ADMISSIONS

# 2027



# JUMEIRAH COLLEGE

## SIXTH FORM PROSPECTUS










*A vibrant learning community that nurtures happy, confident and accomplished students who, through a commitment to academic and personal excellence, progress beyond limits.*

+971 4 395 5524

www.gemsjc.com

info_jcd@gemsedu.com

# Welcome to Jumeirah College

*Outstanding for the 12th consecutive year*

Jumeirah College Dubai is an outstanding British school in Dubai– not just in terms of academics, but also in terms of developing each and every one of our students socially, physically and emotionally.

We don't believe in comparing our students to average benchmarks. Instead, we focus on understanding our students as learners and individuals, exploring and embracing every opportunity to encourage and support them in their learning and growth.

With students from over 59 nationalities, we are a truly international school with a truly global mindset. We instil these values in our students, moulding them into successful, well-rounded, and open-minded international citizens of the 21st century.

Delivering The National Curriculum for England from Years 7 to 13, we are registered with the DFE, Department for Education and Skills in London, and as an examination centre for the appropriate UK examination boards.

**10+**
Consecutive Years Outstanding
based on the DSIB annual inspection

**Top 2%**
Worldwide
on our A Level results







GEMS EDUCATION
JUMEIRAH COLLEGE







# PROSPECTUS

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A MESSAGE FROM OUR

# PRINCIPAL



## DEAR PROSPECTIVE SIXTH FORM STUDENTS AND PARENTS

It is a real pleasure to welcome you to the Sixth Form at Jumeirah College - a place where academic excellence, independence, and ambition come together to create a truly exceptional educational experience.

Our Sixth Form represents the culmination of the Jumeirah College journey. It is a time when students take greater ownership of their learning, step confidently into leadership roles, and begin to shape their path beyond school. Whether your aspirations lie in medicine, engineering, the arts, entrepreneurship or any other field, this is where those goals are nurtured and launched.

Each year, our students achieve outstanding A-Level results, gaining places at many of the world's top universities. These outcomes are the result of hard work, focused support, and a shared culture of high expectations — a culture that is built and sustained by our dedicated staff and our determined, thoughtful learners.

But success in our Sixth Form is not defined by academics alone. We believe in developing the whole person. Students at JC Sixth Form are offered rich opportunities to grow as leaders, thinkers, and collaborators. They take part in public speaking, Model United Nations, volunteering, performing arts, sport, enterprise challenges, and more. They act as mentors, prefects, and ambassadors — shaping school life and leaving a lasting impact on the community around them.

We also provide tailored university and career guidance, helping every student build a future that reflects their strengths, passions, and ambitions. From UCAS preparation to global university applications, our Sixth Form is structured to support each individual's unique journey.

Whether you are continuing with us from Year 11 or joining from another school, you will find a Sixth Form environment that is challenging, welcoming, and inspiring. You will be encouraged to think deeply, act responsibly, and lead with confidence.

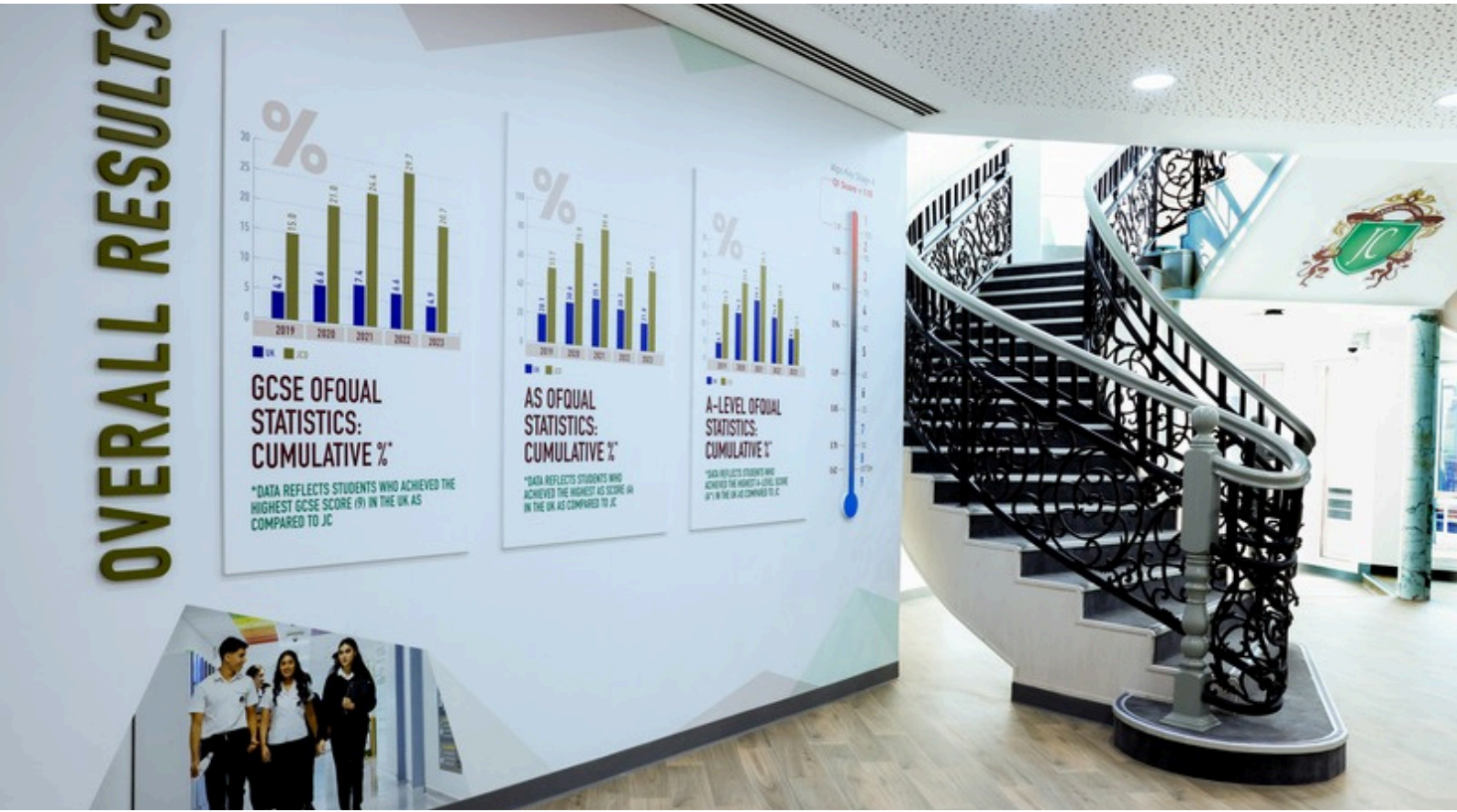
I look forward to watching you grow over the next two years - and to celebrating everything you will achieve.

Best Regards,

*Nick Brain*
Principal

Dubai Knowledge المعرفة

*Read our previous inspection reports here*





# Vision, Mission, Core Values and School Progress Plan



## Vision

A vibrant learning community, nurturing happy, confident and accomplished students who, through a commitment to academic and personal excellence, progress beyond limits.



## Mission

We strive to provide a high quality, British independent education in an international context, with excellent academic and personal outcomes, consistent with the needs of each pupil. Every child is known and valued; we provide opportunities for them to explore and discover new talents which we nurture and celebrate. Our mission is to enable every child to shine and to equip them for the brightest future.

**INTEGRITY**

**We recognise the importance of honesty and strong moral principles. We seek to build trust and establish authentic relationships.**



## Core Values

Our mission is expressed through core values that form the guiding principles which underpin everything we do at Jumeirah College.

**POSITIVITY**

**We always adopt an optimistic and constructive outlook and focus on solutions rather than problems, cultivating a positive mindset, and spreading encouragement to others.**

**KINDNESS**

**We treat others with compassion, empathy, and generosity. We actively seek opportunities to make a positive impact on the well-being of others.**

**RESPECT**

**We treat others with dignity, courtesy, and consideration. We recognise and appreciate the diversity of individuals and cultures, valuing differences, and promoting a harmonious and inclusive environment.**

**RESILIENCE**

**We bounce back from challenges, adversity, and setbacks. We maintain a positive attitude, adapting to change, and learning from difficult experiences to grow stronger and more capable.**



**GRATITUDE**

**We acknowledge and appreciate the positive aspects of life. We recognise the contribution of others and foster a sense of community and appreciation, where we express our thanks to each other in a positive learning environment.**



**Key Priorities – these provide the framework for our development during the next 3 years – 2023-26**

**Vibrant & Engaging Experiences**

**A Connected & Cohesive Community**

**Exceptional Outcomes for All**

**Growing Tomorrow's Leaders**

**Exceptional Outcomes for All**– we are committed to ensuring every student achieves outstanding outcomes and is fully prepared for the next step on their journey.

**Vibrant & Engaging Experiences**– we aim to provide a rich variety of authentic curricular and co-curricular experiences, which enable students to thrive academically and personally.

**A Connected and Cohesive Community**– we strive to provide a positive learning culture with high quality opportunities to collaborate and succeed together.

**Growing Tomorrow's Leaders**– a focus on developing student/staff agency and ownership, to prepare for a bright future.







## A MESSAGE FROM OUR

# HEAD OF SIXTH FORM

DEAR PROSPECTIVE PARENTS AND STUDENTS,



Thank you for your interest in Jumeirah College. It is my pleasure to welcome you to this exciting chapter of your academic journey. Our Sixth Form is not just a continuation of your education; it is a transformative experience designed to empower you to thrive in a rapidly evolving world. Whether you are transitioning internally from Year 11 or joining us from another school in the region or beyond, we do hope that the information attached will support you to make an informed decision.

Joining our community means becoming part of a dynamic environment that upholds high standards, supported by an innovative and caring framework. Our experienced and dedicated pastoral team, university guidance counsellors and wider community are here to ensure that every student's needs are met. With a diverse range of co-curricular, super-curricular and leadership opportunities, our students are well-prepared to navigate the dynamic challenges of the future.

We take immense pride in our long-standing tradition of academic excellence and are committed to the delivering high-quality teaching and learning. Our Sixth Form builds on the solid foundations laid in Key Stages 3 and 4, providing varied learning experiences that prepare students for higher education and future careers. It is vital to us that each student reaches their full potential, and we work collaboratively with them and their families to achieve this goal.

We celebrate and respect individuality and diversity within our community. As senior members of the student body, Sixth Form students have both the responsibility and the opportunity to positively shape our culture. They serve as role models, supporting their peers in academic and extracurricular pursuits. Our consistent A Level achievements reflect our commitment to excellence, enabling our students to secure places at prestigious institutions around the globe.



I invite you to explore the information in this prospectus and consider how Jumeirah College can help you unlock your full potential. Should you have any queries that are not addressed in the information provided, please do not hesitate to contact us.

We look forward to welcoming you into our thriving Sixth Form community.

Yours warmly,

*Afia Chaudhry*
Assistant Principal




Penta International

*There is a "learning buzz" in lessons and around the college. Children brim with excitement and a clear thirst for knowledge. Their curiosity and sharp critical thinking skills shine through. - Read the full BSO Inspection Report 2023*

Jumeirah College

# OVERVIEW

Sixth Form



# Sixth Form Curriculum

With the changes to A Levels in 2017, we have seen fundamental changes to our sixth form syllabus over the last few years. Historically the majority of our students started with four subjects and reduced this to three after AS results at the end of Year 12. This is no longer the case.

The standard offer at Jumeirah College is now for students to begin with three subjects in Year 12, although some will take four, depending on student ability. Students wishing to sit four subjects will require a GCSE grade profile to reflect this, and therefore will be required to achieve 8 As/7s or above at GCSE to begin four A Level courses.

We have taken this decision based on several factors:

- Universities invariably only ask for three grades as entry requirements/offers and want the best three grades a student can achieve

- Only a select number of courses at certain Universities require more than three A Levels, for example a small number of courses require an AS qualification in Further Mathematics. Students are encouraged to research carefully when considering courses & universities and avail of the careers interviews in Year 11

- Studying four subjects, whilst admirable, dilutes a student's efforts at a time when they are acclimatising to new more rigorous courses and increased expectations that they will be able to work independently. This can have a detrimental effect on their chances of success

- Many of our most able students have increasingly voluntarily moved from four to three subjects due to their increasing awareness of university requirements, as well as their experience of managing the workload expected from those studying the new A Level courses

- The new A Levels are more challenging for students and, with many subjects now not offering AS Levels, combined with the reduction in worth of the AS qualification, studying a fourth subject at AS is no longer beneficial for the majority

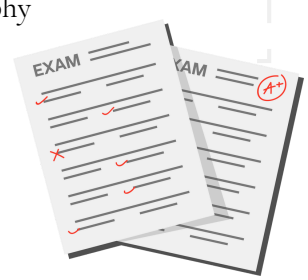
Students could therefore take a mixture of AS/A2 subjects, sitting AS levels at the end of year 12 and A2 exams in Year 13. Alongside these qualifications they might also be sitting purely linear A Level subjects with all their units being examined at the end of the two years. Students must sit both parts of the new courses to gain a full A level. AS levels have to be re-examined at the end of Year 13 unless they are cashed-in as stand-alone AS qualifications. Therefore, students completing the AS in Year 12 would need to repeat the AS exam at the end of Year 13 to qualify for the full A Level.

From 2020 we began offering AS Mathematics as a standalone 2 year qualification. This reflects the desire of many students with a Grade 7 at GCSE to study Mathematics post-16. This will equate to half a full A Level. Therefore some students from next year will be taking 3.5 subjects if they are studying the AS Mathematics. However, it is important to note that these students will not have access to the full A Level, only the AS.

Below is a table detailing those subjects which we offer as AS Levels, and those that are purely linear courses and therefore sat in their entirety at the end of Year 13.

It is important to note that students are embarking on a two year course and as such the AS examinations aim to provide an external checkpoint, rather than a cash-in opportunity. Students are required to study three A Levels to be registered with the Jumeirah College Sixth Form, therefore there is no opportunity for a student on three subjects to drop one after AS Level.

| Offer AS Level | Only available as full A Levels |
|---|---|
| Arabic | BTEC Applied Science |
| Biology | Art & Design |
| Business Studies | BTEC Business |
| Chemistry | English Language |
| Economics | English Literature |
| French | Drama and Theatre Studies |
| Further Mathematics | History |
| Geography | BTEC ICT |
| Mathematics | Media Studies |
| Music | Physical Education |
| Physics | Politics |
| Psychology | Product Design |
| Sociology | BTEC Sport |
| Spanish | Photography |



A level courses are linearly assessed with examinations only taking place in May/June. The opportunity to re-take modules in January, which had been possible in the past, is no longer available.

The Sixth Form timetable for Muslim students includes two compulsory lessons of Islamic Education per week. Students' registered under Arab passports will also study Arabic for three lessons per week and complete the Ministry curriculum and subsequent internal assessments. These are both mandatory Ministry requirements that are common across all UAE schools, for both Year 12 and 13.

Students considering attending universities locally are advised to research their entry requirements, specifically with regard to the study of Arabic. Even students not holding Arab passports may be required by some local universities to study and pass examinations in Arabic until the end of Year 13. We can facilitate these lessons and examinations but the onus is on the student to notify us of this necessity as part of the application process.

Where students are at risk of not making Sixth Form entry requirements, this conversation will have been ongoing with the pastoral team and an alternative pathway may be advisable. Our entry requirements are not particularly high by English comprehensive standards and therefore students who struggle to meet them may find a hybrid approach to selecting their courses advisable. For this reason we have decided to introduce some BTEC Diplomas to our suite of courses. These are A Level equivalent and recognised by universities, but largely internally assessed, thus removing the pressure of examinations.

**ENTRY REQUIREMENTS**

The standard entry requirement for A level study at Jumeirah College is:
s***ix*** *grades at 9 to 5, two of which must be English Language and Mathematics.*

You will normally be expected to have gained at least a GCSE grade 6 in the A level subjects you wish to study. However, some subjects have higher or additional requirements, therefore please refer to the subject specific pages for exact entry criteria.

Those students wishing to study four A Level subjects will require **eight** or more GCSE grades at 7 (A) or higher.

**Equivalency**

*Grade 9/8 = A**  *Grade 7 = A*  *Grade 6 = B*  *Grade 5/4 = C*





# Selecting your A Level Courses

When selecting your final A Level subjects remember the following:

- Consider which subjects you enjoy and achieve well in now, but also consider new subjects you have not experienced before which are of interest to you
- Research which subjects are required or of benefit for the career you wish to pursue. This is discussed in the careers action planning meeting with our careers advisor for internal applicants and in the entrance interviews for all applicants
- Ensure that you do not exclude yourself from any university courses that you may wish to pursue (for example by having too few full A levels or the wrong subjects)
- Prioritise your subjects in order of interest and value to you
- Ultimately, most university courses want your best three grades, this is therefore your primary concern and aim
- Make an informed decision. Pay particular attention to the course specifications to ensure you will be able to engage with the content; speak to older students who have studied those courses you are considering to gauge their experience; and analyse subjects' past success rates for students with your profile in terms of results and transition to university courses



# Subject Entry Requirements

| Subject | Exam Board | Minimum GCSE Grade required for entry | Opportunity at A level without completion of GCSE in subject |
|---|---|---|---|
| **BTEC Applied Science** | Pearrson | - | Sixth Form Minimum Entry Req |
| **Arabic** | Pearson | 6 in Arabic | Native Speaker |
| **Art and Design** | Pearson | 6 in Art and Design<br>7 if taking Art & Photography | No |
| **Biology** | Pearson | 7 in Biology/8 in Combined Science, **and** a 6 in English Language | No |
| **Business Studies** | Pearson | 6 in Business Studies | 6 in English, Humanities or Social Science |
| **BTEC Business Studies** | Edexcel | - | Sixth Form Minimum Entry Req |
| **Chemistry** | Pearson | 7 in Chemistry/8 in Combined Science **and** a 6 in Mathematics | No |
| **Computing** | Cambridge | 7 in Computer Science | Meeting with HOD |
| **Drama and Theatre Studies** | Pearson | 6 in Drama | Meeting with HOD |
| **Economics** | Pearson | 7 in Economics | 6 in English, History or Psychology |
| **English Langauge** | AQA | 6 in English Language | No |
| **English Literature** | AQA | 6 in English Literature | No |
| **Food Science** | CCEA | 6 in Food Science | 6 in Biology or 7 in Combined Science |
| **French** | AQA | 6 in French | Native Speaker |
| **Geography** | Pearson | 7 in Geography and grade 6 in English Language recommended | 6 in English **and** Mathematics and a meeting with HOD |
| **History** | Pearson | 6 in History | 6 in English Literature, Geography or Economics |
| **BTEC Information Technology** | Pearson | - | Sixth Form Minimum Entry Req |
| **AS Mathematics** | Pearson | 7 in Mathematics | No |
| **Mathematics** | Pearson | 8 in Mathematics | No |
| **Further Mathematics** | Pearson | 8 in Mathematics | No |
| **Media Studies** | AQA | - | 5 in English Language |
| **Music** | AQA | 6 in Music and Grade 7 standard instrument/voice | Meeting with HOD |
| **Photography** | Pearson | 6 in Art and Design<br>7 if taking Art & Photography | Upon consultation with Head of Art<br>Must have taken design based subject |
| **Physical Education** | AQA | 6 in Physical Education **and** 6 in Science/7 in Combined Science | No |
| **Physics** | Pearson | 7 in Physics **or** 8 in Combined Science **and** must qualify for and be taking **AS or A Level Maths** | No |
| **Politics** | Pearson | - | 6 in History, Economics, English or Geography |
| **Product Design** | AQA | 6 in Design & Technology | No |
| **Psychology** | AQA | 6 in Psychology | 6 in English Language **and** Science |
| **Sociology** | AQA | - | 6 in English Language |
| **Spanish** | AQA | 6 in Spanish | Native Speaker |
| **BTEC Sport** | Pearson | - | Minimum Entry Requirements |
| **Extended Project Qualification** | Edexcel | - | 8 in English Language |

- *A GCSE grade in a chosen A Level subject will be considered the primary entry requirement*
- *AS Mathematics will take up half the time allocated to a full A Level and will be taken alongside 3 other A Levels.*
- *The EPQ is an ancillary qualification*

## A Level Results

| | 2020* Candidates: 144 Entries: 442 | | 2021* Candidates: 128 Entries: 400 | | 2022 Candidates: 145 Entries: 446 | | 2023 Candidates: 155 Entries: 415 | | 2024 Candidates: 146 Entries: 469 | | 2025 Candidates: 165 Entries: 522 | | 2026 Candidates: 174 Entries: 547 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number & % A* | 105 | 23.8% | 121 | 30.3% | 93 | 20.9% | 52 | 13% | 72 | 15.4% | 80 | 15.3% | 183 | 33.5% |
| Number & % A*/A | 280 | 63.3% | 283 | 70.8% | 247 | 55.4% | 181 | 43.6% | 222 | 47.5% | 213 | 40.8% | 374 | 68.4% |
| Number & % A*-B | 390 | 88.2% | 378 | 94.5% | 385 | 86.3% | 319 | 76.9% | 380 | 81.4% | 372 | 71.3% | 483 | 88.3% |
| APS /Candidate | 804.79 | | 838.1 | | 791.4 | | 780.9 | | 803.6 | | 770.2 | | 866.2 | |

## AS Level Results

| | 2020* Candidates: 111 Entries: 148 | | 2021* Candidates: 73 Entries: 167 | | 2022 Candidates: 128 Entries: 347 | | 2023 Candidates: 140 Entries: 378 | | 2024 Candidates: 168 Entries: 453 | | 2025 Candidates: 179 Entries: 445 | | 2026 Cancelled due to regional disruption | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Number & % A | 111 | 75.0% | 148 | 88.6% | 194 | 56% | 213 | 63.5% | 213 | 46.6% | 251 | 56.3% | | |
| Number & % A-B | 136 | 91.9% | 162 | 97.0% | 284 | 82% | 318 | 84.1% | 318 | 71.7% | 348 | 78.2% | | |
| APS /Candidate | 115.3 | | 303.7 | | 334.6 | | 338.8 | | 322.1 | | 301.8 | | | |

## A Level Results by subject

| | Entries | A*/A % | A*-B % | A*-C % |
|---|---|---|---|---|
| Arabic | 1 | 100% | 100% | 100% |
| Art | 15 | 13% | 53% | 87% |
| Biology | 43 | 72% | 95% | 100% |
| Business | 31 | 48% | 68% | 84% |
| Chemistry | 50 | 82% | 96% | 98% |
| Computer Science | 25 | 84% | 92% | 96% |
| Drama | 7 | 14% | 14% | 86% |
| DT | 10 | 30% | 60% | 100% |
| English Lang | 10 | 80% | 100% | 100% |
| English Lit | 21 | 57% | 95% | 100% |
| Economics | 58 | 74% | 93% | 100% |
| Fur Maths | 19 | 84% | 100% | 100% |
| French | 6 | 50% | 67% | 83% |
| Geo | 19 | 84% | 100% | 100% |
| Gov/Pol | 17 | 53% | 82% | 100% |
| History | 4 | 75% | 100% | 100% |
| ICT | 5 | 20% | 40% | 80% |
| Maths | 107 | 78% | 92% | 96% |
| Media | 10 | 30% | 60% | 100% |
| Music | 0 | — | — | — |
| PE | 8 | 63% | 100% | 100% |
| Physics | 30 | 83% | 100% | 100% |
| Psychology | 37 | 59% | 89% | 100% |
| Photography | 2 | 0% | 100% | 100% |
| Sociology | 11 | 91% | 100% | 100% |
| Spanish | 1 | 0% | 0% | 100% |


21
6
11
25
molten





# Sixth Form Enrichment

In addition to lessons for their chosen academic subjects, students will also benefit from the following elements on their timetable.

*Personal, Social, Health, Citizenship and Economic Education (PSHCEE)*

Students will have weekly PSHCEE lessons or tutorials with their tutors. The course covers a wide range of important issues such as health and safety, life skills, living at university, morality and ethics, and appreciation of the local culture.

*Private Study*

When students are not in timetabled lessons, the Sixth Form has a suite of rooms in which students are expected to focus on enhancing their studies independently. It is vital for Sixth Form students to appreciate the demands of A levels before they begin and learn how to manage their time effectively. For every formal timetabled lesson, a minimum of one hour of independent study/ reading and/or revision is required. By using their study periods effectively, students are able to maintain a suitable balance in their lives beyond the College.

*Complementary Studies*

Students are expected to engage in a Complementary Studies activity each week. For some this can be facilitated during the normal timetable; for others, enrichment activities are accessed after College hours and at weekends. This enables them to demonstrate to universities and employers that they have interests and skills beyond the curriculum and are committed to developing qualities that complement their academic achievements. It is hoped that students will choose a variety of options from the strands that involve volunteer work, skills acquisition and recreation, examples of which are given below.

- Volunteer Work
- Anti-Bullying Ambassador Programme
- Peer Mentoring (either in JC or JPS)
- First Aid Qualification
- Life-guarding Qualification
- PADI Diving Course
- Model United Nations Coaching
- Gym session
- Rugby/Netball Coaching
- Sports Leader Award
- Extended Project Qualification
- Work experience placement

*Sport*

Jumeirah College has a strong reputation for its sporting achievements. Students who wish to continue their sporting participation have the opportunity of both on and off-site activities, in competitive teams and individual sports. Some of our most competitive teams include: football, rugby, netball, basketball, duathlon, athletics, rowing, swimming and cricket. Students are also encouraged to undertake sporting activities for purely fitness and recreational purposes.

*Performing Arts*

Many students who may not be continuing the academic study of music or drama will have opportunities for ensemble instrumental playing, singing or acting. Sixth Form students are encouraged to become involved in all aspects of performing arts including the College productions and the music recitals. A wide range of instrumental lessons are also offered at Jumeirah College.

*Department-based responsibilities*

Students who are interested in developing their skills within a certain area of the curriculum can create leadership opportunities, such as the Spotlight Club, Green Team, muralist team and as contributors to the JC Juice, our student edited periodical.




PLEASE HELP THE
POPPY APPEAL

# Sixth Form Leadership

*College Executive*
The College Executive consists of two Head Boys and two Head Girls. They oversee the Student Council and the Sixth Form Council. They are Jumeirah College ambassadors, greeting and guiding VIPs, addressing parents and serving a plethora of other functions, chief among them as Front of House for the many events the College hosts. However, all Sixth Form students at the College should be prepared to fulfil these tasks should the need arise.

*House Captains*
In Term 2 of Year 12, eight students are chosen through a rigorous procedure of application and selection including a panel of interviews (consisting of students from the Student Council) to lead approximately 300 students of the College. The House Captains organise all inter-house competitions and promote College spirit at all College events.

*Sports and Arts Captains*
Two Sports and two Arts Captains are elected per year as ambassadors for sport and the arts in the College. Their role is to coordinate support and celebrate successes at formal events and chair students meetings (e.g. Arts Council).

*Sixth Form Committees*
Sixth Form students also have the opportunity to discuss issues that directly relate to their College life through the Sixth Form Student Committees (social, charity, sport, treasury, cultural and photography). These committees liaise closely with the Sixth Form leadership team and are responsible for the organisation of the social activities for the Sixth Form.

*Student Council*
Sixth Form students are involved with their Form Councils and elect representatives to the Student Council. Sixth Form representatives work closely with the College Executive who chair the student council.

*Peer Mentoring*
As senior members of the College, Sixth Form students are involved in supporting younger students in a peer mentoring scheme. Students will also participate in the Study Pod programme to help younger students with their academic studies.

*Societies*
Sixth Form students are able to form their own societies based on their own individual interests to facilitate a forum for like-minded people to meet and discuss research and emerging trends. Examples of current societies are the Oxbridge Club, Economics Society and Medical Club.

# Tier 1 -2026-2027

## STUDENT EXECUTIVE


**Head Boy**
Armaan


**Head Girl**
Emilia


**Head Girl**
Sidonie


**Head Boy**
Arit

**Fihri**

**Gibran**

**Majid**

**Sina**


Ved


Kazim


Aleena


Max


Eshal


Ranbir


Rami


Ayana

## STUDENT INCLUSION LEADS


Sam


Mihika


Noah

## SPORTS CAPTAINS


Ananthi


Kiren


Vivienne

## ECO-COMMITTEE


Maryam


Kabir

## INNOVATION COMMITTEE


Kyra


Ishaan

## CULTURAL COMMITTEE


Dhyana


Hayah


Riya

## CHARITY AND SERVICE LEADS


Maya


Arnav


Maya

## MEDIA COMMITTEE


Samarth


Zoya


Emaan


Yizhang

## CAREERS CAPTAINS


Vanessa


Lazaros

## WELLBEING COMMITTEE


Flora


Armaan


Bruno

# Sixth Form Leadership

# Tier 2 -2026-2027

## DRAMA CAPTAINS


Mia


Sofia

## MUSIC CAPTAINS


Aanya


Anika

## ART CAPTAINS


Divye


Inayah

## HISTORY & POLITICS CAPTAINS


Zara


Sofia

## SPACE & ASTRONOMY CAPTAINS


Anshi


Tristan

## BUSINESS & ECONOMICS CAPTAINS


Simone


Siyona


Elisha


Ammara

## ENGINEERING CAPTAINS


Ishaan


Adwaith

## MATHEMATICS CAPTAINS


Yuhan


Mehak

## FAMILY FIRST CAPTAINS


Meesha


Aimee

## GEMSTONE CAPTAINS


Prithvi


Shanaya

## SOCIAL EVENTS CAPTAINS


Ramzi


Vivaan

## TEACH LIKE A GEM CAPTAINS


Muhammad


Lilly

## PSYCHOLOGY & SOCIAL SCIENCES CAPTAINS


Nayna


Arshia

## ACADEMIC ENRICHMENT CAPTAIN


Megha

# Sixth Form Leadership

# Higher Education Guidance

Post-18 discussions are an integral part of life in the Sixth Form. Finding the right destination for our students is important to us and so our programme of support is designed to prepare students for university and the world of work. In addition to a weekly bespoke PSE/Careers programme, mock interviews are carried out to support work and university applications with senior members of staff, university alumni and other professionals. In addition, each student has access to their own Unifrog account which provides a plethora of personalised support, and students can book individual guidance interviews with our Careers Advisors to support and inform their decision making.

Every student has a Unifrog account, an online platform that supports in making informed decisions about their education and career paths. Their individual login gives them access to:

- Course and Career Exploration: Tools to research university courses, apprenticeships, and career opportunities in the UK and abroad.
- Personal Statements and CVs: Step-by-step guides to crafting high-quality applications.
- Competency Mapping: A place to record skills and achievements, helping students build a strong profile for applications.
- Opportunities: A database of MOOCs, volunteering, and work experience options.

We have been fortunate to have developed strong links with universities in the UK, Canada, USA, Europe, UAE and Australia. We regularly welcome guests from visiting universities/institutions to give presentations on aspects of university life and the application process. From understanding the application portals of UCAS/Common App, to understanding what individual universities offer, and the complexities of Home Fee Status, we share information in a timely manner to ensure that parents and students are fully informed. We also love welcoming our alumni back to the College to speak to our students.








unifrog














# JUMEIRAH COLLEGE

## SIXTH FORM APPLICATION PROCESS

### EXISTING JUMEIRAH COLLEGE STUDENTS

| | |
|---|---|
| 07 October 2026 | Student Presentation |
| 21 October 2026 | Parent Information Session |
| October 2026 - April 2027 | Career Interviews |
| 08 December 2026 | Student Marketplace |
| 11 December 2026 (3pm) | Soft Intentions Deadline |
| 05 February 2027 (3pm) | Application Deadline |
| March-April 2027 | Conditional offers issued |
| **19 August 2027** | **GCSE Results Day** |
| 24 August 2027 | Deadline for confirming A Level choices (subject to meeting entry requirements). Students have two weeks from the start of term to make any further changes *(subject to availability and meeting subject entry requirements)* |

### EXTERNAL STUDENT APPLICATIONS

| | |
|---|---|
| October 2026-May 2027 | Completed applications accepted and reviewed as they are submitted |
| Ongoing | Applications accepted for external candidates Once all documentation has been received, selected students will have a confidential reference requested from their current school. Short-listed external candidates will be called for an interview with the Head of Sixth Form or another senior member of College staff. |
| From March 2027 | Sixth Form conditional offers will be issued as places on specific courses become available. Places are held provisionally pending results only when all acceptance criteria are met. |
| **24 August 2027** | Deadline for students to officially submit their final GCSE grades to the Jumeirah College Registrar and confirm choice of A Level courses. Students who do not meet the entry requirements for any course for which they have received a conditional offer will need to contact the College to discuss any possible alternatives before 24 August. |

Jumeirah College

# CURRICULUM

Sixth Form



# BTEC Applied Science

**Head of Department:** Mr A Berry

**Exam Board:** Pearson

**Available Levels:** International Level 3 Subsidiary Diploma

**Entry Requirements:** Sixth Form Entry Requirements *6 in Triple Science/ or 6-6 in Combined Science preferred*

**What are the aims of the course?**

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

- 360 GLH Equivalent in size to one International A Level.
- Six units of which three are mandatory and assessed using Pearson Set Assignment. Mandatory content (50%).

This qualification is designed to support learners who are interested in learning about the science industry alongside other scientific fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in science-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

**Specific entry requirement:**

Students will need to show the ability to gain a strong Pass at GCSE, therefore, a 6 in Triple Science or a 6-6 in Combined Science is preferred.

**What could these qualifications lead to?**

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

- Chemical Technician
- Biomedical Scientist
- Clinical Scientist
- Environmental Scientist

After achieving this qualification, while learners can progress directly to entry-level science roles, it is likely that many will do so via higher study. 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
BSc (Hons) in Environmental Science
Higher National Diploma (HND) in Applied Science

**NB: Learners should always check the entry requirements for degree programmes with the relevant higher education provider.**



# BTEC Applied Science

**What is involved?**

Students will cover the following subject content:

| | |
|---|---|
| 1 Principles and Applications of Biology I (M) | 17 Electrical Circuits and their Applications |
| 2 Principles and Applications of Chemistry I (M) | 18 Astronomy and Space Science |
| 3 Principles and Applications of Physics I (M) | 19 Microbiology and Microbiological Techniques |
| 8 Contemporary Issues in Science | 20 Applications of Physical Chemistry |
| 9 Biomedical Science | 21 Applications of Organic Chemistry |
| 10 Climate Change | 22 Medical Physics Applications |
| 11 Functional Physiology of Human Body Systems | 23 Materials Science |
| 12 Human Regulation and Reproduction | 24 Pollution and Waste Management |
| 13 Biological Molecules and Metabolic Pathways | 25 Water Quality |
| 14 Genetics and Genetic Engineering | 26 Animal Conservation |
| 15 Diseases and Infections | 27 Ecosystems |
| 16 Applications of Inorganic Chemistry | 28 Sustainable Energy |

**(M) Mandatory. All other topics are optional**

**How is it assessed?**

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic.

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example, a unit of 120 GLH will contribute double that of a 60 GLH unit.

Further information available via:
https://qualifications.pearson.com/en/qualifications/btec-international-level-3/applied-science.html

**Head of Department:** Mr W Hegazi (Arabic B)

**Exam Board:** Edexcel

**Available Levels:** IAS Level and IA Level

**Entry Requirements:** 6 in Arabic or Native Speaker

**What are the aims of the course?**

The Arabic International A Level is a natural progression from GCSE. This course demands a high ability in reading comprehension and in manipulation of the written language in a variety of practical and relevant contexts. It aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context

**What is involved in the IAS course?**

This course consists of three sections:

- Section A: Reading & Translation into English
- Section B:  Grammar
- Section C: Essay

Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw upon and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment

**How is it assessed?**

The assessment will be through a 2 hour 30 minutes paper in three sections.

Arabic



**What is involved in the A2 course?**

This course consists of three sections.

- Section A: Translation
- Section B: Creative essay
- Section C: Research based essay

*Assessment: 3 hour paper in three sections.*

Section A: Students will be expected to undertake a short translation from English into Arabic.
Section B: Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the topic areas which include:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

Section C: Students must answer one questions in Arabic, that each relate to a topic or a text chosen from the prescribed list .

**Specific entry requirement:**

6 in Arabic or native speaker with good command of grammar and writing.

**Why is it a useful qualification?**

- An advance language qualification is very highly regarded by employers and by universities and colleges
- Greatly enhanced employability in the Middle East and worldwide throughout the increasingly, global economy
- A range of study and career opportunities in fields such as travel and tourism, education, politics, law, journalism, trade, marketing and publishing
- Communication and personal skills to benefit any future direction chosen



**Head of Department:** Ms T Kadu

**Exam Board:** Edexcel

**Available Levels:** A Level 9AD0

**Entry Requirements:** 6 in Art and Design
7 if taking both Art and Photography

**What are the aims of the course?**

The A Level Art & Design course aims to develop confident, creative and independent artists who are willing to experiment, take creative risks and develop a personal visual language. Students explore both historical and contemporary Art & Design, analysing the work of artists and designers and using these influences to inform their own practice. Through practical investigation, contextual research and critical reflection, students develop their ability to communicate ideas visually and create meaningful, personal responses. A physical sketchbook is central to the course and is used to document research, observation, experimentation, development and reflection.

**What is involved?**

At the start of Year 12, the course is skills-based, providing students with a strong technical and creative foundation in Art & Design. Throughout Terms 1 and 2, students take part in structured workshops exploring drawing, printmaking, photography and digital editing, textiles, mixed media and oil painting. Students develop first-hand observational skills while learning how to experiment confidently with materials, processes, colour, composition, and the formal elements. Alongside practical workshops, students learn how to research and analyse artists, annotate and evaluate their own work, develop ideas and effectively organise and present a physical sketchbook. During Term 3, students begin their Personal Investigation, moving from structured workshops towards an increasingly independent line of enquiry based on their individual interests.

In Year 13, students continue and develop their Personal Investigation, independently exploring a personal theme through contextual research, artist investigation, first-hand observation, experimentation and refinement. Students select and combine materials and processes that best communicate their intentions, building a sustained and personal body of work. Alongside their practical portfolio, students complete a written Personal Study of at least 1,000 words that supports and contextualises their investigation. Component 1 culminates in a 15-hour sustained outcome, where students produce a meaningful and personal response that brings together the ideas, techniques and processes developed throughout their investigation.

In the second part of Year 13, students begin the Externally Set Assignment provided by Pearson Edexcel. Students respond independently to a given theme, selecting and developing their own direction through artist research, primary source investigation, experimentation and refinement. Students use their sketchbooks to document the development of their ideas and draw upon the skills and processes established throughout Years 12 and 13. The component culminates in a 15-hour period of sustained focus understand examination conditions in which students produce their final response. Preparatory studies and the final outcome are submitted together for assessment.

# Art & Design

**How is it assessed?**

Component 1: Personal Investigation, 60% of A Level
Component 2: Externally Set Assignment, 40% of A Level

Both components are internally assessed and externally moderated by Pearson Edexcel.

**Why is it a useful qualification?**

A Level Art & Design provides an excellent foundation for further study within the creative industries. Students may progress to an Art Foundation course or directly to degree pathways including Fine Art, Architecture, Graphic Design, Illustration, Fashion, Interior Architecture, Textiles, Games Design and other creative disciplines. Entry requirements vary between institutions and courses. The course also develops valuable transferable skills including creative thinking, visual communication, problem solving, critical analysis, independent working, research and project management. These skills are relevant across a wide range of university courses and future careers, both within and beyond the creative industries.

**Specific entry requirements:**

Students wishing to study A Level Art & Design should achieve a minimum grade 6 at GCSE Art & Design. Students are expected to demonstrate a genuine interest in the subject, a strong work ethic and a willingness to work independently both within and beyond lessons. The course requires students to immerse themselves in the creative process, experiment with new approaches and sustain the development of their work over an extended period.

**Careers:**

Potential career pathways, following further study and training as appropriate, include: Artist, architect, graphic designer, illustrator, fashion designer, textile designer, interior designer, animator, games designer, product designer, set designer, prop designer, art director, creative director, curator, gallery professional, art educator, art therapist and visual effects artist.


B1

**Head of Department:** Mrs K Wing

**Exam Board:** Pearson Edexcel International

**Available Levels:** AS Level and A Level 9BN0

**Entry Requirements:** 7 in Biology/8 in Combined Science **and** a 6 in English Language

**What are the aims of the course?**

The International A-Level Biology course at Jumeirah College is designed to provide students with a profound understanding of biological principles and their applications. The course aims to:

- Develop essential knowledge and understanding of different areas of biology and how they relate to each other.
- Foster a deep appreciation of the skills, knowledge, and understanding of scientific methods.
- Build competence and confidence in a variety of practical, mathematical, and problem-solving skills.
- Encourage interest in and enthusiasm for biology, including the pursuit of further studies and careers in related fields.

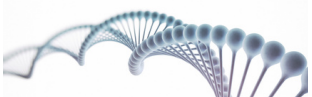
**What is involved?**

The course content for both AS and A Levels is comprehensive and designed to cover major biological topics. The key areas of study include:

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

Practical work is a central component of the biology course, emphasising the importance of hands-on learning through 18 core practical activities. These activities link theoretical knowledge to practical scenarios, ensuring students become confident in handling apparatus and conducting experiments.

# Biology



**How is it assessed?**

The assessment structure is designed to rigorously test students' knowledge, understanding, and practical skills. It includes:

**AS Level:**

- Unit 1: Written examination (1 hour 30 minutes, 80 marks, 40% of the total AS, 20% of the total A Level)
- Unit 2: Written examination (1 hour 30 minutes, 80 marks, 40% of the total AS, 20% of the total A Level)
- Unit 3: Written examination (1 hour 20 minutes, 50 marks, 20% of the total AS, 10% of the total A Level)

**A Level:**

- Unit 4: Written examination (1 hour 45 minutes, 90 marks, 40% of the total A Level)
- Unit 5: Written examination (1 hour 45 minutes, 90 marks, 40% of the total A Level)
- Unit 6: Written examination (1 hour 20 minutes, 50 marks, 20% of the total A Level)

Assessment methods include multiple-choice, short-open, open-response, calculation, and extended-writing questions. Additionally, there are practical exams that test students' experimental skills and their ability to apply theoretical knowledge to practical situations.

**Why is it a useful qualification?**

The International A-Level in Biology from Pearson Edexcel is highly regarded and offers numerous benefits:

- Global Recognition: Internationally recognised qualification that facilitates entrance to universities worldwide.
- Comprehensive Skill Development: Develops practical, analytical, and critical thinking skills, preparing students for higher education and employment.
- Versatility: Opens pathways to various fields such as medicine, environmental science, biotechnology, and more.
- Solid Foundation: Provides a strong foundation in biological sciences, essential for further study and research.

Students who complete this qualification will be well-prepared for undergraduate studies in biology or related subjects such as Medicine and possess the skills necessary for various career opportunities in the sciences.



**Head of Department:** Mr M Squires

**Available Levels:** AS Level and A Level

**Exam Board:** Pearson Edexcel International

**Entry Requirements:** 6 in Business Studies
6 in English, Humanities or Social Science

**What are the aims of the course?**

The aim of the International A-Level (IAL) course is to provide students aged 16–18 with a globally recognised qualification that prepares them for university, higher education, and future careers. The course is designed specifically for international learners and focuses on developing subject knowledge, analytical thinking, problem-solving, and independent learning skills.
A key aim of the IAL programme is flexibility, using a modular structure that allows students to take exams in stages and improve performance over time. It also aims to equip students with transferable skills valued by universities and employers worldwide.

**What is involved?**

Students will cover the following subject content:

Unit 1: Marketing and People
Unit 2: Managing Business Activities
Unit 3: Business Decisions and Strategy
Unit 4: Global Business

**How is it assessed?**

*Unit 1: Marketing and People (AS – 25% of IAL)*
Assesses marketing strategies and people management through data response and essays.

*Unit 2: Managing Business Activities (AS – 25% of IAL)*
Focuses on finance, operations, and external influences, including data analysis and evaluation.

*Unit 3: Business Decisions and Strategy (A Level – 25% of IAL)*
Tests strategic decision-making using all prior content, with emphasis on analysis and evaluation.

*Unit 4: Global Business (A Level – 25% of IAL)*
Assesses international business, globalisation, and ethics in extended case-based questions.

The AS Level in International A-Level Business is the first half of the full qualification and is usually completed in Year 12. It is made up of two separate units: Unit 1 (Marketing and People) and Unit 2 (Managing Business Activities), each worth 50% of the AS qualification.

# Business Studies



Both units are assessed through written examinations taken at the end of Year 12. The exams include a mix of data response questions, short answers, and extended essay-style questions based on real or simulated business contexts. Students are expected to apply business theory, analyse information, and evaluate business decisions rather than simply recall knowledge.

Students receive a separate AS Level grade (A to E), which can either stand alone as a qualification or contribute 50% towards the final A Level grade if they continue into Year 13. Each unit can also be retaken to improve performance before the full A Level is completed.

**Specific entry requirement:**

- Grade 6 in Business Studies
- Grade 6 in English or Humanities if you have not studied Business Studies

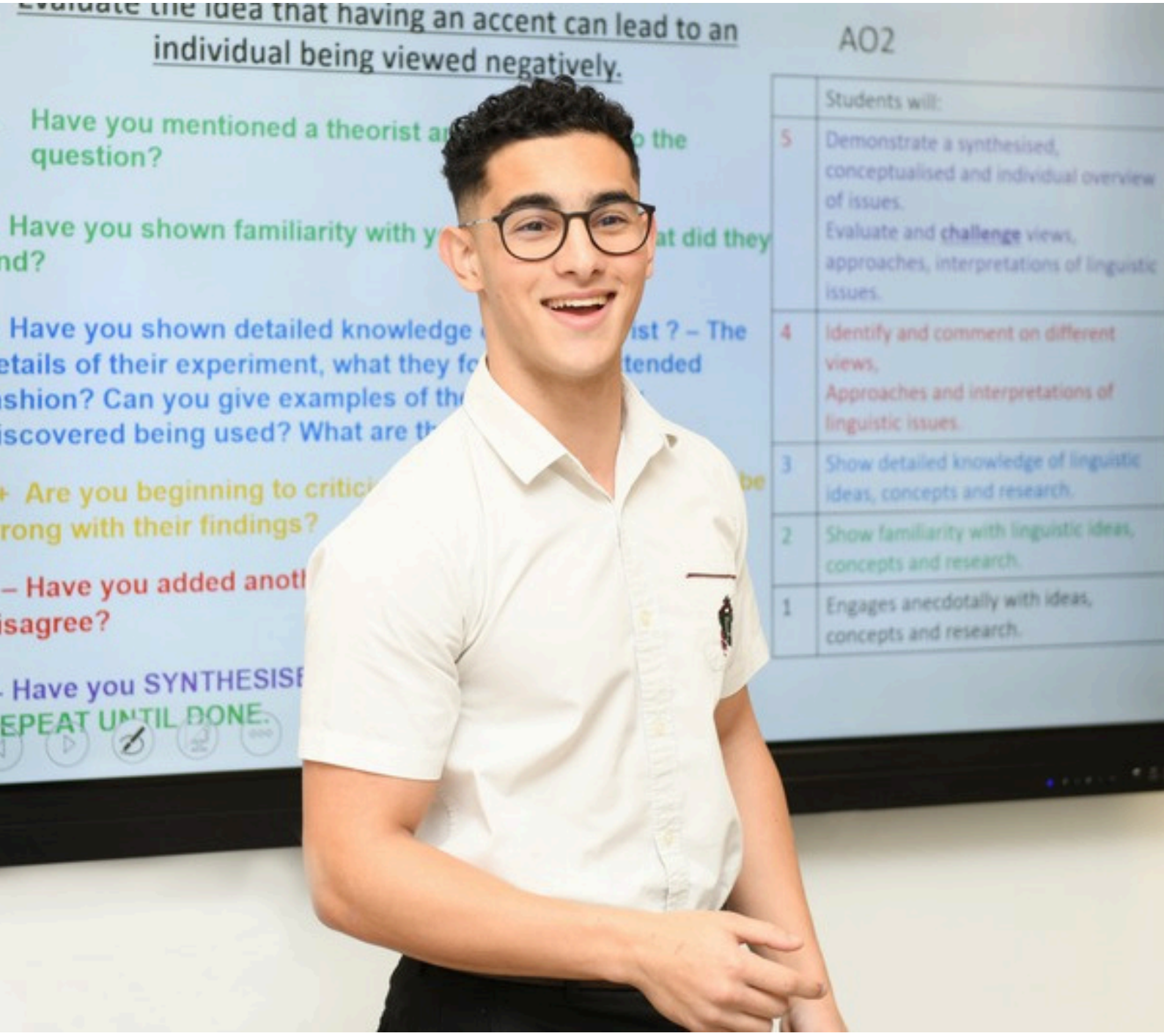
**Why is it a useful qualification?**

The AS Level in International A-Level Business is a useful qualification because it builds a strong foundation in how real businesses operate while also developing key academic and employability skills.

It helps students understand core business areas such as marketing, finance, operations, and people management, giving them insight into how decisions are made in real companies. This makes it particularly valuable for students who are considering further study in business, economics, finance, or related fields.

It is also useful because it develops transferable skills that universities and employers value, including analytical thinking, data interpretation, problem-solving, and the ability to construct and evaluate arguments. The exam structure, which uses real business contexts and case studies, helps students learn how to apply theory to unfamiliar situations—an important skill at higher education level.

Finally, the AS qualification is flexible. It can be used as a standalone qualification or contribute towards the full A Level, allowing students to test their ability in the subject early and make informed decisions about continuing it.


individual being viewed negatively.
Have you mentioned a theorist
question?
Have you shown familiarity with
Have you shown detailed knowledge
Are you beginning to critici
– Have you added anot
Have you SYNTHESISE
AO2
Students will:
5
Demonstrate a synthesised, conceptualised and individual overview of issues.
Evaluate and challenge views, approaches, interpretations of linguistic issues.
4
Identify and comment on different views,
Approaches and interpretations of linguistic issues.
3
Show detailed knowledge of linguistic ideas, concepts and research.
2
Show familiarity with linguistic ideas, concepts and research.
1
Engages anecdotally with ideas, concepts and research.

**Head of Department:** Mr M Squires

**Available Levels:** International Level 3 Subsidiary Diploma

**Exam Board:** Edexcel

**Entry Requirements:** Sixth Form Entry Requirements

**What are the aims of the course and what is involved?**

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

- 360 Guided Learning Hours Equivalent in size to one International A Level
- At least four units* of which two are mandatory and at least one* is assessed using a Pearson Set Assignment. Mandatory content (50%)
- A broad basis of study for the business sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC Intenational Level 3 qualifications or International A Levels.

**What do the qualifications cover?**

The qualifications give learners experience of the breadth and depth of the sector that will prepare them for further study or training. This includes the opportunity for learners to choose several topics from a selection of options reflecting the progression pathways in business.

The learning programme covers the following content areas:

- business environments
- marketing
- finance
- international business
- management
- enterprise and
- entrepreneurship.

The optional units have been designed to support progression to business courses in higher education, and to link with relevant occupational areas. They cover content areas such as:

- human resources
- accounting
- financial services
- marketing
- retail

# BTEC Business



**How is it assessed?**

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic. Set assignment units Some mandatory units in the qualifications are assessed using a set assignment. Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by teachers. Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to re-sit set assignment units during their programme.

All units in the sector are internally assessed and subject to external standards verification.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

**Why is it a useful qualification?**

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

- cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology
- interpersonal skills – communicating, working collaboratively, negotiating and influencing, self- presentation
- intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

**How do the qualifications provide transferable knowledge and skills for higher education?**

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include:

- the ability to learn independently
- the ability to research actively and methodically
- the ability to give presentations and be active group members.



**Head of Department:** Mr A Khan

**Exam Board:** Pearson Edexcel International

**Available Levels:** AS Level and A Level

**Entry Requirements:** 7 in Chemistry/8 in Combined Science **and** a 6 in Mathematics

**What are the aims of the course?**

The Edexcel International A Level Chemistry course provides a strong foundation in all key areas of chemistry and shows how they are interconnected. You'll develop a deep understanding of topics such as atomic structure, energetics, chemical reactions, and organic chemistry, while also building your confidence in practical lab techniques.

This course emphasises scientific inquiry, hands-on experimentation, and analytical thinking, alongside the development of key mathematical and problem-solving skills. It not only prepares you for further study in science-based subjects at university, but also helps you explore how chemistry applies to real-world challenges and careers.

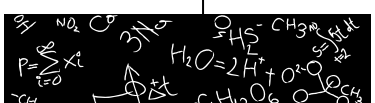
By the end of the course, you'll be confident in both theory and practice, with the ability to think like a scientist and apply your knowledge in a range of contexts.

**What is involved?**

The course content for both AS and A Levels is comprehensive and designed to cover major biological topics. The key areas of study include:

- Unit 1: Structure, Bonding & Introduction to Organic Chemistry (covers atomic structure, bonding, formulae and alkanes)
- Unit 2: Energetics, Group Chemistry, Halogenoalkanes & Alcohols (covers thermodynamics, periodic trends, reaction rates, equilibria and introductory organic molecules)
- Unit 3: Practical Skills in Chemistry I (focuses on basic experimental techniques and data analysis from Units 1–2 topics)
- Unit 4: Rates, Equilibria & Further Organic Chemistry (covering kinetics, entropy, equilibria, acids/bases and carbonyl/carboxylic acid chemistry)
- Unit 5: Transition Metals & Organic Nitrogen Compounds (covering redox, transition metal chemistry, aromatic compounds, amines, amino acids, proteins and synthesis)
- Unit 6: Practical Skills in Chemistry II (advanced experimental techniques and analysis related to Units 4–5)

# Chemistry



**How is it assessed?**

The assessment structure is designed to rigorously test students' knowledge, understanding, and practical skills. It includes:

**AS Level:**

- Unit 1: Written examination (1 hour 30 minutes, 80 marks, 40% of the total AS, 20% of the total A Level)
- Unit 2: Written examination (1 hour 30 minutes, 80 marks, 40% of the total AS, 20% of the total A Level)
- Unit 3: Written examination (1 hour 20 minutes, 50 marks, 20% of the total AS, 10% of the total A Level)

**A Level:**

- Unit 4: Written examination (1 hour 45 minutes, 90 marks, 40% of the total A Level)
- Unit 5: Written examination (1 hour 45 minutes, 90 marks, 40% of the total A Level)
- Unit 6: Written examination (1 hour 20 minutes, 50 marks, 20% of the total A Level)

Assessment methods include multiple-choice, short-open, open-response, calculation, and extended-writing questions. Additionally, there are practical exams that test students' experimental skills and their ability to apply theoretical knowledge to practical situations.

*Practical Work*
Practical laboratory work is central to this course. The specification requires at least 16 core practical activities (covering experiments like titrations, syntheses, testing gases/anions/etc.) to be carried out throughout the course. These hands-on experiments help you become confident with apparatus and techniques (measuring, mixing, heating, observing, etc.), and build the skills needed for exam questions. In class you will practice those techniques while learning Units 1–5 content, and teachers often add extra experiments beyond the core list.

**Why Choose IAL Chemistry?**

Edexcel International A Level Chemistry is a globally recognised qualification that offers excellent preparation for university and beyond. The course develops a strong foundation in both theoretical and practical chemistry, with a focus on real-world applications and scientific skills.

You will:

- Study advanced topics that support progression to degrees in chemistry, medicine, engineering and related fields.
- Build key skills in problem-solving, data analysis, and experimental work — valuable in any scientific or technical career.
- Learn through an engaging modular structure with clear, accessible materials and real-life context.

In summary, Pearson Edexcel IAL Chemistry offers a challenging but rewarding course. It is internationally accepted, carefully structured for deep learning, and designed to give you the laboratory and analytical skills needed at university and beyond.



**Head of Department:** Mr G Dela Cruz

**Exam Board:** Cambridge

**Available Levels:** A Level (9618)

**Entry Requirements:** 7 in Computer Science

**Aims and Learning Outcomes:**

Computer Science is an inherently practical subject that allows students to apply the theoretical concepts acquired in the classroom to real-world systems. It embodies creativity and innovation, enabling individuals to view the natural world through a digital lens. At its core, Computer Science nurtures the art of computational thinking, equipping students with the critical thinking skills necessary to solve complex problems, design intricate systems, and comprehend the capabilities and boundaries of human and machine intelligence.

In choosing the best educational path for Jumeirah College students, we have thoroughly assessed the competition and firmly believe that the Cambridge specification stands as the optimal choice. This curriculum not only imparts a deeper understanding of computational principles but also offers a broader spectrum of mathematical content compared to alternative specifications. It mirrors the academic rigor and content alignment typically encountered in a university-level Computer Science course, thereby allowing candidates to demonstrate high-level skills actively sought after by university programs.

**Assessment Overview:**

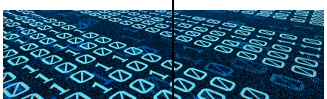
AS Level Paper 1 Theory Fundamentals: 1 hour 30 minutes (75 marks)
25% of the A-Level

- Information Representation
- Communication
- Hardware
- Processor Fundamentals
- System Software
- Security, Privacy, and Data Integrity
- Ethics and Ownership
- Databases

AS Level Paper 2 Fundamental Problem-Solving: 2 hours (75 marks)
25% of the A-Level

- Algorithm Design and Problem-solving
- Data Types and Structures
- Programming
- Software Development

# Computer Science



A-Level Paper 3 Advance Theory: 1 hour and 30 minutes (75 marks)
25% of the A-Level

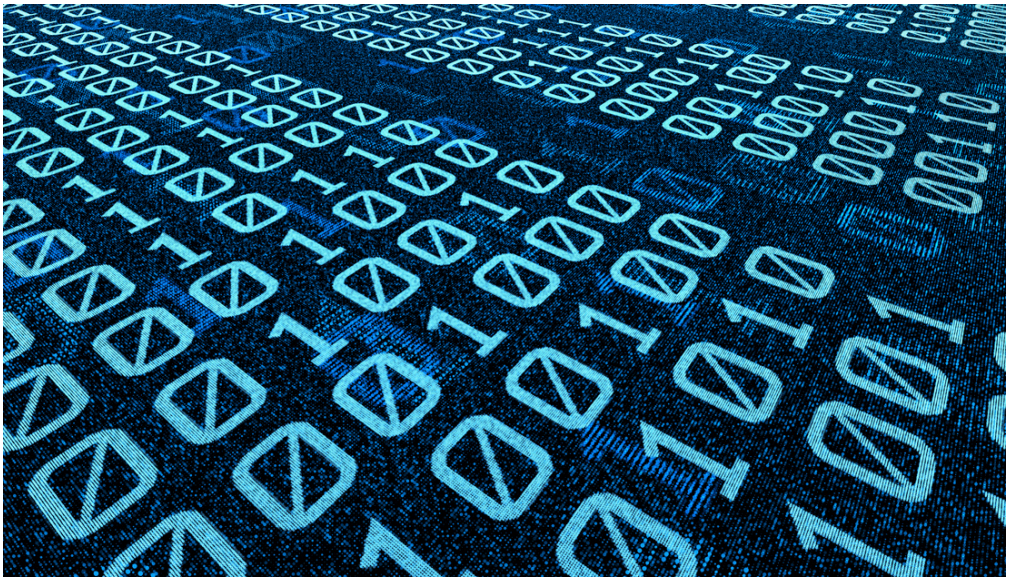
- Data Representation
- Communication and Internet
- Hardware and Virtual Machines
- System Software
- Security
- Artificial Intelligence (AI)

Paper 4 Practical: 2 hours and 30 minutes (75 marks)
25% of the A-Level

- Computational Thinking and Problem-solving
- Further Programming

**Why is it a useful qualification?**

Cambridge 9618 Computer Science serves as a solid foundation for future academic pursuits in Computer Science or related fields at the higher education level. It is equally well-suited for students with aspirations for careers or further studies in Computer Science or ICT, or as a part of a comprehensive general education curriculum. This program opens doors to a world of possibilities and empowers students to navigate the ever-evolving digital landscape with confidence and competence.



# Computer Science



# Drama & Theatre Studies

**Head of Department:** Ms K Pegna

**Exam Board:** Edexcel

**Available Levels:** A Level

**Entry Requirements:** 6 in Drama
Meeting with HOD

**What are the aims of the course?**

The Drama and Theatre Studies course provides the opportunity to study a range of play texts, theatrical practitioners and dramatic theory from the perspective of director, designer, performer and critic. The course provides you with the knowledge and understanding of the language of drama and theatre, enabling you to use this to inform and develop your performance skills, as well as become an expert in analysing, questioning and justifying both your own ideas and those of others.

**What is involved?**

The course demands practical, creative and analytical skills in equal measure. You will extend your ability to work with scripted drama and theatre for performance. You will also be required to write in detail about your drama; developing your ability to justify your practical exploration in structured coursework notes. The course will involve devising theatre as well as directing yourself in either a monologue or a duologue, as well as studying practitioners, plays and playwrights in detail.

**How is it assessed?**

**Unit 1: Devising (40% of the qualification)**

*Content summary:*

- Devise an original performance piece
- Use one key extract from a performance text and a theatre practitioner as stimuli
- Performer or designer routes available

*Assessment:*

Internally assessed and externally moderated. There are two parts to the assessment:

- a portfolio (60 marks)
- the devised performance/design realisation (20 marks)

**Unit 2: Theatre Text in Performance (20% of the qualification)**

*Content summary:*

This unit offers you the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

*Assessment overview:*

This is an externally assessed unit. The first section requires you to offer either a monologue or duologue. The second section requires you to contribute to a performance of a professionally published play by a known writer. You may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

**Unit 3: Theatre Makers in Practice (40% of the qualification)**

*Content summary:*

- Live theatre evaluation – choice of performance
- Practical exploration and study of a complete text – focusing on how this can be realised for performance
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience

*Assessment overview:*

- Section A: Live Theatre Evaluation (20 marks)

- Section B: Page to Stage: Realising a Performance Text (36 marks)
  - Students answer two extended response questions based on an unseen extract from the performance text they have studied
  - Students will demonstrate how they, as theatre makers, intend to realise the extract in performance
  - Students answer from the perspective of a performer and a designer
  - Performance texts for this section are not allowed in the examination as the extracts will be provided

- Section C: Interpreting a Performance Text (24 marks)
  - Students will answer one extended response question from a choice of two using their chosen text
  - Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience
  - Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

**Why is it a useful qualification?**

If you are considering a career in the performing arts industries, studying drama at this level will provide you with an excellent level of experience in performance skills. However, the Edexcel Drama and Theatre Studies qualification will give you a firm grounding in far more than just acting. The high level of analytical theory and the detailed studying of practitioners, text and performance will put you in the informed position of the director; expressing your opinions and justifying your ideas.

Successful Drama students go on to read subjects such as Law, English, History, Journalism, Business Studies and Psychology at university. A wide range of careers from teaching to management, business to politics all rely on the core elements of presentation, leadership, creativity and decision making that are intrinsic to the Drama and Theatre Studies course.



# Drama & Theatre Studies



**Head of Department:** Mr M Squires

**Exam Board:** Pearson Edexcel International

**Available Levels:** A Level 7136, AS Level

**Entry Requirements:** 7 in Economics
6 in English, History or Psychology

**What are the aims of the course?**

Edexcel International A Level Economics is designed to give students a deep understanding of the significance of economics in interpreting both national and global current affairs. Students will:

- Use microeconomic and macroeconomic analysis to explain how markets operate, why they sometimes fail, and how governments and international institutions intervene.
- Explore how economic theory can be applied to real-world case studies and ongoing debates, such as poverty, inequality, unemployment, taxation, globalisation, and sustainability.
- Analyse developments in both advanced and emerging economies, gaining a genuinely international perspective.
- Develop a passion for economics and the ability to make informed, evidence-based decisions in later life.

No prior study of Economics is required. However, students are expected to be motivated, logical, and willing to engage with current affairs.

**What is involved?**

Students taking A level Economics will learn by firstly developing an understanding of economic theory. Students will learn to appreciate that there are a number of different interpretations which can explain Economic phenomena. Students will learn how to apply Economic theory to case study scenarios. It is important for students taking A level Economics to keep up to date with current affairs and students will need to regularly read a quality newspaper.

**Specific entry requirements:**

A Grade 7 in GCSE Economics is required to study A Level Economics. If you have not studied GSCE Economics; you will need a 6 in English, History or Psychology.

At the end of Year 12, students may sit the International AS Level as a standalone qualification. This provides both university application support and a recognised outcome for any student not continuing into Year 13.

# Economics



**How is it assessed?**

**Unit 1: Markets in action WEC11/01 - 1 hour 45 minutes, 80 marks**
*Introductory concepts, Consumer behaviour and demand, Supply, Price determination, Market failure, Government intervention in markets*

- *Section A: Six multiple-choice questions (6 marks)*
- *Section B: Five short-answer questions (20 marks)*
- *Section C: A five-part question, based on data provided in a source booklet (34 marks)*
- *Section D: One 20-mark essay question from a choice of two (20 marks)*

**Unit 2: Macroeconomic performance and policy WEC12/01 - 1 hour 45 minutes, 80 marks**
*Measures of economic performance, Aggregate demand (AD), Aggregate supply (AS), National income, Economic growth, Macroeconomic objectives and policies*

- *Section A: Six multiple-choice questions (6 marks)*
- *Section B: Five short-answer questions (20 marks)*
- *Section C: A five-part question, based on data provided in a source booklet (34 marks)*
- *Section D: One 20-mark essay question from a choice of two (20 marks)*

**Unit 3: Business behaviour WEC13/01 -2 hours, 80 marks**
*Types and sizes of businesses, Revenue, costs and profits, Market structures and contestability, Labour markets, Government intervention*

- *Section A: Six multiple-choice questions (6 marks)*
- *Section B: A five-part question, based on data provided in a source booklet (34 marks)*
- *Section C: Two 20-mark essay questions from a choice of three (40 marks)*

**Unit 4: Developments in the global economy WEC14/01 - 2 hours, 80 marks**
*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*

- *Section A: Six multiple-choice questions (6 marks)*
- *Section B: A five-part question, based on data provided in a source booklet (34 marks)*
- *Section C: Two 20-mark essay questions from a choice of three (40 marks)*

**Why is it a useful qualification?**

Completing A Level Economics provides students with an appropriate foundation for further study in Economics or related studies. The course provides a launch pad for careers in commerce related fields such as banking and finance. The course will promote the important skills of decision making and problem solving.

# English Language

**Head of Department:** Miss K Trotman

**Exam Board:** AQA

**Available Levels:** A Level 7702

**Entry Requirements:** 6 in English Language

**What are the aims of the course?**

Students are given the opportunity to:

- develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses.
- create texts and reflect critically on their own processes of production, while analysing the texts produced by others.
- explore 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 action
- see language as a creative tool for expression and social connection, as well as for individual cognition.

**What is involved?**

Students are introduced to the study of English in its various forms and contexts, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course. They are offered clear skills progression from GCSE, allowing students to build on the skills already gained and prepare for their next steps. Students are offered a variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allowing them to develop a wide range of skills.

**How is it assessed?**

*Paper 1: Language, the individual and society - Exam*

- Textual variations and representations
- Children's language development (0–11 years)
- Methods of language analysis

*Paper 2: Language diversity and change - Exam*

- Language diversity and change
- Language discourses
- Writing skills



*Coursework: Language in action*

- Language investigation
- Original writing

Students produce:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

**Specific entry requirement:**

Grade 6 in English Language

**Why is it a useful qualification?**

A level English Language is an extremely useful and academic qualification, both for further study in Language or Linguistics and also as a general qualification for other career paths. It combines both creativity and analysis and will provide students with the real world skills needed to succeed after school.

# English Language

# English Literature

**Head of Department:** Miss K Trotman

**Exam Board:** AQA

**Available Levels:** A Level 7712

**Entry Requirements:** 6 in English Literature

**What are the aims of the course?**

This Advanced GCE specification requires students to:

- Explore the relationships that exist between texts and the contexts within which they are written, received and understood.
- Study texts within a shared context to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives.
- Make their own autonomous meaning, to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

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

- The study of a literary theme over time
- The study of literature through engaging with two of the main historicist perspectives, the diachronic (reading texts written across widely different time periods that explore the same theme) and synchronic (reading texts written within a narrower and clearly defined time period)
- The study of various texts, both singly and comparatively, chosen from a list of core set texts and a list of chosen comparative set texts

**What is involved?**

Students with A Level English Literature will acquire skills of inquiry, debate, evaluation, interrogation of sources, hypothesis, reading for meaning, inference and deduction that are vital to many career paths, but may lead to fields such as journalism, marketing, researching, writing, public relations and theatre.

This course requires a high level of commitment to sustained reading and active participation on the part of the student. It is expected that students will have successfully completed GCSE English Literature to at least a grade 6 and have an interest in, an aptitude for, and a willingness to read and study literature.



**How is it assessed?**

*Unit 1: Love Through the Ages—Exam*

- Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play
- Examination will include two unseen poems

*Unit 2: Texts in Shared Contexts— The World Since 1945 —Exam*

- Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000
- Examination will include an unseen extract

*Unit 3: Independent critical study: Texts across time—Coursework*

- Comparative critical study of two texts, at least one of which must have been written pre- 1900
- One extended essay (2500 words) and a bibliography

**Why is it a useful qualification?**

A level English Literature is an extremely useful qualification both for further study in Literature and also as a general qualification for other career paths. A recent poll of employers within fortune 500 companies suggests employers increasing look to arts and humanities subjects such as English, History and Philosophy when recruiting as these disciplines teach students how to clarify assertions, think clearly and creatively and to apply precedence and empathy to the solving of problems.



**Head of Department:** Ms E Gilmore

**Available Levels:** A Level, AS Level

**Exam Board:** CCEA

**Entry Requirements:** 6 in Food Science
6 in Biology or 7 in Combined Science

**What are the aims of the course?**

The Nutrition and Food Science course combines scientific principles with social, environmental, and health-related issues surrounding food. It offers an "academically robust and contemporary qualification" that develops knowledge and skills relevant to nutrition, health sciences, and the food industry. Students will develop a deep understanding of nutrient science, diet and health, and food safety. They will gain insight into sustainability, food security, and the global food system, and build independent learning and extended writing skills valued in STEM and health-related disciplines.

**Specific entry requirements:**

Grade 6 in Food Science or a Grade 6 in Biology/7 in Combined Science.

**Course Structure**

***AS 1: Principles of Nutrition***
Nutrient roles, dietary requirements and life-stage nutrition. 2-hour written exam (50% of AS / 20% of A Level)

***AS 2: Diet, Lifestyle and Health***
Relationships between diet, lifestyle, and wellbeing; public health issues. 2-hour written exam (50% of AS / 20% of A Level)

***A2 1: Option: Food Safety & Quality or Food Security & Sustainability***
Microbiology, contamination, food law, sustainability, and global food supply. 2-hour written exam (30% of A Level)

***A2 2: Research Project***
Independent investigation (max. 4,000 words) on a self-selected food or nutrition topic. Internal coursework, externally moderated (30% of A Level)

There is no formal practical cookery assessment in this qualification. All external units are theory-based written papers, similar to science, and the A2 Research Project involves an independent investigation which may include experimental, sensory or survey work if relevant. Practical demonstrations, practical cooking and investigations are encouraged to support engagement and application of theory but are not examined or assessed.

**Why is it a useful qualification?**

This course provides an excellent pathway to university courses and careers in: Nutrition, Dietetics, Food Science, Public Health, Hospitality, Education, Product Development, and Environmental Health. Encourages evidence-based thinking and applied science to offer a bridge between scientific and social science disciplines at University.

# Food Science

**Head of Department:** Ms F Temple-Smith

**Exam Board:** AQA

**Available Levels:** A Level, AS Level

**Entry Requirements:** 6 in French or Native Speaker

**What are the aims of the course?**

The aim of the French A-level course is to enhance students' linguistic skills and promote and develop their capacity for critical and analytical thinking. The A-level builds on the knowledge, understanding and skills gained at GCSE. Students develop knowledge about matters central to the society and culture, past and present in countries where French is spoken. In addition, students will develop language learning skills and strategies, including communication strategies and written skills to be able to sustain communication and build fluency and confidence for both practical and intellectual purposes.

In the first year, aspects of the social life and trends in French speaking societies are studied to include the changing nature of the family, the cyber society and the role of voluntary work. The second theme covers the artistic life of French-speaking countries such as contemporary francophone music, the cinema and cultural heritage. In the second year, there is an emphasis on current social issues and political life including the benefits of a multicultural society, the treatment of criminals, and political action. Aspects of French speaking society and culture will be further enhanced by the study of a film and a book. Students will carry out an independent research project on an area of their choice

**Specific entry requirements:**

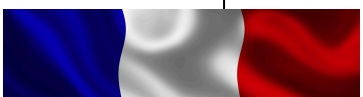
Grade 6 in French or Native Speaker.

We recommend that students complete the full A2 course. However, The AS course is fully co- teachable with the first year of the A-level course and there will be an opportunity for students to take AS French as a stand-alone qualification at the end of Year 12.

**Why is it a useful qualification?**

The French A-level equips students with transferable skills such as autonomy, resourcefulness, creativity, linguistic competence and enhanced cultural understanding. Almost all universities internationally offer degrees in French or a combination of French and other languages or other complimentary subjects such as International Relations or Law. An ability to speak French is an advantage in the international job market in a wide range of fields including the Foreign office, International organisations, business and tourism. More than 200 million people speak French in the world.

French



**How is it assessed?**

*AS Assessment structure (standalone qualification)*

- AS Paper 1: Listening, Reading & Writing Examination: 1 hour 45 minutes - 40% of AS
- AS Paper 2: Writing Examination: 1 hour 15 minutes - 30% of AS
- AS Paper 3: Speaking Examination: 12-14 minutes - 30% of AS

*A Level Assessment structure*

- A - Level Paper 1: Listening, Reading & Writing Examination: 2 hours 30 minutes - 40% of A –level
- A - Level Paper 2: Writing Examination: 2 hours - 30% of A– level
- A - Level Paper 3: Speaking Examination: 21-23 minutes - 30% of A-level

# Further Mathematics

**Head of Department:** Mr P Tank

**Exam Board:** Edexcel

**Available Levels:** IAL Level YFM01

**Entry Requirements:** 8 in Mathematics

https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/mathematics-2018.html

Students who have gained grade 8/9 at GCSE Mathematics and completed the GCSE Further Mathematics course during Year 11 are encouraged to consider taking both Mathematics and Further Mathematics at A level.
Further Mathematics is a separate A level qualification which is particularly valuable for students who wish to study mathematically based courses in higher education. Students wishing to take IAL Further Mathematics must do so alongside IAL Mathematics, and this will therefore use two option blocks.

**What is involved?**

The IAL Further Mathematics course is delivered through a modular structure, allowing assessment at key points throughout the two years of study. The course covers a wide range of advanced mathematical topics across Further Pure Mathematics, Mechanics, Statistics and Decision Mathematics.
In Year 12, students will study the following modules:
FP1 (Further Pure Mathematics 1) – covering topics such as complex numbers, matrices, proof by induction, further coordinate systems and series
M1 (Mechanics 1) or S1 (Statistics 1) – an applied mathematics module tailored to the cohort
D1 (Decision Mathematics 1) – covering algorithms, graph theory, linear programming and critical path analysis

In Year 13, students will study:
FP2 (Further Pure Mathematics 2) – extending the further pure content to include inequalities, further complex numbers, differential equations, Maclaurin and Taylor series, and polar coordinates
M1 or S1 – whichever was not taken in Year 12
M2 (Mechanics 2) or S2 (Statistics 2) – chosen by the student depending on their strengths and intended progression

**Specific entry requirement:**

Grade 8 in GCSE Mathematics & Selected as a 4th Al-evel

**How is it assessed?**

The IAL Further Mathematics course benefits from a modular assessment structure, meaning students do not have to wait until the end of Year 13 to sit all their examinations. Each unit is examined in a written paper of 1 hour 30 minutes, marked out of 75, with calculators permitted. Results are banked as students progress through the course.
In Year 12:
M1 or S1 – assessed in the Year 12 January examination series
FP1 and D1 – assessed in the Year 12 summer examination series
In Year 13:
FP2 – assessed in the Year 13 summer examination series
M2 or S2 – whichever was not taken in Year 12 Assessed in Year 13 January Series
M3 or S3 – by student choice – assessed in the Year 13 summer examination series
The full IAL Further Mathematics qualification (YFM01) is awarded on successful completion of all six units across the two years.



**Why is it a useful qualification?**

Further Mathematics opens doors to some of the most competitive and rewarding degree courses available. Beyond Mathematics itself, a subject highly sought after by employers across finance, technology, engineering and research, Further Mathematics is increasingly specified or recommended by leading universities for entry onto courses in Physics, Engineering, Computer Science, Economics and related disciplines.

The applied units in Mechanics, Statistics and Decision Mathematics provide a strong conceptual foundation for students intending to pursue engineering, business, management or data-driven fields. Even where it is not a formal entry requirement, the depth of analytical reasoning, logical rigour and independent problem-solving developed through this course will be an asset throughout higher education and beyond.

Students are strongly encouraged to research entry requirements for their preferred universities early, as many specify Further Mathematics — at least to AS level — for mathematically intensive degree programmes.

**Head of Department:** Ms S Pountain

**Available Levels:** AS and A Level

**Exam Board:** Edexcel (International)

**Entry Requirements:** 7 in Geography and 6 in English Language recommended
6 in English and Mathematics

**Introduction and aims of the course:**

Geography at International A Level offers students the opportunity to explore the dynamic interactions between people, places and environments at a local, national and global scale. The course follows on seamlessly from the IGCSE Geography studied in Years 10 and 11, building on familiar themes while introducing greater depth, complexity and independence of thought, in addition to introducing new areas of the subject.

Following the Pearson Edexcel specification, students develop a strong understanding of key physical and human processes and the critical skills to evaluate contemporary global challenges such as climate change, urbanisation, resource security and globalisation.

Universities regard A Level Geography highly during the application process and beyond due to it being a facilitating subject because of its cross-curricular content and the wide range of vital skills it develops such as analysis, research, data interpretation, evaluation and extended writing all of which are in high demand in higher education and in the world of work. These skills are directly transferable to university courses in the sciences, social sciences and humanities.

Through a balance of contemporary case studies, theoretical frameworks and fieldwork, students gain the ability to analyse, interpret and question geographical issues, preparing them not only for academic success but also for becoming globally aware, critical thinkers ready for the challenges of the modern world.

**Specification overview**

The International A Level Geography specification is modular and structured into four units with all units externally marked.

The International AS Level consists of Units 1 and 2 whilst the International Advanced A Level consists of Units 1,2, 3 and 4.

**Unit 1- Global Challenges (IAS)**

- External Assessment: Written examination
- Total marks: 90
- Weighting: 30% of IAL
- Examination time: 1 hr 45m

- **Topic 1:** World at Risk
- **Topic 2:** Going Global

Geography



**Unit 2- Geographical Investigations (IAS)**

- External Assessment: Written examination
- Total marks: 60
- Weighting: 20% of IAL
- Examination time: 1 hr 30m

- **Topic 1:** Crowded Coasts
- **Topic 2:** Urban Problems, Planning & Regeneration

- *This unit includes at least 2 days fieldwork & therefore a cost.*

**Unit 3- Contested Planet (IA2)**

- External Assessment: Written examination
- Total marks: 90
- Weighting: 30% of IAL
- Examination time: 2 hours

- **Section A**
  - Topic A1: Atmosphere and Weather Systems
  - Topic A2: Biodiversity Under Threat
- **Section B**
  - Topic B1: Energy Security
- **Section C**
  - Topic C1: Superpowers Geographies

**Unit 4- Researching Geography (IA2)**

- External Assessment: Written examination
- Total marks: 60
- Weighting: 20% of IAL
- Examination time: 1 hr 30m

- *This unit uses pre-release materials to prepare for the examination and will focus on one of the following areas: Tectonic Activity and Hazards, Feeding the World's People, Cultural Diversity- People and Landscapes or Human Health and Disease.*


Second Floor- Sixth Form

**Head of Department:** Mrs E Griffin

**Exam Board:** Edexcel

**Available Levels:** A Level

**Entry Requirements:** 6 in History
6 in English Literature, Geography or Economics

**What are the aims of the course?**

As in GCSE History, you will learn by using a variety of techniques, from structured written responses, to source analysis, use of original film and documentary footage, discussions and debates. More emphasis is placed on your own wider reading and research; your skills as an independent learner will be further developed.

**What is involved?**

During the course you will learn:

- About the significance of events, individuals, issues and societies in history
- How and why societies have changed over time
- About the theories of historians and the language that they use to discuss their ideas
- To understand the nature of historical evidence and the methods used by historians to analyse and evaluate it
- To develop an understanding of how the past has been interpreted and represented
- To express your own historical ideas confidently and effectively

**How is it assessed?**

- **Unit 1:** Britain Transformed 1918 - 1997 (Examination)
- **Unit 2:** The USA, 1955-92: conformity and challenge (Examination)
- **Unit 3:** Britain: Losing and Gaining an Empire 1763—1914 (Examination)
- **Unit 4:** Controlled Assessment - One 4000 word essay on an issue of historical controversy and debate. Selected independently by students with teacher guidance

**Specific entry requirements:**

Students of GCSE History to have achieved at least a 6 in GCSE History.

Students who did not study GCSE History, to have achieved a 6 in another humanities subject (e.g. Geography or Business Studies) or in English.

# History



**Why is it a useful qualification?**

Students who study A –Level History have access to a wide range of career and higher education opportunities. The skills acquired during the course are recognised and valued by employers, universities and colleges. History at A –Level provides an excellent foundation for a number of popular careers including law, journalism, teaching, business, civil service, archaeology and information management.



**Head of Department:** Mr G Dela Cruz

**Exam Board:** Pearson

**Available Levels:** International Level 3 Subsidiary Diploma

**Entry Requirements:** Sixth Form Entry Requirements
*6 in ICT preferred*

# BTEC Information Technology

**What are the aims of the course?**

The BTEC International Level 3 qualifications in IT have been developed in collaboration with Microsoft to ensure content aligns with specific certified learning opportunities. These qualifications give a professional advantage by providing a mastering of skills in digital and cloud businesses through the attainment of industry-endorsed certification. Attainment of these certifications allow learners to pursue technical job roles.

The Pearson BTEC International Level 3 qualifications in Information Technology are designed for learners who are interested in the study of information technology, with a view to progressing to a range of graduate entry higher-education courses and/or working within the IT industry on completion of this qualification. Learners will have exposure to a wide range of IT topics that will enhance their progression to higher education in this sector, a complementary sector or a contrasting sector, and ultimately lead to employment.

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

This course covers a broad basis of study for the information technology sector. This qualification is designed for learners who are interested in an introduction to the study of creating information technology systems to manage and share information, alongside other fields of study, which may include other vocational or general qualifications, with a view to progressing to a wide range of higher education and employment opportunities, not necessarily in information technology.

**What could these qualifications lead to?**

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

They also support learners who want to develop knowledge and skills needed for vocational apprenticeship roles, and allow for progression to job opportunities at trainee/entry levels. Jobs available in these areas include:

- Software Developer
- Web/Content Developer
- Mobile App Designer
- Games Designer
- Programmer
- IT/Business Analysis Support



# BTEC Information Technology

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:

- HNC in Interactive Media
- FdSC in Business Computing
- HND in Engineering
- BSc (Hons) in Information Management for Business
- BA (Hons) in Accounting and Finance
- BSc (Hons) in Information Management for Business

**NB: Learners should always check the entry requirements for degree programmes with the relevant higher education provider**

**What is involved?**

Students will cover the following subject content:

| | |
|---|---|
| 1 Information Technology Systems – Strategy, Management and Infrastructure (M) | 14 Customising and Integrating Applications |
| 2 Creating Systems to Manage Information | 15 Cloud Storage and Collaboration Tools |
| 3 Using Social Media in Business | 16 Digital 2D and 3D Graphics |
| 4 Programming | 17 Digital Animation and Effects |
| 5 Data Modelling | 18 The Internet of Things |
| 6 Website Development (M) | 19 Enterprise in IT |
| 7 Mobile Apps Development | 20 Business Process Modelling Tools |
| 8 Computer Games Development | 21 Introduction to Artificial Intelligence (AI) |
| 9 IT Project Management | 22 Introduction to Robotics and Automation |
| | 23 Emerging Trends and Technologies |
| | 24 Technical Fundamentals for Computing Professionals |
| | 25 Full Stack Development |



# BTEC Information Technology

**Subject Specific Entry Requirements:**

Students should be able to show the ability to gain a strong Pass at GCSE, therefore, a Grade 6 in GCSE/iGCSE ICT is preferred.

**How is it assessed?**

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic.

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable.

Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example, a unit of 120 GLH.

Further information available via:
https://qualifications.pearson.com/en/qualifications/btec-international-level-3.html



**Head of Department:** Mr P Tank

**Exam Board:** Edexcel

**Available Levels:** A level 9MA0

**Entry Requirements:** 8 in Mathematics

Specification

**What are the aims of the course?**
Students who have gained a strong pass at GCSE Mathematics are encouraged to consider A level Mathematics, one of the most widely respected and versatile qualifications available at sixth form.
A level Mathematics builds directly on the skills and knowledge developed at GCSE, extending into more advanced pure mathematics alongside real-world applications in mechanics and statistics. It is a highly regarded qualification that supports progression to a wide range of degree-level subjects and careers.

**What is involved?**
The IAL Mathematics course is delivered through a modular structure, allowing assessment at key points throughout the two years of study. The course is built around four units of Pure Mathematics, which form the core of the qualification, alongside two applied units in either Mechanics or Statistics.
In Year 12, students will study:

- P1 (Pure Mathematics 1) – covering algebra and functions, coordinate geometry, trigonometry, differentiation and integration
- P2 (Pure Mathematics 2) – extending pure content to include further algebra, further trigonometry, exponentials and logarithms, and further calculus
- M1 (Mechanics 1) or S1 (Statistics 1) – an applied mathematics module tailored to the cohort

In Year 13, students will study:

- P3 (Pure Mathematics 3) – covering further algebra and functions, further trigonometry, further differentiation and integration, and numerical methods
- P4 (Pure Mathematics 4) – extending into proof, further calculus, further vectors and differential equations
- M1 or S1 – whichever was not taken in Year 12

**Specific entry requirement:**
Grade 8 in GCSE Mathematics

**How is it assessed?**
The IAL Mathematics course benefits from a modular assessment structure, meaning students do not have to wait until the end of Year 13 to sit all their examinations. Each unit is examined in a written paper of 1 hour 30 minutes, marked out of 75, with calculators permitted. Results are banked as students progress through the course.
In Year 12:

- P1 – assessed in the January examination series
- P2 and M1 or S1 – assessed in the summer examination series

In Year 13:

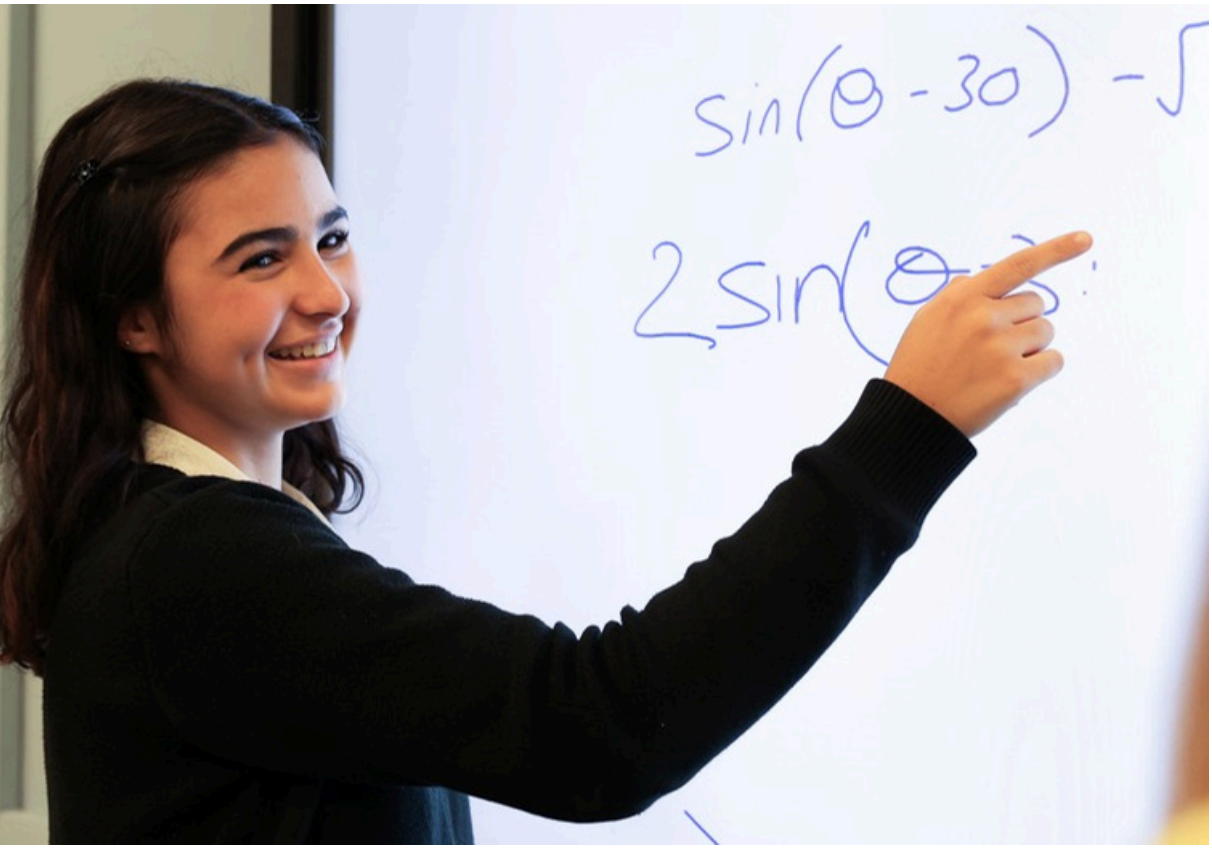
- P3
- P4
- M1 or S1 – whichever was not taken in Year 12

The full IAL Mathematics qualification (YMA01) is awarded on successful completion of all six units across the two years.

# Mathematics



**Why is it a useful qualification?**
A level Mathematics is one of the most sought-after qualifications at degree level and beyond. It is a requirement or strong recommendation for an exceptionally wide range of university courses, including Engineering, Physics, Computer Science, Economics, Architecture, Medicine and many more. Even in fields where it is not formally required, the analytical thinking, problem-solving ability and quantitative reasoning that the course develops are consistently valued by universities and employers alike.
The modular structure of the IAL means that students gain recognised qualifications at both AS and A level as they progress, providing flexibility and early evidence of achievement for university applications.
Students are encouraged to check the entry requirements for their preferred universities and courses early, as Mathematics A level is frequently listed as either essential or preferred for a broad range of competitive degree programmes.




# Mathematics

**Head of Department:** Mr P Tank

**Available Levels:** AS Level

**Exam Board:** Edexcel (IAL)

**Entry Requirements:** 7 in Mathematics

*Please note that this is an Advanced Subsidiary (AS) course. This means that it is worth half an A Level and will need to be taken alongside 3 other A Level courses.*

*Students will not be able to transfer to the full A Level course from this course. Students will have 3 contact periods per week and the AS examination will be taken at the end of Year 13. Students opting for A Level mathematics do not need to apply for this course.*

**What is the course specification?**

Course Specification

**What are the aims of the course?**

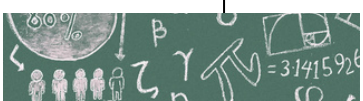
The course will enable students to continue their study of mathematics beyond GCSE, who perhaps do not need a full A Level to pursue their chosen career path. This course is respected by Higher Education institutes. It will be offered as a fourth subject, studied for 3 lessons a week over 2 years, and students will gain an AS Level in mathematics at the end of the course. The course develops a set of transferable skills, including the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyse results and reflect on findings. Learners can apply these skills across a wide range of subjects and the skills equip them well for progression to higher education.

**What is involved?**

A comprehensive knowledge of all topics from GCSE Mathematics is needed for this course. In particular, students must be confident in algebraic manipulation and trigonometry to grade 7. All students will be required to sit a basic skills test at the beginning of the course.

The AS course will allow students to deepen their knowledge of mathematics and build on content from their GCSEs. Prospective students should be aware that this course requires a sustained, high level of effort. Students will be expected to consolidate work completed in class with a minimum of 3 hours independent study each week. This may comprise, for example, of teacher-set work, practice of methods or further reading of the subject. Additionally, all students will complete a number of set homework assignments and intermittent practice examinations during the year.

# AS Mathematics



The IAL is a modular qualification made up of 2 pure modules and 1 applied module. Pure 1 and Pure 2; comprised of topics such as proof, algebra & functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, vectors and calculus. The third module is Mechanics 1. It's content includes quantities and units in mechanics, kinematics, forces, Newton's laws and moments

Students will take the Pure 1 exam at the end of Year 12, and the Pure 2 and Mechanics 1 exams at the end of Year 13. Each module is worth one third of the qualification. It is wise to note that students will only receive the AS qualification if they complete exams in all 3 modules.

# AS Mathematics

**Head of Department:** Mrs S Johal

**Exam Board:** AQA

**Available Levels:** A Level 7572

**Entry Requirements:** 5 in English Language

**What are the aims of the course?**

Through studying Media Studies students will view, evaluate and analyse a variety of media products, and develop practical skills spanning a range of media forms.

Students are given the opportunity to:

- Develop skills of enquiry, critical thinking and analysis
- Develop appreciation and critical understanding of the media and their role both historically and currently in society, culture, politics and the economy
- Develop an understanding of the dynamic and changing relationships between media forms, products, media industries and audiences
- Develop knowledge and understanding of the global nature of the media
- Engage in critical debate about academic theories used in media studies
- Develop sophisticated practical skills through creative media production.

**What is involved?**

A level Media Studies engages students in the in-depth study of media products in relation to the four areas of the theoretical framework: media language, media representation, media industries and media audiences. The specification requires students to closely analyse and compare media products in relation to relevant key social, cultural, economic, political and historical contexts.

**How is it assessed?**

*Media One: Examination*
Media Language and Media Representations: advertising, marketing and music video. Media Industries and Media Audiences: radio, newspapers and the film industry.

*Media Two: Examination*
Questions will focus on the in-depth media forms of television, magazines and online, social and participatory media/video games.

*Non-exam assessment: Creating a cross-media production (coursework)*
Choice of one of six annually changing briefs, set by AQA.

Students produce:

- a statement of intent
- a cross-media production made for an intended audience.

# Media Studies



**Why is it a useful qualification?**

Media Studies is an academic A Level which provides a good foundation for higher education and for further study of media-related courses. It is a great choice for people considering a career in the creative industries. Through studying contemporary, diverse topics and varied and engaging content, students will develop research, problem-solving skills as well as their creativity. They'll also refine their debating skills through the discussion of contemporary issues from a range of perspectives.




# Media Studies


GREASE

**Head of Department:** Ms L James

**Available Levels:** A Level 9MU01

**Exam Board:** AQA

**Entry Requirements:** 6 Music and Grade 7 standard instrument/voice
Meeting with Head of Department

**What are the aims of the course?**

A Level Music from AQA aims to deliver a rounded course where students continue to expand their knowledge and skills in the three main areas of the subject; performance, composition and musicology. Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. A-level Music values all music styles, skills and instruments. This course requires you to be creative, critical and knowledgeable about a range of music, genres and contextual issues. This aims to be contemporary and relevant to modern students.

**What is involved?**

The course includes a diverse collection of set works covering different genres and time periods. Unlike the exams of old, these set works are highly listenable and present in both modern orchestral repertoire and the modern commercial music world.

| Component | Overview | Assessment |
|---|---|---|
| **Performing**<br>35% NEA | Total performance time of 10 minutes<br>Solo and/or ensemble performance | Total 50 marks<br>Recital performance |
| **Composing**<br>25% NEA | 2 compositions:<br>Total four and a half minutes of music:<br>1.1 free composition<br>1 composition to a brief – Bach Chorales | 2 pieces<br>Total 50 marks<br>25 marks<br>25 marks |
| **Appraising**<br>40% Exam | • Section A: Listening (56 marks)<br>• Section B: Analysis (34 marks)<br>• Section C: Essay (30 marks)<br><br>Areas of study:<br>1. **Western classical tradition 1650–1910 (set works)** – COMPULSORY<br>Study 2 more areas of study from these options:<br>2. Jazz music<br>3. Music for media<br>4. Music for theatre | Total 120 marks<br>Exam |

Music



**Why is it a useful qualification?**

A Level Music is an academic subject in which students analyse, critically evaluate, develop literacy and writing skills, and develop their creativity. Successful Music students often go on to read subjects such as Computer Science, English, Modern Languages, Performing Arts, Business Studies and Economics at university. A variety of careers rely on the core elements of confidence, leadership, creativity and decision making, all of which are integral to studying Music A Level and all of which are skills looked for by every university and employer in the modern world.

**What careers does A Level Music support?**

Many people have studied A Level Music as it has so many links to other subjects, careers and skills required by employers. If you are considering a career in the performing arts industries, studying music at A Level will provide you with a wealth of holistic personal attributes. There is a vast range of jobs and career opportunities that studying Music provides. Other than the obvious jobs such as performer and composer, other career options include: Music Business and Legal, Producer, Audio and Sound Designer/Engineer, Music Therapist, Event Coordinator/Manager, Radio and Podcasting, Music Software Development: Developing music software and applications. Even if students do not go on to study Music at a higher level, many of the skills learnt are transferable. Music students have gone on to become lawyers, doctors, police officers, politicians and even astronauts!



**Head of Department:** Ms T Kadu

**Available Levels:** A Level 9PY0

**Exam Board:** Edexcel

**Entry Requirements:** 6 in Art and Design
Meeting with Head of Department
Design based subject previously studied

**What are the aims of the course?**

The course aims to develop confident, creative, and independent photographers with a strong understanding of both traditional and contemporary photographic practices. Students will explore photography as a creative Art and Design discipline, developing technical camera skills alongside experimental approaches to image making. Through practical workshops, contextual research, and independent investigation, students will learn how to communicate ideas visually, analyse the work of photographers, and develop meaningful and personal photographic responses.

**What is involved?**

At the start of Year 12, the course is skills-based, providing students with a strong technical and creative foundation in photography. Students explore camera controls, lighting, composition, depth of field and exposure alongside digital editing and image manipulation. Practical workshops introduce a broad range of processes including darkroom photography, film photopgraphy, cyanotype, photograms, collage, the combination of textiles and photography, and physical manipulation of photographic imagery. Students also learn how to plan and conduct photoshoots, produce and evaluate contact sheets, research photographers, annotate their work, and document the development of ideas within a digital portfolio. During Term 3, students begin their Personal Investigation (Component 1), moving from structured workshops towards an increasingly independent line of enquiry based on their individual interests.

In Year 13, students continue and develop their Personal Investigation, independently exploring a personal theme through contextual research, investigation of a photographer's work, a sustained series of photoshoots, experimentation and refinement. Students are encouraged to combine photographic processes and select techniques that best communicate their intentions. Alongside their practical portfolio, students complete a written Personal Study of at least 1,000 words that supports and contextualises their investigation.

**Component 1** culminates in a 15-hour sustained outcome, where students produce a meaningful and personal response that brings together the ideas, techniques and processes developed throughout their investigation.

**Component 2**: Students respond independently to an externally set theme provided by Pearson Edexcel. They investigate their chosen direction through research, photography, experimentation, and development before completing a 15-hour period of sustained focus under examination conditions in which they produce their final response. Preparatory studies and the final outcome are submitted together for assessment.

# Photography



**How is it assessed?**

Component 1: Personal Investigation, 60% of A-Level
Component 2 Externally Set Assignment: 40% of A-Level
Both components are internally assessed and externally moderated by Pearson Edexcel.

**Entry requirements**

A strong background in art or design provides valuable preparation for the course. Students should demonstrate visual awareness, creativity, an understanding of composition, and a willingness to experiment and develop ideas. The course is suited to students who are curious, independent, and interested in exploring photography beyond simply taking photographs, using both traditional and contemporary processes to communicate ideas.

**Specific Entry requirement:**

A minumum grade 6 at GCSE Art and Design. Students who do not meet this requirement may be considered following consultation with the Head of Art.

**Why is it a useful qualification?**

A Level Photography provides an excellent foundation for further study within the creative industries. Students may progress to an Art Foundation course or directly to degree pathways including Photography, Graphic Design, Fashion, Architecture, Fine Art, Advertising, Media and other creative disciplines. Entry requirement vary between institutions and courses.The course also develops valuable transferable skills including creative thinking, visual communication, problem solving, critical analysis, independent working and digital skills. These skills are highly relevant across a wide range of university courses and future careers, both within and beyond the creative industries.




Photography


25

# Physical Education

**Head of Department:** Ms S Wardell

**Available Levels:** A Level

**Exam Board:** AQA

**Entry Requirements:** 6 in Physical Education **and** 6 in Science *or* 7 in Combined Science

**What are the aims of the course?**

This course aims to enhance a student's knowledge and understanding of the factors which affect performance and participation in Sport and Physical Education. The course covers a broad range of topics which are relevant to sporting and physical activity; these include physiological and psychological factors, as well as addressing contemporary issues such as the use of technology, ergogenic aids including performance enhancing drugs and the increasing commercialisation of sport. Students will be expected to take part in sporting or physical activities for the college on a regular basis and to maintain a high level of fitness. They should also be aware of current issues and developments in sport, for example regularly reading online/newspaper reports.

**What is involved?**

*Curriculum organisation:*

- Students will usually have 6 classroom-based theory lessons per week and are expected to refine their physical performance in their chosen activity in their own time.
- The use of practical lessons to supplement the theory in an applied manner occurs where necessary.
- The main course books used will be the new AQA A level PE and AS Level PE (Atherton, Burrows, Howitt and Young) textbooks.
- Students have to compile an individual portfolio containing evidence of their practical performance for their Non-Examination Assessment (NEA).

*Independent study:*

- A Level PE students are expected to be resourceful and independent learners who should be using all available resources to supplement classroom learning.
- They should therefore be preparing and researching for each unit and demonstrating a keen interest for all topics being covered.
- Each unit demands a minimum of 1 homework per week.
- Students must be participating in their chosen practical activity at least 2/3 times per week.
- Evidence of participation in all aspects of NEA should be gathered from the beginning of the course and stored electronically.



**Assessment and Reporting:**

- At AS and A level, components A, B and C have regular topic tests to monitor progress and provide information for reports. Final exams are sat at the end of year 13.
- Students are given clear instructions as to practical and coursework (NEA) deadlines throughout the course.

*Written Examination (70%)*
Paper 1: Written exam (2 hours)
- Component A: Applied anatomy and physiology
- Component B: Skill acquisition
- Component C: Sport and society

Paper 2: Written exam (2 hours)
- Component A: Exercise physiology and biomechanics
- Component B: Sport Psychology
- Component C: Sport and society and technology in sport

NEA (30%):
- Analysis and Evaluation written coursework (15%)
- Practical Performance (15%)

**Extracurricular opportunities:**

- Students are expected to play a full and active part in the sporting opportunities available as part of the College extra-curricular program as participants, leaders and officials.
- They must be participating regularly in both training sessions and competitive situations in their chosen practical activity outside of normal College hours.

**Specific entry requirements:**

Overall GCSE Physical Education grade of at least a 6, as well as at least a level 6 for the practical element of the GCSE Physical Education course and a minimum Grade 6 in a Science or a Grade 7 in Combined Science. Furthermore, students must play regular sporting activities and be heavily involved within College sports teams.

**Why is it a useful qualification?**

There are now a variety of degree courses linked to sport including sports science, sports studies, sports psychology, sports business and marketing. There is a coaching and leading element to the course which enables students to maintain lifelong involvement in sport. Sport is now a huge global industry with many more varied career opportunities than in previous years.

# Physical Education



**Head of Department:** Mr D Hagar

**Exam Board:** Pearson Edexcel International

**Available Levels:** International AS level (XPH11) and International A Level (YPH11)

**Entry Requirements:** 7 in Physics/8 in Combined Science **and must qualify for and be taking AS or A Level** Mathematics

**What are the aims of the course?**

Physics is the study of everything from the very small to the very large. It focuses on improving our detailed understanding of nature's most fundamental laws and on using basic principles to explain the remarkable complexity observed in natural phenomena. The practice of Physics is equally broad. Some physicists focus on deep, abstract ideas concerning the laws of nature, while others apply Physics to make practical innovations in technology. The A Level Physics qualification provides further progression from the Key Stage 4 ideas and concepts and enables students to sustain and develop an interest in Physics and its applications.

**What is involved?**

The key feature of the A level qualification is a modular structure with three examination windows and the possibility of resits. Practical skills are assessed through a dedicated examination Unit both at AS (Unit 3) and at A Level (Unit 6) to ensure key practical skills are developed and assessed in an accessible way. Examinations have a range of types of questions – to test breadth of subject knowledge, as well as allowing depth of understanding to be examined.

The International Advanced Subsidiary is the first half of the International Advanced Level qualification and consists of three IAS units, Units 1, 2 and 3. This qualification can be awarded as a discrete qualification or can contribute 50 percent towards the International Advanced Level qualification.

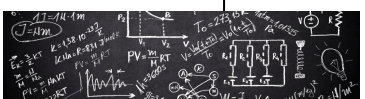
The International Advanced Level consists of the three IAS units (Units 1, 2 and 3) plus three IA2 units (Units 4, 5 and 6). Candidates wishing to take the International Advanced Level must, therefore, complete all six units.

**Course Content Overview**

Each of the units below have a range of practical opportunities that support the theory being studied and develops key practical skills.

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

Physics



**How is it assessed?**

In year 1:

- Unit 1 - 1h30 min Examination in January
- Unit 2 – 1H30min Examination in June
- Unit 3 - 1H20min Examination in June

In Year 2:

- Unit 4 – 1H45min Examination in January
- Unit 5 – 1H45min Examination in June
- Unit 6 – 1H20min Examination in June

**Specific Entry Requirements:**

Grade 7 in Physics or Grade 8 in Combined Science. Numeracy skills are important in Physics; students should also **qualify for and be taking** AS or A Level Mathematics (see Mathematics entry requirements).

**Why is it a useful qualification?**

The study of Physics is a discipline of problem solving and critical thinking, skills that are essential for success in many fields. There is a high regard for the qualification as it demonstrates that you are a highly able, versatile and dedicated student; traits that are very attractive to universities and employers alike. Learning about the big ideas and latest discoveries in Physics can stimulate a lifetime's interest and lead to work in an extremely wide array of future career options from IT and Engineering to Medicine and Finance.

**Head of Department:** Mrs E Griffin

**Exam Board:** Edexcel

**Available Levels:** A Level

**Entry Requirements:** 6 History, Economics, English or Geography

**What are the aims of the course?**

To teach students the skills of debate, research, arguing a case and to provide them with greater political and global awareness. To prepare students who are going on to study Politics, Law, Journalism, History and PPE at university.

**What is involved?**

*Part 1: UK Politics*

- This unit introduces students to the key channels of communication between the UK Government and its people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.
- The unit also introduces students to the core theoretical perspectives behind Political Philosophy; Conservatism, Liberalism and Socialism.

*Part 2: UK Government*

- This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationships amongst them in the context of multi-level governance.
- The unit also extends student study of Political Philosophy, by offering a choice between a close study of Anarchism, Ecologism, Feminism, Multiculturalism or Nationalism.

*Part 3: Comparative Politics: USA*

- Students will study representative processes in the USA and the workings of the US government. Key areas of analysis include the US Constitution, US Congress, Presidency and the Supreme Court, as well as civil rights, elections, political parties and pressure groups.

**How is it assessed?**

The course consists of three examined units all taken in June of Year 13. All units are weighted equally, with each counting just over 33% of the full qualification. There is no controlled assessment.

# Politics



**Specific entry requirements:**

- No previous study of Politics is required.
- Grade 6 in either GCSE History, Economics, English or Geography.
- An interest in politics and a willingness to read around the subject, including news media is vital for successful completion of the course

**Why is it a useful qualification?**

Who should study politics, and why? The short answer is that everyone should study politics. All members of society should have a better understanding of the general rules under which they live.

However, certain students will undoubtedly find politics more exciting than others. What makes politics different as an academic subject is it's emphasis on debate, discussion and argument. Facts and values are so closely entwined in politics that it is often impossible to prise them apart.

Politics is therefore particularly likely to suit students who:

- Have an interest in the world around them - ones who want to know more about the society they live in, how it works and how it could work
- Enjoy debate, discussion and argument - ones who are comfortable with the fact that in politics there are no simple 'rights' or 'wrongs'
- Like to think for themselves - ones who want to develop their own views, rather than accept the views of others

The skills gained in Government and Politics through debate, discussion and extended writing are highly valued by employers, and often lead to careers in finance, education, politics, civil service and international relations

# Product Design

**Head of Department:** Mr M Howe

**Exam Board:** AQA

**Available Levels:** A Level (7552)

**Entry Requirements:** 6 in Design and Technology

**What are the aims of the course?**

This course has been designed to encourage pupils to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. The subject demands a creative, experimental and industrious approach.

**What is involved?**

Candidates are encouraged to develop and sustain their own innovation creativity and technological capability. They develop a critical understanding of product design and manufacture both historically and in current practice and apply knowledge and skills of design and production to a range of technological activities. Students learn to communicate at a sophisticated level through drawings and analytical language. Many gain tremendous confidence through this process.

**How is it assessed?**

Year 1
Students will undertake a number of skill build tasks at the beginning of the academic year followed by a minor NEA project.

**Minor NEA (Non-Examined Assessment) Design and make portfolio**
*(Approximately 35-40 hours)*

Candidates will submit a NEA portfolio and manufactured prototype based on an internally set contextual challenge using an iterative design approach. The NEA will be assessed based on the following criteria

- Investigate
- Design
- Make
- Evaluate

During Year 1 and 2 students will cover examination topics, including:

- Materials
- Processes
- Product development
- Technological developments
- Health & safety and risk assessment



Year 2
**50% External examinations**

Paper 1 — Technical principles (30% - 2 hours 30 minutes)
Paper 2 — Designing and making principles (20% - 1 hour 30 minutes)

**50% NEA (Non-Examined Assessment) Design And Make (Approximately 50-60 hours)**

Candidates will submit a substantial NEA portfolio and manufactured prototype based on an independently sought out design context, problem or client. The NEA will be assessed based on the following criteria:

- Investigate
- Design
- Make
- Evaluate

**Specific entry requirement:**

Grade 6 in Design and Technology or upon consultation with the Head of Department.

**Why is it a useful qualification?**

Design and Technology is a popular subject for students wishing to continue education at university level in it's own right and as part of an overall rounded qualification for entry to many courses. Opportunities for careers are many. You need only to consider with an enquiring mind the world that surrounds you. A level Product Design enables students to present an impressive folio of design work which is useful for interviews. The focus for university courses is very broad and includes the following: Product Design, Mechanical Engineering, Architecture, Furniture Design, Theatre Set Design and interior Design. Our Alumni, who have successfully completed A level Product Design, have gone on to pursue it at degree level at prestigious universities in the UK, USA, Canada and Australia.




JC






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2023


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**Head of Department:** Mrs C Quilliam

**Available Levels:** A Level 7182, AS Level

**Exam Board:** AQA

**Entry Requirements:** 6 in Psychology
6 in English Language and Science

**What are the aims of the course?**

Why do we feel, think and behave the way we do? Psychology looks at such questions by studying the human mind and behaviour. It is a science with cutting-edge research that has real world applications to issues in everyday life, studying topics that include memory, psychopathology, biopsychology, relationships, schizophrenia and aggression.

**What is involved?**

- How to view the world around you from different perspectives
- How to plan and conduct scientific investigations
- How to analyse and interpret data
- How to use critical reasoning skills
- How to put across your point of view
- This new specification has a rigorous mathematical and scientific element that is featured in all aspects of the course, reflecting the pivotal role of science and investigation in psychology

**How is it assessed?**

**Paper1: Introductory Topics in Psychology**
- Social influence, Memory, Attachment, Psychopathology
- *2 hour examination in June of the second year*

**Paper 2: Psychology in Context**
- Approaches in psychology, Biopsychology, Research methods
- *2 hour examination in June of the second year*

**Paper 3: Issues and Options in Psychology**
- Issues and debates in psychology, Relationships, Schizophrenia, Aggression
- *2 hour examination in June of the second year*

Each examination is weighted as 33.3% of total A level marks.

# Psychology



**Specific entry requirements:**

It is expected that students following this competitive course will have a minimum of a grade 6 in GCSE Psychology. If Psychology not taken, a grade 6 in GCSE Science (double award) and grade 6 in GCSE English Language. Students must have a genuine interest in Psychology and a real self- discipline in their work.

**Why is it a useful qualification?**

By studying this course you will gain an extensive academic qualification that is appropriate to a number of degrees, be it a BSc Psychology or related fields: social work, medicine, training or education

# Psychology

**Head of Department:** Mrs C Quilliam

**Exam Board:** AQA

**Available Levels:** A Level 7192, AS Level

**Entry Requirements:** 6 in English Language

**What are the aims of the course?**

Sociology examines changes in society and differences between social groups. For example, why are there gender differences in educational achievement? And why do some ethnic groups achieve higher grades than others? You will also study families and households and how these have changed over time. For example, exploring why divorce rates are six times higher today than 50 years ago.

**What is involved?**

- You will develop knowledge and a critical understanding of modern society, including injustice and social changes
- You will enjoy using sociological perspectives and terminology in classroom debate
- You will understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- You will readily relate what you learn to your own life, roles and responsibilities
- You will develop a lifelong interest in social issues.

**How is it assessed?**

**Paper1: Education with Theory and Methods**
- Education, Methods in Context, Theory and Methods
- *2 hour examination in June of the second year*

**Paper 2: Topics in Sociology**
- Families and Households, Beliefs in Society
- *2 hour examination in June of the second year*

**Paper 3: Crime and Deviance with Theory and Methods**
- Crime and deviance, Theory and Methods
- *2 hour examination in June of the second year*

Each examination is weighted as 33.3% of total A level marks.

Sociology

**Specific entry requirements:**

It is expected that students will have a minimum of a grade 6 in GCSE English Language, a genuine interest in Sociology and self-discipline in their work ethic.

**Why is it a useful qualification?**

Sociology is regarded as a skills subject. It provides an excellent foundation for a huge variety of degrees and careers. Past students have gone on to study law, psychology, anthropology, politics, economics and medicine. Having completed an A-level in Sociology, you will be seen as highly skilled in carrying out research, debating and written analysis.



Sociology

**Head of Department:** Ms F Temple-Smith

**Available Levels:** A Level, AS Level

**Exam Board:** AQA

**Entry Requirements:** 6 in Spanish or Native Speaker

**What are the aims of the course and what is involved?**

The AS 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 and creativity, which are valuable to the individual and to society. Students will develop their understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and their language skills. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

At A2, Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice

**How is it assessed?**

*AS Assessments*

- AS Paper 1: Listening, Reading & Writing Examination: 1 hour 45 minutes - 40% of AS
- AS Paper 2: Writing Examination: 1 hour 15 minutes - 30% of AS
- AS Paper 3: Speaking Examination: 12-14 minutes - 30% of AS

*A Level Assessments*

- A -Level Paper 1: Listening, Reading & Writing Examination: 2 hours 30 minutes - 40% of A –level
- A- Level Paper 2: Writing Examination: 2 hours - 30% of A– level
- A- Level Paper 3: Speaking Examination: 21-23 minutes - 30% of A-level

# Spanish



**Specific entry requirements:**

Grade 6 in Spanish or a native speaker.

We recommend that students complete the full A2 course. However, The AS course is fully co-teachable with the first year of the A-level course and there will be an opportunity for students to take AS Spanish as a stand-alone qualification at the end of Year 12.

**Why is it a useful qualification?**

Spanish is a very popular course within education today. Almost all universities and colleges offer degrees in Spanish ranging from pure Spanish (e.g. literature and language) to more business-orientated courses (e.g. Spanish and Business, Spanish and Marketing or Spanish with International Law). This course will provide students with the relevant knowledge to continue their studies in higher education. Furthermore, students will also find Spanish an excellent complementary subject for careers in many different fields including Business Administration, Sales, Personnel, Tourism, Foreign Office and Law.


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**Head of Department:** Ms S Wardell

**Exam Board:** Pearson

**Available Levels:** International Level 3 Subsidiary Diploma

**Entry Requirements:** Sixth Form Entry Requirements
*5 in Science/Combined Science and*
*5 in PE preferred*

**What are the aims of the course and what is involved?**

BTECs enable a learner-centred approach to education, with a flexible, unit-based structure and knowledge applied to project-based assessments. BTECs focus on the holistic development of the practical, interpersonal and thinking skills required to be successful in employment and higher education. The Pearson BTEC International Level 3 qualification in Sport is designed for learners who wish to pursue a career in the sports sector via higher education to access graduate entry employment in a sports role.

- 360 Guided Learning Hours Equivalent in size to one International A Level
- At least five units, of which one is mandatory and at least one is assessed by Pearson Set Assignment. Mandatory content (25%).

This qualification is designed to support learners who are interested in learning about the sports industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

**What do the qualifications cover?**

This qualification has been designed to support progression to particular roles in the sporting sector, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in the particular areas. The qualification content has been designed in consultation with employers, professional bodies and higher-education providers to ensure that the content is appropriate for the progression routes identified.

All learners will be required to take the following mandatory content; Unit 1 – Health, Wellbeing and Sport as well as a series of optional units to make up the 360 GLH's. These optional units have been designed to support progression to sport-related courses in higher education, and to link with relevant occupational areas and cover content areas such as, Self-employment in Sport and Physical Activity, Influence of Technology in Sport and Physical Activity, Business in Sport, Nutrition for Physical Performance and/ or Applied Sports Anatomy and Physiology.

# BTEC Sport



**How is it assessed?**

Assessment is designed to fit the purpose and objective of the qualification. It includes a range of assessment types and styles suited to vocational qualifications in the sector. All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments.

Some mandatory units in the qualifications are assessed using a set assignment. Each assessment is set by Pearson and may need to be taken under controlled conditions before it is marked by teachers. Set assignment units are subject to external standards verification processes common to all BTEC units. By setting an assignment for some units, we can ensure that all learners take the same assessment for a specific unit. Learners are permitted to resit set assignment units during their programme.

All units in the qualification are internally assessed and subject to external standards verification. Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills. Learners who achieve a qualification will have achieved across mandatory units. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U).

**What could this qualification lead to?**

These qualifications support progression to job opportunities in the sports industries at a variety of levels. Examples of job roles available in sports areas include and physical education instructor and/ or an assistant coach.

After achieving these qualifications, while learners can progress directly to entry-level assistant coaching roles, it is likely that many will do so via higher study. These qualifications are recognised by higher-education providers as contributing to meeting admission requirements to many relevant courses in a variety of areas of the sport sector, for example BA (Hons) in Sport and Physical Education or BSc in Sports, Physical Education and Teaching Science.

**How does the qualification provide transferable knowledge and skills for higher education?**

All BTEC International Level 3 qualifications provide transferable knowledge and skills that prepare learners for progression to university. The transferable skills that universities value include: the ability to learn independently, the ability to research actively and methodically and the ability to give presentations and be active group members.

BTEC learners can also benefit from opportunities for deep learning, where they are able to make connections across units and select areas of interest for detailed study.

**How does this qualifications provide transferable employability skills?**

In the BTEC International Level 3 units, there are opportunities during the teaching and learning phase to give learners practice in developing employability skills. Where we refer to employability skills in this specification, we are generally referring to skills in the following three main categories:

- 
- Cognitive and problem-solving skills – using critical thinking, approaching non-routine problems, applying expert and creative solutions, using systems and technology.
- Interpersonal skills – communicating, working collaboratively, negotiating and influencing, self-presentation.
- Intrapersonal skills – self-management, adaptability and resilience, self-monitoring and development.

There are also specific requirements in some units for assessment of these skills where relevant, for example where learners are required to undertake real or simulated activities.

**Specific Entry Requirements:**

Minimum **Grade 5** in Science or Combined Science and **minimum Grade 5** in GCSE Physical Education are preferred.



# Extended Project Qualification

**EPQ Coordinator:** Mrs N Parchment

**Exam Board:** Edexcel

**Available Levels:** Level 3 Extended Project

**Entry Requirements:** 8 in English Language

Our Sixth Form offers Year 12 students the opportunity to undertake an Extended Project Qualification (EPQ). This is a supplementary academic qualification taken alongside students' A Level courses and carries the same UCAS points tariff as an AS Level, where students can be awarded a maximum of 28 UCAS points depending on the grade achieved.

**What is involved?**

The EPQ is an independent study into an area of interest. The course requires students to conduct their own independent research project culminating in a 5,000 word dissertation, investigation, artefact or performance. Students also submit a reflective log of their project, which encourages evaluation and reflection skills, and present to a small audience at the end of the project. Students are expected to spend approximately 120 hours independently working on their EPQ. The majority of our students undertake **Unit 1: Dissertation**, which is a theoretical written project on any topic presenting an argument, e.g. research into a biological, historical or environmental issue.

Many students pursue an EPQ because they have a genuine passion and interest in the topic they are researching. These students are more likely to persevere with the task and spend the necessary amount of time on it, thus increasing their chances of achieving a high grade. It is important to note that this level of success requires a lot of commitment and self-motivation. Other students recognise that their A Level subject options do not extend to enabling them to develop the necessary written analytical skills, and therefore choose the EPQ to complement this.

It is important that in order to determine if the EPQ is a suitable choice for you, that you personally reflect on your own university requirements, the breadth of your A Level subjects, your self-management skills, your ability to meet the deadlines within the given time frame alongside your A Level workload and your other extra-curricular activities, and of course your interest and curiosity in the research topic. You may also wish to reach out to your teachers to ask for their advice.

The EPQ increases resilience, independence and confidence in our students, and although guidance is provided throughout, it is the responsibility of the student to commit to the project and to meet deadlines. It does however require a significant time commitment, and self-management throughout the course alongside the demands of A Level studies. Students must be willing to accept these expectations as they would an A Level course when they begin, as failure to meet these conditions will result in students being unable to continue with the programme.



# Extended Project Qualification

**What are the benefits of undertaking an EPQ?**

Universities and employers look for transferable skills that demonstrate independent, motivated and resilient students and workers. The EPQ is an excellent opportunity to develop skills such as project management, independent study, initiative, creativity, problem-solving, decision making, reflective learning and confident presentation skills. It is also a good way of demonstrating commitment to an area of study or employment that goes beyond curriculum learning, can be used to enhance a students' personal statement, and prepares students for university life.

While some UK universities may reduce grade requirements based on the completion of a high quality EPQ, it is important to note that this significantly varies between establishments, and not all universities place EPQ as an integral part of their decision for accepting applicants, specifically in terms of formal conditional offers or applications for specific programmes of study. It is best to check your shortlisted university websites or with administration officers to confirm each institution's approach before deciding to proceed with the EPQ. This is equally true of international institutions who may not give formal recognition of the qualification.

**How is it taught?**

Successful students will have compulsory taught sessions each week throughout the course to develop the skills required for conducting an academic piece of research. Students are expected to commit a minimum of a further 5 hours per week to their EPQ beyond this lesson.They will be allocated a skills supervisor, and will choose a subject supervisor, both of whom will be available for support throughout the project, and part of this time may be used to meet with and seek support from them.

We aim to have the process completed by the end of March, with students meeting a final submission around the Spring Break. Interim deadlines will be given throughout the year to ensure students remain in control of their research and recordkeeping.

It is important to stress that students are taught generic skills and not subject content as part of the compulsory sessions. Students conduct their own research and largely work autonomously. This project is student led and directed with support from the supervisor, who acts in an advisory capacity. The role of the supervisor is to guide the student through the project; it is a different role from teaching students. Therefore the EPQ is a project that will require independence and tenacity.

# Extended Project Qualification

**How is it assessed?**

Our projects are assessed through the Edexcel exam board and students must complete the project before the deadline in Year 12. The specification can be found here. The EPQ is assessed holistically, with marks being gained from three key components. Students will complete their project (the dissertation or artefact), a product activity log which tracks the progress of their project, and a formal presentation.

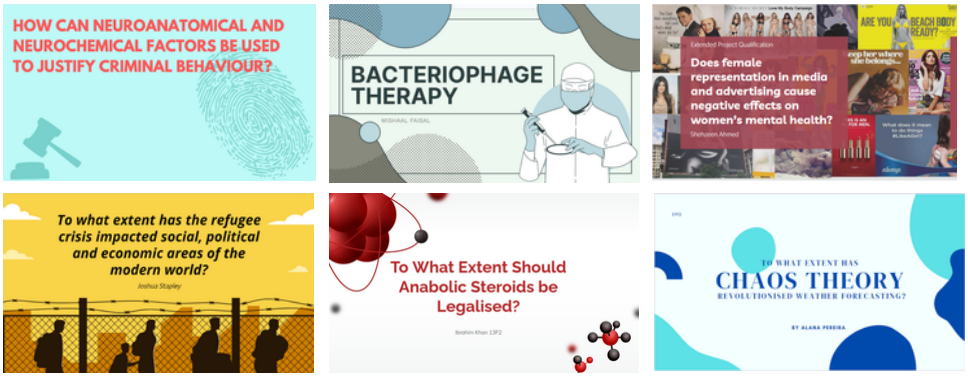
There are four Assessment Objectives which students will be measured against and the total amount of marks available is 54. It is also important to note that the grade boundaries are significantly higher than A Level subject papers; they can be viewed online via the Edexcel website should you wish to do so.

- **AO1** – Manage (17%) – this is where students can be credited for their project management skills and time management
- **AO2** – Use of resources (22%) – students can gain marks for critical use of resources such as books, journals, articles, websites as well as their primary research
- **AO3** – Develop and realise (44%) – students are measured on their ability to problem-solve, think creatively and bring their project to fruition regardless of obstacles
- **AO4** – Review (17%) – students are encouraged to evaluate their own learning and progress, identifying successes and failures, and communicating conclusions in an appropriate format.

**Specific Entry Requirements**

Students must achieve a Level 8 in GCSE English Language as a minimum entry requirement.

If you are interested in pursuing an EPQ in Year 12 alongside your A Level studies, you **must select it as part of your application**. Following this, further information will be shared and you will be added to the Google Classroom where you will complete summer work. All students interested in completing the EPQ will be required to complete the summer work, irrespective of whether they are currently meeting the entrance requirement. Therefore students will not be able to join the course at a later date.



Jumeirah College

# ALUMNI

Sixth Form







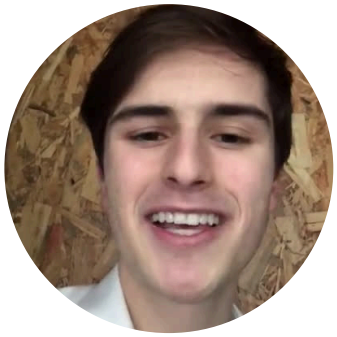


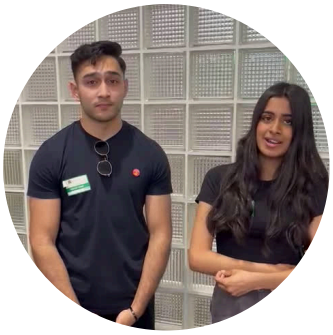




















**Aishwarya Rai**
*Seton Hall University and Yale University*
Jumeirah College, like most places in life, is what you make of it.

**Selina Ved**
*University of Western Ontario*
Forbes 30 under 30 in 2022
Founder and CEO of Nessa

**Jake Lyle**
*University of Sydney*
*Bachelor of Political Economic and Social Science*
Senior Producer - The Today Show Australia

# University Destinations
Class of 2025

## UNITED KINGDOM

| | |
|---|---|
| Arts University Bournemouth | *Fine Art* |
| University of Bath | *Psychology* |
| University of Bath | *Politics and International Relations* |
| University of Bath | *Management with work placement* |
| University of Bath | *Business Management* |
| University of Bath | *International Development with Economics* |
| University of Bath | *Mechanical Engineering with professional placement* |
| University of Bath | *Accounting and Finance* |
| University of Bath | *Electrical and Electronic Engineering* |
| University of Bath | *Sociology* |
| University of Birmingham | *Artificial Intelligence and Computer Science* |
| University of Bristol | *History of Art* |
| University of Bristol | *Criminology* |
| University of Bristol | *Artificial Intelligence* |
| Brunel University of London | *Medicine MBBS* |
| Cardiff University | *Architectural Studies* |
| University of Chester | *Digital Marketing* |
| University of Chester | *Psychology* |
| De Montfort University | *Advertising and Marketing Communications* |
| The University of Edinburgh | *Neuroscience* |
| The University of Edinburgh | *Film and Television* |
| University of Exeter | *Mechanical Engineering* |
| University of Exeter | *Business and Management* |
| University of Exeter | *Anthropology and Sociology* |
| University of Exeter | *Psychology* |
| Goldsmiths, University of London | *Marketing* |
| Imperial College London | *Economics, Finance and Data Science* |
| Imperial College London | *Physics with Theoretical Physics* |
| King's College London | *Mathematics* |
| King's College London | *Sports and Exercise Medical Sciences* |
| King's College London | *Natural Sciences* |
| King's College London | *Electronic Engineering* |
| King's College London | *Business and Economics (International Foundation Programme)* |
| Kingston University | *Pharmacy MPharm* |
| Lancaster University | *Business Analytics* |
| University of Leeds | *Biological Sciences* |
| University of Liverpool | *English, Communication and Media* |
| Royal Holloway, University of London | *Law with Criminology* |
| Loughborough University | *Information Technology Management for Business* |
| Loughborough University | *Aeronautical Engineering* |
| Loughborough University | *Management (with placement year)* |
| Loughborough University | *Industrial Design* |
| London School of Economics | *Psychological and Behavioural sciences* |
| London School of Economics | *Management* |
| London School of Economics | *Politics and Economics* |
| London School of Economics | *Accounting and Finance* |
| London School of Economics | *Law* |
| University of Manchester | *Biotechnology* |
| University of Manchester | *Liberal Arts* |
| University of Manchester | *Psychology* |
| University of Manchester | *Management* |
| University of Manchester | *Biology* |
| Newcastle University | *Dental Surgery* |
| University of Nottingham | *Mechanical Engineering including an industrial year* |
| Nottingham Trent University | *Architecture* |
| University of Oxford | *Philosophy, Politics and Economics* |
| Queen Mary, University of London | *Engineering with Foundation* |
| Queen Mary, University of London | *Computer Science* |
| University of Reading | *Business Management* |
| University of Reading | *Business Management* |
| University of Southampton | *Physics* |
| University of Southampton | *Engineering (Foundation)* |
| University of Southampton | *Philosophy* |
| University of St Andrews | *Psychology* |
| University of St Andrews | *Psychology* |
| University of St Andrews | *International Relations* |
| University of Surrey | *Mechanics and intelligence systems* |
| University of Surrey | *Computer Science* |
| University of Sussex | *Politics and International relations* |
| University of the Arts London | *Fashion Marketing* |
| University College London | *Mechanical Engineering* |
| University College London | *Global Humanitarian Studies* |
| University College London | *English* |
| University College London | *Civil Engineering* |
| University College London | *Economics* |
| University College London | *Applied Medical Sciences* |
| University College London | *Medicine* |
| University College London | *Economics* |
| University of Warwick | *Computer Science* |
| University of Warwick | *Management* |
| University of Warwick | *Law* |
| University of Westminster | *Economics* |
| University of York | *Philosophy, Politics and Economics* |
| York St John University | *Primary Education Foundation* |

## USA

| | |
|---|---|
| Bard College | *Architecture* |
| Barnard College | *Political Science* |
| Boston University | *Business management* |
| University of California San Diego | *Physics* |
| University of California, Davis | *Neurobiology Physiology and Behaviour* |
| Carnegie Mellon University | *Computer Science* |
| Florida State University | *Computer Science* |
| LIM College | *Fashion Marketing* |
| University of Michigan | *Economics* |
| Northeastern University | *Biology* |
| Northeastern University | *Business Administration: Management* |
| Northeastern University | *Business* |
| New York University | *Neural Science* |
| New York University | *Computer Science/Business Tech Management* |
| New York University | *Computer Science* |
| New York University | *Liberal Studies* |
| Penn State University | *Economics* |
| The Pennsylvania State University | *Computer Science* |
| Pratt Munson College of Art and Design | *Painting BFA program* |
| Purdue University | *Aerospace Engineering* |
| Rhode Island School of Design | *Architecture* |
| Syracuse University | *Architecture* |
| Syracuse University | *Exercise and Pre-Med* |
| Tufts University | *Chemistry and Finance* |
| Tufts University | *Computer Science* |
| University of Illinois Urbana-Champaign | *Engineering* |
| University of Illinois Urbana-Champaign | *Finance and Data Science* |
| University of Southern California | *Economics* |
| University of Southern California | *Behavioral Economics and Psychology* |
| University of Southern California | *Business Administration* |
| University of Southern California | *Urban Studies and Planning* |
| University of Southern California | *Accounting* |
| University of Virginia | *Finance* |
| University of Wisconsin-Madison | *Mechanical Engineering* |
| University of Wisconsin-Madison | *Computer Science* |

## REST OF WORLD

| | |
|---|---|
| Monash University | *Biomedical Sciences* |
| St. George's University, Grenada | *Medicine* |

## CANADA

| | |
|---|---|
| McGill University | *Economics* |
| McGill University | *Biochemistry* |
| McGill University | *Biology and Economics* |
| McMaster University | *Mathematics & Statistics* |
| University of Toronto | *Life Sciences (including Psychology)* |
| University of Toronto | *Rotman Commerce* |
| University of Toronto Mississauga | *Commerce* |
| University of Toronto Mississauga | *Computer Science* |
| University of British Columbia | *Psychology* |
| Western University | *Kinesiology* |

## EUROPE

| | |
|---|---|
| Bocconi University | *Global Law* |
| EADA Business School | *Business Management* |
| Erasmus University Rotterdam | *Molecular and Cellular Biology* |
| ESCP Business School | *Management* |
| ETH Zürich | *Physics* |
| Franklin University Switzerland | *Psychology* |
| University of Groningen | *International and European Law* |
| University of Groningen | *International and European Law* |
| IE University | *Business Administration* |
| La Salle Universitat Ramon Llull | *Digital Business Design and Innovation* |
| Università Campus Bio-Medico di Roma | *Medicine and Surgery* |
| Semmelweis University | *Medicine* |

## MIDDLE EAST

| | |
|---|---|
| Air Arabia Academy | *Airline Pilot Training* |
| American University of Sharjah | *Mechatronics and Science and Intelligent Systems* |
| American University of Sharjah | *Psychology* |
| Bahrain Institute of Banking and Finance | *Economics and Management* |
| Khalifa University | *Computer Science* |
| Mohammed Bin Rashid University of Medicine and Health Sciences | *Medicine* |
| Royal College of Surgeons in Ireland, Bahrain | *Medicine* |
| University of Birmingham Dubai | *Money, Banking and Finance* |

# University Destinations
Class of 2024

## UNITED KINGDOM

| | |
|---|---|
| Academy of Live Technology | *Live Events Production* |
| University of Bath | *Mechanical Engineering* |
| University of Bath | *Business* |
| University of Bath | *Psychology* |
| University of Bath | *Pharmacy* |
| University of Bath | *Accounting and Finance* |
| University of Bath | *Mechanical Engineering* |
| University of Bath | *Architecture* |
| University of Bath | *Management* |
| University of Bath | *Management* |
| University of Bristol | *Biochemistry* |
| University of Bristol | *Psychology in Education* |
| University of Cambridge | *Engineering* |
| University of Cambridge | *Psychological and Behavioural Sciences* |
| University of Cambridge | *English* |
| Cardiff University | *Medicine* |
| Cardiff University | *Dentistry* |
| Cardiff University | *Law* |
| City, University of London | *Speech and Language Therapy* |
| City, University of London | *Aerospace Engineering* |
| University of Dundee | *Medicine* |
| University of Edinburgh | *Psychology* |
| University of Edinburgh | *Psychology* |
| University of Exeter | *Law and Business* |
| University of Exeter | *Law* |
| University of Exeter | *Psychology* |
| University of Exeter | *Law with Business* |
| University of Glasgow | *Common Law* |
| University of Kent | *Law* |
| King's College London | *Medicine* |
| King's College London | *Medicine* |
| King's College London | *Medicine* |
| King's College London | *Liberal Arts* |
| King's College London | *Global Health and Social Medicine* |
| King's College London | *Biochemistry* |
| King's College London | *Digital Media and Culture* |
| Lancaster University | *Computer Science* |
| University of Leeds | *Liberal Arts* |
| University of Leeds | *Computer Science* |
| University of Leeds | *Medicine and Surgery* |
| Leeds Beckett University | *Graphic Design* |
| Leeds Beckett University | *Psychology* |
| Loughborough University | *Psychology* |
| Loughborough University | *Psychology* |
| London School of Economics | *Psychological and Behavioural Science* |
| London School of Economics | *International Relations* |
| London School of Economics | *Politics and Philosophy* |
| University of Manchester | *English Literature and American Studies* |
| University of Manchester | *Economics* |
| Middlesex University | *Law* |
| Newcastle University | *Medicine and Surgery* |
| University of Nottingham | *Medicine* |
| University of Oxford | *Biochemistry* |
| University of Portsmouth | *Sport and Exercise Science* |
| Queen Mary University of London | *Economics* |
| University of Reading | *Business and Management (Data Analytics & Digital Business)* |
| University of Reading | *Economics and Finance* |
| University of Reading | *Business and Management* |
| University of Sheffield | *History and Politics* |
| SOAS University of London | *Liberal arts* |
| SOAS University of London | *LLB Law* |
| University of Southampton | *Economics and Philosophy* |
| St. George's University of London | *Biomedical Science* |
| University of the Arts London | *Fashion Marketing* |
| University of the Arts London | *Foundation Diploma in Art & Design* |
| University of the Arts London | *Fashion Imaging and Illustration* |
| University of the Arts London | *Fashion Marketing and Content Creation* |
| University of the Arts London | *Foundation Diploma in Art and Design* |
| University College London | *Philosophy, Politics and Economics* |
| University College London | *Biomedical Sciences* |
| University College London | *Medical Innovation and Enterprise* |
| University College London | *Architecture* |
| University College London | *Geography* |
| University of Central Lancashire | *Medicine* |
| University of Warwick | *Electrical and Electronic Engineering* |
| University of Warwick | *Management* |
| University of Warwick | *Sociology and Criminology* |
| University of Warwick | *Management* |

## USA

| | |
|---|---|
| Babson College | *FME (Finance concentration)* |
| Brown University | *Political Science* |
| University of California San Diego | *Biology with major in Bio Informatics* |
| University of California San Diego | *Computer Engineering (ECE)* |
| University of California San Diego | *Aerospace Engineering* |
| University of California, Irvine | *Biology* |
| California Polytechnic State University | *Architecture* |
| University of California San Diego | *Business Economics* |
| University of California, Irvine | *Computer Engineering* |
| Carnegie Mellon University | *Economics* |
| Carnegie Mellon University | *Mathematics and Physics* |
| Carnegie Mellon University | *Electrical and Computer Engineering* |
| The Citadel | *Supply Chain Management* |
| Duke University | *Mechanical Engineering* |
| Emory University | *Business* |
| Georgetown University | *Chemistry* |
| Georgetown University | *Foreign Service in International Economics* |
| Georgia Institute of Technology | *Computer Science* |
| Northeastern University | *Computer Science and Philosophy* |
| Northeastern University | *Economics* |
| Northeastern University | *Business Administration and Economics* |
| University of Pennsylvania | *Finance and Business Analytics* |
| The Pennsylvania State University | *Computer Science* |
| Purdue University | *Computer Engineering* |
| Purdue University | *Economics* |
| Syracuse University | *Psychology* |
| Trinity College | *Neuroscience* |
| University of Illinois Urbana-Champaign | *Astrophysics* |
| University of Illinois Urbana-Champaign | *Aerospace Engineering* |
| University of Illinois Urbana-Champaign | *Computer Engineering* |
| University of Illinois Urbana-Champaign | *Computer Science* |
| Union College | *Accounting and Business Administration* |
| University of Southern California | *Aerospace Engineering* |
| The University of Texas at Austin | *Economics* |
| The University of Texas at Dallas | *Computer Science* |
| Virginia Tech | *Computer Science* |
| Virginia Tech | *Architecture* |
| University of Wisconsin-Madison | *Computer Sciences* |

## MIDDLE EAST

| | |
|---|---|
| American University of Sharjah | *Business Administration (Marketing)* |
| University of Wollongong in Dubai | *Finance* |

## CANADA

| | |
|---|---|
| University of Toronto | *Chemistry* |
| University of Toronto | *Life Sciences* |
| University of Toronto | *Life Science* |
| University of Toronto | *Physical and Mathematical Sciences* |
| University of Toronto | *Computer Science* |
| University of Toronto | *Economics and Econometrics* |
| University of Toronto | *Physical and Mathematical Sciences* |
| University of Toronto | *Economics and Data Science* |
| The University of British Columbia | *Computer Science* |
| University of Waterloo | *Mechatronics Engineering* |
| Western University | *Sociology* |

## EUROPE

| | |
|---|---|
| Campus Bio Medico University of Rome | *Medicine and surgery* |
| University of Groningen | *Computer Science* |
| Utrecht University | *Molecular and Biophysical Life Sciences* |
| Willem de Kooning Academie | *Fine Art* |
| Esade | *Bachelor in Business Administration* |
| IE University | *Digital Media and Communications* |
| IE University | *Business Administration* |
| Universidad Europea Madrid | *Business Administration* |

## AUSTRALIA

| | |
|---|---|
| Deakin University | *Sports Science* |
| The University of Melbourne | *Finance* |
| The University of Melbourne | *Bachelor of Arts* |

JUMEIRAH COLLEGE
GEMS SCHOOL

# University Destinations
Class of 2023

## UNITED KINGDOM

| | |
|---|---|
| University of Bath | *Management* |
| University of Bath | *Economics and Mathematics* |
| University of Bath | *Aerospace Engineering with professional placement* |
| University of Bath | *BSc Economics* |
| University of Bath | *Architecture* |
| University of Bath | *Computer Science BSc with professional placement* |
| University of Bath | *Social Sciences with professional placement* |
| University of Bath | *Aerospace Engineering with professional placement* |
| University of Birmingham | *Business management with economics* |
| University of the West of England | *Architecture and Environmental Engineering* |
| University of Bristol | *Aerospace Engineering (Foundation)* |
| University of Bristol | *Politics and International Relations* |
| University of Buckingham | *MBChB Medicine* |
| University of Buckingham | *Medicine* |
| Cardiff University | *Computer Science* |
| Durham University | *Finance* |
| University of Exeter | *Business and Management* |
| University of Exeter | *Business Management* |
| Glasgow University | *Film/TV and Sociology* |
| University of Glasgow | *Mathematics* |
| Royal Holloway, University of London | *Biomedicine* |
| University of Kent | *Financial Economics* |
| Kingston University | *Business Management and Entrepreneurship* |
| University of Central Lancashire | *Medicine with Foundation Year* |
| University of Central Lancashire | *Medicine* |
| University of Leeds | *Liberal Arts* |
| University of Leeds | *Environment and Business* |
| University of Leeds | *Business management* |
| INTO City, University of London | *International Foundation in Business and Economics with accounting* |
| University of the Arts London | *BA (Hons) Graphic Design Communication* |
| City, University of London | *International Political Economy* |
| City, University of London | *Media, Communication and Sociology* |
| University of Manchester | *Politics and Modern History* |
| Queen Mary University of London | *Business with Law* |
| University College London | *BA Media* |
| University College London | *Computer Science Bsc* |
| Royal Holloway, University of London | *Bsc Biomedical Science* |
| University of the Arts London | *BA (Hons) Film and Television* |
| Imperial College London | *Chemistry* |
| Imperial College London | *Physics MSCi* |
| Queen Mary University of London | *International Relations with Business Management* |
| University College London | *Biochemistry* |
| University College London | *Medicine* |
| University of the Arts London (UAL) | *BA (Hons) Media Communications* |
| University of Westminster, London | *Architecture and Environmental Design* |
| Imperial College London | *Artificial intelligence and machine learning* |
| London School of Economics | *BSc International Relations* |
| Loughborough University | *Architecture (with placement year)* |
| Loughborough University | *Engineering Management* |
| Loughborough University | *Management (with placement year)* |
| University of Manchester | *Psychology* |
| University of Manchester | *Medicine* |
| Lancaster University | *Business Analytics* |
| University of Manchester | *Geography* |
| University of Manchester | *BEng Chemical Engineering* |
| University of Nottingham | *Law LLB* |
| Nottingham Trent University | *Accounting and Finance* |
| University of Nottingham | *Nursing (Children)* |
| University of Nottingham | *Aerospace Engineering* |
| University of Nottingham | *Psychology BSc* |
| University of Salford | *Games Design and Production with Industry Placement* |
| University of Southampton | *Biomedical Engineering* |
| University of Surrey | *Biomedical Science* |
| University of Surrey | *Biological Sciences with Foundation Year* |
| University of Surrey | *Law LLB (Hons)* |
| University of Warwick | *Economics* |
| University of York | *Psychology* |
| University of York | *Biomedical Sciences* |
| Royal Holloway, University of London | *Biomedical Sciences* |
| University of Reading | *Consumer behaviour and marketing with a placement year* |
| University of the Arts London | *BA Fashion Design* |

## USA

| | |
|---|---|
| Boston College | *Marketing* |
| Boston College | *Economics and Computer Science* |
| Boston University | *Biomedical Engineering* |
| Boston University | *Mathematics and Physics* |
| University of Illinois Urbana Champaign | *Economics* |
| University of California, Los Angeles | *Bachelor of Arts (Economics)* |
| University of Wisconsin at Madison | *Computer Science* |
| University of California San Diego | *Physics* |
| The Savannah College of Art and Design | *BFA in Animation* |
| The University of Texas at Austin | *Unspecified Business Major* |
| University of Virginia | *Economics/Commerce* |
| University of Southern California | *Industrial and Systems Engineering major* |
| Boston University | *Biochemistry and Molecular Biology* |
| University of California, Davis | *Computer Science* |
| University of California, Berkeley | *Aerospace Engineering* |
| Rhode Island School of Design | *Architecture* |

## CANADA

| | |
|---|---|
| University of Calgary | *Computer Science* |
| McMaster University | *Psychology* |
| McGill University | *Bachelor of Arts (International Development)* |
| Western University | *Health Sciences* |
| Western University | *Business Management and organisational studies* |
| McMaster University | *Engineering* |
| University of Toronto | *Psychology* |
| University of Toronto | *Economics* |
| University of Toronto | *Physical and Mathematical Sciences* |
| University of Toronto | *Rotman Commerce* |
| University of Toronto | *BSc Computer Science* |
| University of Toronto | *Rotman Commerce* |
| University of Toronto | *Economics* |
| University of Toronto | *Social Sciences (Economics)* |
| University of Toronto | *Economics* |
| University of Waterloo | *BEng Environmental Engineering* |
| University of Richmond | *Social Sciences* |
| McGill University | *Bachelor of Arts (Economics)* |
| Simon Fraser University | *Biomedical Engineering* |
| Wilfrid Laurier University | *Bachelor of Design* |

## MIDDLE EAST

| | |
|---|---|
| Mohammed Bin Rashid University | *Medicine* |
| University of Birmingham Dubai | *Biomedical Sciences* |
| Royal College of Surgeons Bahrain | *Medicine* |
| American University Cairo | *Business and Entrepreneurship* |

## EUROPE

| | |
|---|---|
| Howest University of Applied Sciences | *Industrial Product Design* |
| Semmelweis University | *Medicine* |
| University of Amsterdam | *Sociology* |
| University of Amsterdam | *Bachelor of Communication Science* |
| University of Amsterdam | *Sociology* |
| IE University Madrid | *Business Administration* |
| Marbella Design Academy | *Interior Architecture* |

## ASIA

| | |
|---|---|
| Yonsei University | *Biotechnology* |
| Nanyang Technological University | *Computer Science* |

## AUSTRALIA

| | |
|---|---|
| University of New South Wales | *Bachelor of Engineering* |

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