable) Future Hour	Moral, Social & Cultural Studies (MSC) Mentoring & Career Guidance	iBTEC Applied Science	iBTEC Applied Science	iBTEC Applied Science
		iBTEC Business	iBTEC Business	iBTEC Business
		iBTEC Construction	iBTEC Construction	iBTEC Construction
		iBTEC IT	iBTEC IT	iBTEC IT
		iBTEC Engineering	iBTEC Engineering	iBTEC Engineering
		iBTEC Sport	iBTEC Sport	iBTEC Sport
		Business Studies	Business Studies	Chemistry
		Chemistry	Chemistry	Economics
		English Language	Law	History
		Maths	Maths	Maths
		Physics	Media Studies	Media Studies
		Art, Craft and Design	Physics	Physics
		Biology	Psychology	Biology
			Biology	

- All students will select 3 A Levels or 1 iBTEC extended diploma (equivalent to 3 A Levels)
- Each A-Level option block corresponds to 6 hours of study per week.
- Students undertaking iBTEC Level 3 qualifications will also have 18 hours of study dedicated to their course.
- Muslim students will continue to study Islamic Education in line with the Ministry of Education directive as well as Moral Education.
- Students holding Arabic passports must study Arabic A (MOE – NOT an A Level and) and must select this from one of the Option blocks.
- 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 5 (C) or above. There are specific subjects studied at A level that will require higher GCSE grades (please see each supplement for further information).
- Courses will only be run where there is sufficient student uptake.
- The course choice structure may be subject to change at any time – full information will be given about this.

EXAMINATION FEES AND PAYMENT

Our school will be an independent examination centre for the British examination boards of Edexcel, Oxford AQA and 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 and UAE National holidays.

Our Sixth Form students will be entered for course examinations over the 2-year period. Families are expected to meet the costs of all examinations. While there are no external exams in the iBTEC courses, exam fees are still paid to the exam board for moderation of the iBTEC coursework. Examination costs are published prior to the examination series' following release by the respective examination boards. All fees will be collected by our school cashier before students are entered for any examinations.

CURRICULUM OFFER SEPTEMBER 2027/28

Availability of A-Level subjects is dependent on sufficient demand.

A LEVEL / iBTEC COURSES	
Art, Craft, and Design A-Level	Media Studies A-Level
Biology A-Level	Physics A-Level
Business IAL	Psychology A-Level
Chemistry A-Level	iBTEC Applied Science
Economics IAL	iBTEC Business
English Language	iBTEC Construction
Further Mathematics A-Level	iBTEC Engineering
History IAL	iBTEC IT
Law A-Level	iBTEC Sport
Mathematics A-Level	

CURRICULUM OVERVIEW

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

Subject	Lesson Per Week	Time Allocated Minutes
Islamic Studies (Muslim students only)	1	80
Arabic (Arab students only)	3	180
Options 1, 2, 3, & 4	6	360
Future Hour	2	60
Moral, Social & Cultural Studies (MSC)	1	40

FUTURE HOUR : PREPARING STUDENTS FOR LIFE BEYOND SCHOOL

Future Hour is a dedicated 2-hour weekly session for all Year 12 and Year 13 students, designed to equip them with the skills, knowledge, and confidence to thrive in life beyond school. This forward-thinking initiative brings together the full strength of our Future School provision, offering a rich and purposeful blend of academic support, personal development, and future-focused guidance.

Key features include:

- **Careers, Alumni and University Guidance** – Expert advice and personalised support to help students explore future pathways and make informed decisions about higher education and careers.
- **CORE Intervention** – Academic mentoring tailored to individual needs, ensuring every student is supported to reach their full potential.
- **Enterprise and Employability** – Practical experiences and workshops that build entrepreneurial mindsets and prepare students for the world of work.
- **EPQ (Extended Project Qualification)** – A prestigious opportunity to develop independent research skills and gain a qualification highly valued by universities.
- **External Accreditations** – Access to recognised certifications that strengthen student profiles and open doors to future opportunities.
- **Future Link Services** – A launchpad for innovation and leadership, connecting students with enterprise challenges, mentoring, and industry engagement.
- **School of Money curriculum –** weekly 1 hour lesson focused on financial literacy, building your financial future and enterprise and entrepreneurship

Future Hour is more than a lesson, it's a strategic investment in every student's future, helping them navigate the transition from school to university, employment and beyond with confidence and clarity.

FUTURE HOUR: SCHOOL OF MONEY CURRICULUM

The School of Money program supports students in developing confidence with money, decision-making, and enterprise. Across Year 12 and 13, students build practical financial skills, explore entrepreneurship, and develop leadership qualities that prepare them for university and adult life.

Students take part in real-world challenges, business projects, presentations, and reflection activities. The programme culminates in a final showcase, professional readiness workshops, and an alumni mentorship network that supports future cohorts.

Student Learning Journey

Year 12:
Mindset → Financial Literacy → Enterprise Creation

Year 13:
Advanced Enterprise → Leadership → Global Awareness → Legacy

This journey ensures students leave GEMS Metropole Motor City as confident, capable, and future-ready individuals.

Programme Identity and Alignment

School of Money: Financial Intelligence and Enterprise is a flagship Future School programme at GEMS Metropole Motor City. It aligns with the school's vision of nurturing confident, reflective, and globally minded learners. The curriculum complements academic pathways by developing essential life skills not always captured through examination courses.

EXAMINATION BOARD SUMMARY

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

Subject	Exam Board	Exam Code	Linear/ Modular Structure
English Language	AQA	7702	Linear
English Literature B	AQA	7717	Linear
Media Studies	AQA	7572	Linear
Law	AQA	7162	Linear
Mathematics	Pearson Edexcel	9MA0	Linear
Further Mathematics	Pearson Edexcel	9FM0	Linear
Biology	AQA	7402	Linear
Chemistry	AQA	7405	Linear
Physics	AQA	7408	Linear
Business Studies	Pearson Edexcel	XBS11/YBS11	Modular
Economics	Pearson Edexcel	XEC11/YEC11	Modular
History	Pearson Edexcel	XHI01/YHI01	Modular
Geography	AQA	7037	Linear
Year 12 Psychology	Oxford AQA	9685	Linear
Year 13 Psychology	AQA	7182	Linear
Sociology	AQA	7192	Linear
Computer Science	Pearson Edexcel	7516	Linear
Art	Pearson Edexcel	9AD0	Linear
Physical Education	Pearson Edexcel	9PE0	Linear

KEY INFORMATION

Minimum Entry Requirements – Sixth Form September 2027 Entry

Subject	Minimum GCSE Requirement
Art, Craft and Design: ***Fine Art/Graphic Communication/Textiles*** **(Linear)**	• Grade 6 GCSE Art, Craft & Design or Suitable Portfolio of Work • Keen interest in the subject
Biology	• Grade 7 GCSE Biology • Grade 6 English or Math • 4 other GCSEs Grade 6
Business (Modular)	• Grade 6 GCSE English + Math • Can move from L2 iBTEC Business but must have received a distinction and meet GCSE entry requirements
Business iBTEC (Linear)	• Grade 5 GCSE English +Maths • Keen interest in career linked with Business • Self-motivated and can work independently to meet deadlines
Chemistry	• Grade 7 GCSE Chemistry • Grade 6 English or Math (Maths recommended to be taken alongside Chemistry) • 4 other GCSEs Grade 6
Construction and the Built Environment iBTEC (Linear)	• Grade 5 GCSE English + Maths • Keen interest in sustainable Engineering, project management and architectural design • Self-motivated and can work independently to meet deadlines
Economics (Modular)	• Grade 7 GCSE English + Maths • Can take the subject if previously not studied but must meet entry requirements
English Literature	• Grade 6 GCSE English Language & English Literature
English Language	• Grade 6 GCSE English Language
French (Linear)	• Grade 5 GCSE French
Food Nutrition & Preparation	• Grade 5 GCSE English and Science • Keen interest in the subject • Can take the subject if previously not studied but must meet entry requirements
Geography (Linear)	• Grade 5 GCSE Geography • Grade 5 GCSE English
History (Modular)	• Grade 5 GCSE History • Grade 5 GCSE English

KEY INFORMATION *(continued)*

Minimum Entry Requirements – Sixth Form September 2027 Entry

Subject	Minimum GCSE Requirement
Information Technology iBTEC (Linear)	• Grade 5 GCSE IT • Grade 5 English OR Math • Self-motivated and can work independently to meet deadlines
Law	• Grade 6 English Language or English Literature • Keen interest in the subject
Mathematics	• Minimum 125/200 raw score in iGCSE Math • Achieve 60% in an algebra and number assessment set by the school
Further Mathematics	• Grade 8 GCSE Math
Media (Linear)	• Grade 6 GCSE Media or English
Physical Education (Linear)	• Grade 5 in GCSE PE • Grade 5 in GCSE English and Science • High skill in at least 1 team or individual sport (ideally represent Mustangs) • Can take the subject if previously not studied but must meet entry requirements
Sport iBTEC (Linear)	• Grade 4 GCSE English • Keen interest in the subject • Represent the Mustangs in one Sport or at least a very keen interest in Sport and exercise. • Self-motivated and can work independently to meet deadlines
Physics	• Grade 7 GCSE Physics • Grade 6 English or Math • 4 other GCSEs Grade 6 • A-Level Mathematics recommended alongside this course
Psychology (Linear)	• Grade 5 GCSE English Language or Literature • Grade 5 GCSE Maths
iBTEC Applied Science	• Grade 5 GCSE Biology, Chemistry and Physics • IBTEC Level 2 Applied Science - Distinction • Grade 5 GCSE English or Maths
iBTEC Engineering	• Grade 5 GCSE Biology, Chemistry and Physics • Grade 5 GCSE English or Maths
iBTEC Construction and the Build Environment	• Grade 5 GCSE Biology, Chemistry and Physics • Grade 5 GCSE English or Maths

SIXTH FORM ADMISSIONS

Conditional offers are based solely on **Pre Public Examination (PPE) results**, with students required to meet the **published entry requirements** for each course. In addition to academic performance, the school considers each student's **attendance, punctuality, behaviour, attitude to learning, positive contribution to the wider school community and the strength of the partnership between home and school**.

Students who do not meet the published entry requirements cannot be offered a conditional place on that course. Where appropriate, an alternative pathway may be offered based on the student's current attainment.

Following the publication of **GCSE examination results in August**, all final Sixth Form places will be confirmed. Students who improve upon their PPE performance may be considered for alternative courses, subject to meeting the published entry requirements. Where demand exceeds the number of places available, priority will be given to students with the strongest overall profile, taking into account **PPE outcomes, final examination results and the wider admissions criteria**.

This process ensures that every student is enrolled on a pathway that best matches their strengths and provides the greatest opportunity for future success

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GEMS Metropole School
MOTOR CITY

ART, CRAFT & DESIGN Pearson Edexcel 9AD0

COURSE DESCRIPTION

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

Students undertaking the Art, Craft and Design title will work in disciplines chosen from **at least two** of the other five endorsed titles for Component 1, with the option to specialise in Component 2 by producing work in **one or more** disciplines. The disciplines available are: painting and drawing, printmaking, sculpture, lens- based image making, advertising, illustration, branding, information design, textiles for interiors, fine art textiles, fashion textiles, spatial design, product design, design crafts, film-based photography, digital photography, and film and video.

Students should be encouraged to work and develop skills in a multi-disciplinary and cross-disciplinary way, exploring the connections between areas of art, craft and design and gaining knowledge and understanding of the scope and variety of disciplines and approaches.

For Component 1: Personal Investigation, students must work in at least two disciplines, drawn from different endorsed titles. This component is weighted 60% of the total qualification. The personal study grid is to be used only for the assessment of the personal study of a minimum 1000 words continuous written prose.
For Component 2: Externally Set Assignment, students may choose to produce work in one or more disciplines. This component is weighted 40% of the total qualification.

HOW WILL THE COURSE BE ASSESSED?

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

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

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

Must have studied GCSE Art achieving a grade 6 or above or be able to show a portfolio of highly skilled artworks. Students must also have achieved grade 5 or above in at least 4 other (I)GCSE subject.

BIOLOGY Oxford AQA 9610

COURSE DESCRIPTION

The **Oxford AQA International A Level Biology** course develops students' understanding of living organisms, biological processes, genetics, ecosystems and disease. Through theoretical study and practical investigation, students develop analytical, problem-solving and scientific enquiry skills, providing an excellent foundation for further study and careers in the biological and health sciences..

Year 12	Year 13
• **Unit 1: The Diversity of Living Organisms** - Biological molecules, cells and cell structure, biochemical reactions in cells are controlled by enzymes, transport into and out of cells, gas exchange and the transport of oxygen in living organisms, living organisms vary, DNA, genes and chromosomes, protein synthesis, genetic diversity may arise by meiosis, species and taxonomy, and biodiversity within a community.) • **Unit 2: Biological Systems and Disease** - The causes of disease: pathogens, lifestyle and genes, digestion and absorption, cholera, HIV as an example of a human disease caused by a virus, the defensive functions of mammalian blood, the circulation of blood and the structure of the mammalian heart, heart disease may be associated with specific risk factors, mass transport systems in plants, the role of aphids in spreading plant viruses, cells divide by binary fission and mitosis, and mutation and cancer.	• **Unit 3: Populations and Genes** - The effect of biotic and abiotic factors on populations, photosynthesis, respiration, energy transfers through ecosystems, nutrient cycles, inheritance, allele frequencies in populations, and evolution may lead to speciation. • **Unit 4: Control** - Control systems involve stimulus and response, receptors, nerve impulses and synaptic transmission, skeletal muscles as effectors, control systems in plants, homeostasis and negative feedback, hormones and the control of blood glucose concentration, control of heart rate, regulation of transcription and translation, and recombinant DNA technology.

BIOLOGY Oxford AQA 9610 *(continued)*

HOW WILL THE COURSE BE ASSESSED?

Paper	Weighting (AS/A2)	Assessment	Assessed Content
Unit 1: The Diversity of Living Organisms	50% of AS/20% of A Level	Written examination: 75 marks , 1 hour 30 minutes	Any content in Unit 1 including relevant practical skills
Unit 2: Biological Systems and Diseases	50% of AS/20% of A Level	Written examination: 75 marks, 1 hour 30 minutes	Any content from Unit 2, including relevant practical skills. Although questions will not be set on topics from Unit 1, questions may draw on the biological principles specified for Unit 1
Unit 3: Populations and Genes	20% of A Level	Written examination: 75 marks , 1 hour 30 minutes	Any content from Unit 3, including relevant practical skills. Although questions will not be set on topics from Units 1 and 2, questions may draw on understanding of the biological principles from these units.
Unit 4: Control	20% of A Level	Written examination: 75 marks, 1 hour 30 minutes	Any content from Unit 3, including relevant practical skills. Although questions will not be set on topics from Units 1 and 2, questions may draw on understanding of the biological principles from these units.
Unit 5: Synoptic Paper	20% of A Level	Written examination: 75 marks, 1 hour 30 minutes	Any content from units 1-4

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.

مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

BUSINESS STUDIES IAS/IAL Pearson Edexcel XBS11/YBS11

COURSE DESCRIPTION

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

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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Unit 1: Marketing and people	50% of IAS 25% total IAL	Externally Assessed Written Exam: 2 hours 80 Marks	• 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	• 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	• Business objectives and strategy • Business growth • Decision-making techniques • Influences on business decisions • Assessing competitiveness • Managing change
Unit 4: Global business	50% of IAS 25% total IAL	Externally assessed Written Exam: 2 hours 80 Marks	• 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 Oxford AQA 9620

COURSE DESCRIPTION

The **Oxford AQA International A Level Chemistry** course develops students' understanding of the physical, inorganic andorganic principles that underpin modern chemistry. Through theoretical study and practical investigation, students develop analytical, mathematical and problem-solving skills while exploring the structure, properties and reactions of matter. The course provides an excellent foundation for further study and careers in chemistry, medicine, engineering, pharmacy and related scientific fields

Year 12	Year 13
3.1 Physical Chemistry 3.1.1 Atomic structure 3.1.2 Amount of substance 3.1.3 Bonding 3.1.4 Energetics 3.1.5 Kinetics 3.1.6 Chemical equilibria, Le Chatelier's principle and Kc 3.1.7 Oxidation, reduction and redox equations **3.2 Inorganic Chemistry** 3.2.1 Periodicity 3.2.2 Group 2, the alkaline earth metals 3.2.3 Group 7(17), the halogens **3.3 Organic Chemistry** 3.3.1 Introduction to organic chemistry 3.3.2 Alkanes 3.3.3 Halogenoalkanes 3.3.4 Alkenes 3.3.5 Alcohols 3.3.6 Organic analysis	**3.1 Physical Chemistry** 3.1.8 Thermodynamics 3.1.9 Rate equations 3.1.10 Equilibrium constant Kp for homogeneous systems 3.1.11 Electrode potentials and electrochemical cells 3.1.12 Acids and bases **3.2 Inorganic Chemistry** 3.2.4 Properties of Period 3 elements and their oxides 3.2.5 Transition metals 3.2.6 Reactions of ions in aqueous solution **3.3 Organic Chemistry** 3.3.7 Optical isomerism 3.3.8 Aldehydes and ketones 3.3.9 Carboxylic acids and derivatives 3.3.10 Aromatic chemistry 3.3.11 Amines 3.3.12 Polymers 3.3.13 Amino acids, proteins and DNA 3.3.14 Organic synthesis 3.3.15 Nuclear magnetic resonance spectroscopy 3.3.16 Chromatography

CHEMISTRY Oxford AQA 9620 *(continued)*

HOW WILL THE COURSE BE ASSESSED? *continued*

Paper	Weighting (AS/A2)	Assessment	Content
Unit 1: Inorganic 1 and Physical 1	50% of AS/20% of A Level	Written examination: 70 marks , 1 hour 30 minutes	3.1.1 - 3.1.5 International AS Physical Chemistry 3.2.1 - 3.2.3 International AS Inorganic Chemistry
Unit 2: Organic 1 and Physical 1	50% of AS/20% of A Level	Written examination: 70 marks, 1 hour 30 minutes	3.1.6 - 3.1.7 International AS Physical Chemistry 3.3.1 - 3.3.6 International AS Organic Chemistry Although questions will not be set on topics from Unit 1, questions may draw on amount of substance in 3.1.2 and bonding principles in 3.1.3
Unit 3: Inorganic 2 and Physical 2	21% of A Level	Written examination: 80 marks , 1 hour 30 minutes	3.1.8 - 3.1.10 International A2 Physical Chemistry 3.2.4 - 3.2.6 International A2 Inorganic Chemistry Knowledge of chemistry from units 1 and 2 is assumed
Unit 4: Organic 2 and Physical 2	21% of A Level	Written examination: 80 marks, 1 hour 30 minutes	3.1.11 - 3.1.12 International A2 Physical Chemistry 3.3.7 - 3.3.16 International A2 Organic Chemistry Knowledge of chemistry from units 1 and 2 is assumed
Unit 5: Practical and Synoptic	18% of A Level	Written examination: 60 marks, 1 hour 25 minutes	All Content.

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

COMPUTER SCIENCE A/AS AQA 7516

COURSE DESCRIPTION

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

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

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

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

CONTENT COVERAGE

AS Level	A Level
1. Fundamentals of programming 2. Fundamentals of data structures 3. Systematic approach to problem solving 4. Theory of computation 5. Fundamentals of data representation 6. Fundamentals of computer systems 7. Fundamentals of computer organisation and architecture 8. Consequences of uses of computing 9. Fundamentals of communication and networking	1. Fundamentals of programming 2. Fundamentals of data structures 3. Fundamentals of algorithms 4. Theory of computation 5. Fundamentals of data representation 6. Fundamentals of computer systems 7. Fundamentals of computer organisation and architecture 8. Consequences of uses of computing 9. Fundamentals of communication and networking 10. Fundamentals of databases 11. Big Data 12. Fundamnentals of functional programming 13. Systematic to problem solving 14. Non-exam assessment – the computing practical project

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

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

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

PREREQUISITES

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

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	• Introductory concepts • Consumer behaviour and demand • Supply • Price determination • Market failure • Government intervention in markets
Unit 2: Macroeconomic performance and policy	50% of IAS 25% total IAL	Externally assessed Written examination: 1 hour and 45 minutes	• Measures of economic performance • Aggregate demand (AD) • Aggregate supply (AS) • National income • Economic growth • Macroeconomic objectives and policies
Unit 3: Business behaviour	50% of IAS 25% total IAL	Externally assessed Written examination: 2 hours	• Measures of economic performance • Revenue, costs and profits • Market structures and contestability • Labour markets • Government intervention

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

HOW WILL THE COURSE BE ASSESSED? *continued*

Unit	Weighting (AS/A2)	Assessment	Content
Unit 4: Developments in the global economy	50% of IAS 25% total IAL	Externally assessed Written examination: 2 hours	• 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 a case study, you'll learn about effective problem-solving techniques that will help you in other subjects and in your future career. You could go on to study Economics at University.

PREREQUISITES

Grade 7 or higher at GCSE English and GCSE Mathematics and at least 3 other (I)GCSEs at grade 5 or above.

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ENGLISH LANGUAGE AQA 7702

COURSE DESCRIPTION

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

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

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

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MOTOR CITY

ENGLISH LITERATURE B AQA 7717

COURSE DESCRIPTION

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

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

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

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

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

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FRENCH A-LEVEL Pearson Edexcel 9FR0

COURSE DESCRIPTION

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

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

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

HOW WILL THE COURSE BE ASSESSED?

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

FRENCH A-LEVEL Pearson Edexcel 9FR0 *(continued)*

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

Theme 1: Les changements dans la société française
Theme 2: La culture politique et artistique dans les pays francophones
Theme 3: L'immigration et la société multiculturelle française
Theme 4: L'Occupation et la Résistance

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

FURTHER MATHEMATICS A-LEVEL Pearson Edexcel 9FM0

COURSE DESCRIPTION

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

- Extend their range of mathematical skills and techniques
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Reason logically and recognise incorrect reasoning
- Generalise mathematically
- Construct mathematical proofs
- Use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- Recognise when mathematics can be used to analyse and solve a problem in context
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- Interpret solutions and communicate their interpretation effectively in the context of the problem
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Core Pure Mathematics 1	25% of the A Level qualification	One written paper in June of Year 13. 1 hour 30 minutes. 75 Marks.	• Proof • Complex numbers • Matrices • Further algebra and functions • Further calculus • Further vectors • Polar coordinates • Hyperbolic functions • Differential
Core Pure Mathematics 2	25% of the A Level qualification	One written paper in June of Year 13. 1 hour 30 minutes. 75 Marks.	

FURTHER MATHEMATICS A-LEVEL Pearson Edexcel 9FM0 *(continued)*

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

Unit	Weighting	Assessment	Content
Option Paper 1: Decision Mathematics 1	25% of the A Level qualification	One written paper in June of Year 13. 1 hour 30 minutes. 75 Marks.	• Algorithms and graph theory • Critical path analysis • Linear programming
Option Paper 2: Further Mechanics 1	25% of the A Level qualification	One written paper in June of Year 13. 1 hour 30 minutes. 75 Marks.	Further Mechanics 1: • Momentum and impulse • Work, energy and power • Elastic springs, strings and elastic energy • Elastic collisions

FURTHER OPPORTUNITIES

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

PREREQUISITES

Students must achieve a minimum grade 8 at IGCSE or GCSE Mathematics and at least 4 other (I)GCSEs at grade 5 or above.

Required textbooks:

For Year 12:
Edexcel AS and A level Further Mathematics Core Pure Mathematics Book 1/AS Textbook
ISBN: 9781292183336

Edexcel AS and A level Further Mathematics Decision Mathematics 1 Textbook
ISBN: 9781292183299

For Year 13:
Edexcel A level Further Mathematics Core Pure Mathematics Book 2 Textbook
ISBN: 9781292183343

Edexcel AS and A level Further Mathematics Further Mechanics 1 Textbook
ISBN: 9781292183312

GEOGRAPHY A-LEVEL AQA 7037

COURSE DESCRIPTION

The Geography A-Level will excite students' minds, challenge perceptions and stimulate their investigative and analytical skills.
New units have been added to reflect the world today, along with many of the topics you enjoy, including hazards and population. Students will also embark on a piece of field work and coursework which makes up the complete qualification.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1 Physical Geography	30-40	2.5 Hour Examination in Year 13	1. Water and carbon cycles 2. Hot desert systems and landscapes 3. Coastal systems and landscapes 4. Hazards 5. Ecosystems under stress
Paper 2 Human Geography	30-40	2.5 Hour Examination in Year 13	1. Global systems and global governance 2. Changing places 3. Contemporary urban environments 4. Population and the environment 5. Resource security
Fieldwork Investigation	20-30	Written Coursework	The geographical investigation can be based around any section of the A-Level course

FURTHER OPPORTUNITIES

Cartographer, Climate scientist, Countryside ranger, Data scientist, Drone pilot, Ecologist , Environmental consultant, Estates officer, Geoscientist, Hydrologist , Land surveyor, Landscape architect , Planning and development, surveyor, Seismologist.

PREREQUISITES

Students must achieve a minimum grade 5 in GCSE Geography or grade 5 in both English 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	2 hrs	Britain, 1964-90
Unit 2: Breadth Study with Source Evaluation	50% of IAS 25% of IAL	2 hrs	Russia, 1917-91: From Lenin to Yeltsin
Unit 3: Thematic Study with Source Evaluation	25% of IAL	2 hrs	Civil Rights and Race Relations in the USA, 1865-2009
Unit 4: International Study with Historical Interpretations	25% of IAL	2 hrs	The Cold War and Hot War in Asia, 1945-90

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

LAW – A LEVEL AQA 7162

COURSE DESCRIPTION

Studying Law gives students an understanding of the role of Law in today's British society and raises their awareness of the rights and responsibilities of individuals. By learning about legal rules and how and why they apply to real life, students also develop their analytical ability, decision making, critical thinking and problem-solving skills. All these skills are highly sought after by higher education and employers.

Topics covered include:

- The nature of law and the English legal system
- Tort Law
- Criminal Law
- Contract Law

To enable students to show their breadth of knowledge and understanding of legal issues, they will follow a simple and straightforward structure and layout for the end of course exams, using a mixture of question types including multiple choice, short answer and extended response questions. Assessment remains 100% exam-based as this is a linear course. Students will cover aspects of Criminal Law, Tort and either the Law of Contract or Human Rights.

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Paper 1	33.3%	2 hours written examination. 100 marks in total.	The Nature of Law and the English Legal System & Criminal Law
Paper 2	33.3%	2 hour written examination. 100 marks in total.	The Nature of Law and the English Legal System & Tort
Paper 3	33.3%	2 hours written examination. 100 marks in total.	Law of contract OR Human Rights

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

MATHEMATICS A-LEVEL Pearson Edexcel 9MA0

COURSE DESCRIPTION

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

- Extend their range of mathematical skills and techniques
- Understand coherence and progression in mathematics and how different areas of mathematics are connected
- Apply mathematics in other fields of study and be aware of the relevance of mathematics to the world of work and to situations in society in general
- Reason logically and recognise incorrect reasoning
- Generalise mathematically
- Construct mathematical proofs
- Use their mathematical skills and techniques to solve challenging problems that require them to decide on the solution strategy
- Recognise when mathematics can be used to analyse and solve a problem in context
- Represent situations mathematically and understand the relationship between problems in context and mathematical models that may be applied to solve them
- Draw diagrams and sketch graphs to help explore mathematical situations and interpret solutions
- Interpret solutions and communicate their interpretation effectively in the context of the problem
- Read and comprehend mathematical arguments, including justifications of methods and formulae, and communicate their understanding

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment	Content
Pure Mathematics 1	33.3% of the A Level qualification	One written paper in June of Year 13. 2 hours. 100 Marks.	• Proof • Algebra and functions • Coordinate geometry • Sequences and series • Trigonometry • Exponentials and Logarithms • Differentiation • Integration • Numerical methods • Vectors
Pure Mathematics 2	33.3% of the A Level qualification	One written paper in June of Year 13. 2 hours. 100 Marks.	

MATHEMATICS A-LEVEL Pearson Edexcel 9MA0 *(continued)*

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

Unit	Weighting	Assessment	Content
Statistics and Mechanics	33.3% of the A Level qualification	One written paper in June of Year 13. 2 hours. 100 Marks.	Section A: Statistics • Statistical sampling • Data presentation and interpretation • Probability • Statistical distributions • Hypothesis testing Section B: Mechanics • Quantities and units in mechanics • Kinematics • Forces and Newton's Laws • Moments

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

Required textbooks:

For Year 12:
Edexcel AS and A level Mathematics Pure Mathematics Year 1/AS Textbook + e-book
Publisher: Pearson
ISBN: 9781292183398

Edexcel AS and A level Mathematics Statistics & Mechanics Year 1/AS Textbook + e-book
Publisher: Pearson
ISBN: 9781292232539

MATHEMATICS A-LEVEL Pearson Edexcel 9MA0 *(continued)*

PREREQUISITES *continued*

Required textbooks: ***(continued)***

For Year 13:
Edexcel A level Mathematics Pure Mathematics Year 2 Textbook + e-book
Publisher: Pearson
ISBN: 9781292183404

Edexcel A level Mathematics Statistics & Mechanics Year 2 Textbook + e-book
Publisher: Pearson
ISBN: 9781446944073

MEDIA STUDIES A-LEVEL AQA 7572

COURSE DESCRIPTION

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

- Television
- Advertising and Marketing
- Film Industry

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

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting	Assessment
Paper 1: Targeted CSPs	2 hours written examination. 84 marks in total. 35% of A Level.	Targeted CSPs: Advertising & marketing, Music video, Newspapers, Film industry, Radio
Paper 2: In-depth CSPs	2 hour written examination. 84 marks in total. 35% of A Level.	In-depth CSPs: TV, On-line social and participatory media, video games, magazines
Non-Examined Assessment	60 marks in total. 30% of A Level.	Students will create two media products selected from a choice of six briefs that are released at the end of Y12.

What skills will I develop?

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

PREREQUISITES

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

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PHYSICAL EDUCATION A-LEVEL Pearson Edexcel 9PE0

COURSE DESCRIPTION

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

A Level
Component 1: Scientific Principles of Physical Education
Component 2: Psychological and Social Principles of Physical Education
Component 3: Practical Performance
Component 4: Performance Analysis and Performance Development Programme.

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

PREREQUISITES

Students will only be accepted into A-Level PE if they have secured a grade 6 in their GCSE PE examination and have at least achieved grade 5 or above in at least 4 other (I)GCSEs and grade5 in English and Science. Students will also need to demonstrate a high level of skill in at least one team or individual sport.

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PHYSICS Oxford AQA 9630

COURSE DESCRIPTION

The **Oxford AQA International A Level Physics** course develops students' understanding of the fundamental principles that govern the physical world. Through theoretical study and practical investigation, students explore matter, energy, forces, fields and waves, while developing strong mathematical, analytical and problem-solving skills. The course provides an excellent foundation for further study and careers in physics, engineering, medicine, computing and other STEM-related fields.

Year 12	Year 13
• 3.1 Measurements and their Errors • 3.2 Mechanics and Materials • 3.3 Particles, Radiation and Radioactivity • 3.4 Electricity • 3.5 Oscillations and Waves	• 3.6 Circular and Periodic Motion • 3.7 Gravitational Fields and Satellites • 3.8 Electric Fields and Capacitance • 3.9 Exponential Change • 3.10 Magnetic Fields • 3.11 Thermal Physics • 3.12 Nuclear Energy • 3.13 Energy Sources

HOW WILL THE COURSE BE ASSESSED?

Unit	Weighting (AS/A2)	Assessment	Assessed Content
Unit 1: Mechanics, Materials and Atoms	50% of AS/20% of A Level	Written examination: 80 marks, 2 hours	3.1. Measurements and their Errors 3.2 Mechanics and Materials 3.3 Particles, Radiation and Radioactivity
Unit 2: Electricity, Waves and Particles	50% of AS/20% of A Level	Written examination: 80 marks, 2 hours	3.4 Electricity 3.5 Oscillations and Waves Although content-led questions will not be set on topics from Unit 1, questions may draw on the physics principles specified for Unit 1.
Unit 3: Fields and their Consequences	20% of A Level	Written examination: 80 marks , 2 hours	3.6 Circular and Periodic Motion 3.7 Gravitational Fields and Satellites 3.8 Electric Fields and Capacitance 3.9 Exponential Change 3.10 Magnetic Fields Although content-led questions will not be set on topics from Unit 1 or 2, questions may draw on the physics principles specified for Unit 1 or2.
Unit 4: Energy and Energy Resources	20% of A Level	Written examination: 80 marks, 2 hours	3.11 Thermal Physics 3.12 Nuclear Energy 3.13 Energy Sources Although content-led questions will not be set on topics from Units 1-3, questions may draw on the physics principles specified for Units 1-3.
Unit 5: Physics in Practice	20% of A Level	Written examination: 80 marks, 2 hours	3.14 Practical and Analytical Skills Any content from topics 3.1 - 3.13

PHYSICS Oxfoard AQA 9630 *(continued)*

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

YEAR 12 PSYCHOLOGY A-LEVEL Oxford AQA 9685

COURSE DESCRIPTION

The OxfordAQA International A-level Psychology course offers a stimulating and coherent topic-based approach to the study of the mind and human behaviour. Building on the skills developed at AS level, students deepen their understanding of psychological theory, research and its real-world application. The course challenges students to think critically and independently, equipping them with the analytical and evaluative skills valued in Higher Education and beyond.

HOW WILL THE COURSE BE ASSESSED?

This is a modular qualification, with four papers over the AS and A-level teaching period. The full International A-level is intended to be taken over two years. The International AS content forms 40% of the total A-level marks, with the remaining 60% from the A-level (A2) assessments.

ADVANCE SUBSIDIARY (AS) PAPERS

AS Paper 1: Introductory Topics in Psychology	Assessment and Weighting	AS Paper 2: Biopsychology, Development and Resear Methods 1	Assessment and Weighting
Section A - Memory	1 hour 30 minutes 90 marks 50% of AS-Level, 20% A-Level	Section A - Biopsychology	1 hour 30 minutes 90 marks 50% of AS-Level, 20% A-Level
Section B – Social Psychology		Section B – Cognitive Development	
Section C - Psychopathology		Section C – Research Methods 1	

A-LEVEL PAPERS

AS Paper 1: Introductory Topics in Psychology	Assessment and Weighting	AS Paper 2: Biopsychology, Development and Resear Methods 1	Assessment and Weighting
Section A – Psychology of Sleep	1 hour 30 minutes 90 marks 30% of A-Level	Section A – Approaches in Psychology	1 hour 30 minutes 90 marks 30% of A-Level
Section B – Schizophrenia		Section B – Issues and Debates in Psychology	
Section C – Research Methods 2		Section C – Applied Psychology: Work and the Individual	

YEAR 12 PSYCHOLOGY A-LEVEL Oxford AQA 9685 *(continued)*

ASSESSMENT OBJECTIVES

The exams assess three assessment objectives across all four papers

Objective	Description	Weighting
AO1	Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures	34%
AO2	Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling qualitative and quantitative data.	30%
AO3	Analyse, interpret and evaluate scientific information, ideas and evidence to make judgements, reach conclusions and develop and refine practical design and procedures.	36%

FURTHER OPPORTUNITIES

After completing the OxfordAQA International A-level Psychology course, students are well-prepared to pursue undergraduate study in psychology and related disciplines at universities worldwide. Psychology degrees can lead to careers in clinical psychology, educational psychology, forensic psychology, counselling, health psychology, research, human resources and many other fields.

The A-level qualification is independently benchmarked to UK standards and is widely accepted by universities globally. Students will have developed strong research skills, critical thinking, and an in-depth understanding of psychological theory, making them competitive applicants for Higher Education.

PREREQUISITES

Students are required to have completed OxfordAQA International AS Psychology (or equivalent), or to be studying AS and A-level Psychology concurrently. Any requirements for entry are at the discretion of the school.

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YEAR 13 PSYCHOLOGY A-LEVEL AQA 7182

COURSE DESCRIPTION

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

HOW WILL THE COURSE BE ASSESSED?

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

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

FURTHER OPPORTUNITIES

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

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

PREREQUISITES

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

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SOCIOLOGY A-LEVEL AQA 7192

COURSE DESCRIPTION

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

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

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

HOW WILL THE COURSE BE ASSESSED?

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

Paper 1	Paper 2	Paper 3
Education Theory and Methods	Families Media	Crime and Deviance Theory and Methods

FURTHER OPPORTUNITIES

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

PREREQUISITES

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

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iBTEC LEVEL 3 EXTENDED DIPLOMA IN APPLIED SCIENCE Pearson Edexcel HCKZI

COURSE DESCRIPTION

The Pearson iBTEC 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 iBTEC 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

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

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

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

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

PREREQUISITES

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

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iBTEC LEVEL 3 EXTENDED DIPLOMA IN BUSINESS Pearson Edexcel DJKSI

COURSE DESCRIPTION

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

HOW WILL THE COURSE BE ASSESSED?

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

FURTHER OPPORTUNITIES

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

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

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

PREREQUISITES

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

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iBTEC LEVEL 3 EXTENDED DIPLOMA IN CONSTRUCTION AND THE BUILT ENVIRONMENT Pearson Edexcel HXDH6

COURSE DESCRIPTION

The Pearson BTEC International Level 3 qualifications in Construction and the Built Environment are designed for learners in the 16–19 age group who wish to pursue a career in the construction sector. These qualifications develop key practical skills and theoretical understanding to prepare learners for higher education, apprenticeships, or skilled employment within the construction and built environment industry.

HOW WILL THE COURSE BE ASSESSED?

Title	Size and Structure	Summary Purpose
Pearson iBTEC International Level 3 Extended Diploma in Construction and the Built Environment	1080 GLH. Equivalent in size to three International A Levels. There are seven mandatory units, five of which are assessed by Pearson Set Assignment. Mandatory content (38.89%). External set assignment (27.78%). Learners will complete optional units up to a total of 660 GLH.	This qualification is designed as a full-time course to support learners who want to study Construction and the Built Environment 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

This qualification is widely recognised by universities and employers around the world and supports progression into:

Higher Education Courses such as:

- BSc (Hons) Construction Management
- BSc (Hons) Building Surveying
- BSc (Hons) Civil Engineering
- Higher National Diploma (HND) in Construction and the Built Environment

Employment and Apprenticeships in roles including:

- Construction Site Supervisor
- Architectural Technician
- Quantity Surveyor Trainee
- Civil Engineering Technician
- Building Services Engineer

PREREQUISITES

- Grade 5 GCSE Biology, Chemistry and Physics
- Grade 5 GCSE English and Maths
- A keen interest in construction, engineering, or architecture-related careers

iBTEC LEVEL 3 EXTENDED DIPLOMA IN ENGINEERING Pearson Edexcel

COURSE DESCRIPTION

The **Pearson iBTEC International Level 3 qualifications in Engineering** are designed for learners aged 16–19 who wish to pursue a career in the engineering sector. These qualifications develop the technical knowledge, practical skills and problem-solving abilities required for progression to higher education, apprenticeships or employment within the engineering industries.

HOW WILL THE COURSE BE ASSESSED?

Title	Size and Structure	Summary Purpose
Pearson iBTEC International Level 3 Extended Diplomas in Engineering	1080 GLH (equivalent in size to three International A Levels). 1080 GLH of units, of which 540 GLH are mandatory (360 GLH assessed through Pearson Set Assignments) and 540 GLH are selected from the given optional unit lists. Mandatory content (50%).	A two-year, full-time course for learners who want to progress to employment in a range of engineering roles. Progress could be either directly to employment in Level 3 roles, or via higher-education engineering courses.

FURTHER OPPORTUNITIES

This qualification is widely recognised by universities and employers and supports progression into:

Higher Education Courses such as:

- BEng (Hons) Engineering
- BEng (Hons) Electrical Engineering
- BEng (Hons) Electronic Engineering
- BEng (Hons) Mechatronic Engineering
- BEng (Hons) Electrical and Electronic Engineering
- BEng (Hons) Aerospace Engineering
- Higher National Diploma (HND) in Electrical and Electronic Engineering

Employment and Apprenticeships in roles including:

- Electrical Engineering Technician
- Electronics Engineering Technician
- Maintenance Technician
- Control and Instrumentation Technician
- Automation Technician
- Engineering Technician
- Apprentice Engineer

PREREQUISITES

- Grade 5 GCSE Biology, Chemistry and Physics
- Grade 5 GCSE English and Maths
- A keen interest in maths, physics and engineering.

iBTEC LEVEL 3 EXTENDED DIPLOMA IN INFORMATION TECHNOLOGY Pearson Edexcel HCKY1

COURSE DESCRIPTION

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

Size and structure

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

Units covered in Year 1

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

Units covered in Year 2

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

HOW WILL THE COURSE BE ASSESSED?

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

Each assignment has Pass and Merit criteria and at least one Distinction criterion.

iBTEC LEVEL 3 EXTENDED DIPLOMA IN INFORMATION TECHNOLOGY

Pearson Edexcel HCKY1 *(continued)*

FURTHER OPPORTUNITIES

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

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

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

PREREQUISITES

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

iBTEC LEVEL 3 EXTENDED DIPLOMA IN SPORT Pearson Edexcel DJMGI

COURSE DESCRIPTION

The Pearson BTEC International Level 3 Extended Diploma in Sport has been designed to provide learners with a comprehensive understanding of the sports industry and the diverse career opportunities available within it. The qualification explores a broad range of areas including sports coaching, fitness training, sports psychology, sports development, anatomy and physiology, nutrition, leadership, sports business, and performance analysis. The course is the equivalent to 3 A-Levels. In addition to developing sector-specific knowledge and practical skills, learners gain valuable transferable skills such as communication, teamwork, problem-solving, research, and independent learning. These skills prepare students for both higher education and employment within the sport and active leisure sector.

HOW WILL THE COURSE BE ASSESSED?

There are 10 mandatory units, which includes internal units and 3 set assignment units. Learners must complete and achieve a Pass or above in all mandatory units.

Optional units

Learners must then complete several optional units that are chosen by the class teachers to equate to a total of 1080 GLH

Unit Number	Unit Title	GLH	Type	How Assessed
Example of Mandatory Units				
1	Health Wellbeing in Sport	90	Mandatory	Set assignment
5	Practical Sports Performance	30	Mandatory	Internal
Optional Units - learners must complete 1 optional unit				
2	Fitness Testing	60	Optional	Internal
7	Sports Performance Analysis	60	Optional	Internal
8	Rules, Regulations and Officiating	30	Optional	Internal

FURTHER OPPORTUNITIES

These qualifications support progression to further study in sport, for example, courses in:

- Sports coaching
- Fitness training and testing
- Sports Nutrition
- Planning and leading sports events

ADDITIONAL CURRICULUM CONTENT

EXTRA-CURRICULAR ACTIVITIES

As a school we value the importance of a healthy and active lifestyle, and here at Metropole we have in place a comprehensive extra-curricular programme with a range of enjoyable activities on offer for our students to choose from. Engagement in sport and a wide range of squads that are led by teachers, PE staff and outside sports agencies are very popular with students. Metropole is developing a reputation for competitive sport and our students participate in a range of fixtures and competitions each year.

Our sports' squads are known as the Metropole Mustangs and our motto is "Racing to success" (السباق إلى النجاح".) Metropole competes in both national and international competitions including DASSA, GEMS Sports Series and The World School Games, with over 70 Squads across a range of sports. The major sports at Metropole are athletics, basketball, football, netball, and swimming. Metropole also competes in aquathon, badminton, gymnastics, rounders, tennis, cross-country and water polo.

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

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

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

EPQ

At GEMS Metropole, the Extended Project Qualification (EPQ) offers students a unique opportunity to explore a personal interest or academic curiosity in depth. Worth half an A-Level and carrying up to 28 UCAS points, the EPQ is highly regarded by universities and can even lead to reduced offers from some institutions.

Through the EPQ, students develop a wide range of transferable skills, including independent research, critical thinking, project planning, academic writing, and presentation skills. These competencies are valuable for both further education and professional life.

Whether students choose to write a dissertation, create an artefact, or conduct a scientific investigation, the EPQ fosters intellectual independence and prepares learners for the demands of university-level study.

ADDITIONAL CURRICULUM CONTENT *(continued)*

EPQ *(continued)*

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

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

ADDITIONAL CURRICULUM CONTENT *(continued)*

WORK EXPERIENCE

Year 12 represents a pivotal stage in each student's academic journey, and at GEMS Metropole we are proud to offer a sector leading careers programme that ensures every student is fully prepared for the decisions ahead.

A key feature of our Futures School is the outstanding work experience programme, which guarantees placements for all Year 12 students. In the most recent cycle, 182 students were placed across 45 companies, covering 17 industries including healthcare, engineering, real estate and technology. These sectors reflect Dubai's most dynamic economic areas and provide students with valuable insight into the world of work. Students are encouraged to source their own placements based on their individual interests and aspirations, while the school offers high-quality alternatives to ensure every student has access to a meaningful and relevant opportunity.

Work placements are more than a week away from the classroom. They help students develop key employability skills such as communication, problem solving and professionalism. Feedback from employers, students and parents highlights the positive impact of the programme, with many students gaining confidence, clarity about their future goals, and in some cases, invitations for further internships.

The programme continues to grow, with an increasing number of placements and new partnerships across a wider range of industries. This reflects our commitment to evolving with the needs of our students and the demands of the modern workplace.

EGYPT

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