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JUMEIRAH COLLEGE

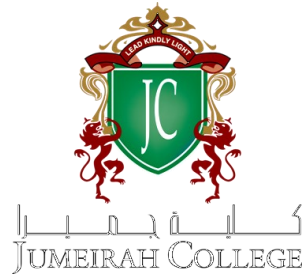
Jumeirah College

Sixth Form Prospectus 2020-2022



Providing a GEMS Holistic Education





Dear Parents and Students

I am delighted to present you with the Jumeirah College Sixth Form Prospectus which contains information on the wide range of courses and experiences available to our students post-16.

Jumeirah College has earned a reputation for providing an outstanding education, teaching the National Curriculum for England to over 1100 students each year. Though approximately 50% of our student body is British, we are privileged to have students from over 64 different nationalities studying with us. The curriculum in our Sixth Form features an extensive list of A level courses from the British curriculum model which has worldwide recognition for academic excellence. These will provide the necessary qualifications to gain entrance into the very best universities around the world.

The College aims to provide students with a rich educational experience that combines a strong academic focus, together with the all-round development of students' potential through a rich and varied complementary studies programme. Our expectations are high, not only for our students, but for our staff too. High quality standards of teaching and learning in a caring environment are at the very core of our philosophy, which underpin our modern and forward-thinking approach to education.

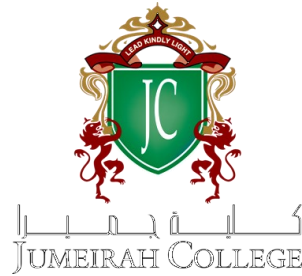
The Sixth Form is resourced to high standards and includes a purpose built Sixth Form area with common room, newly renovated private study area and computer suite.

I am delighted that you are considering us for Sixth Form education and look forward to welcoming you to Jumeirah College.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S. O'Connor', with a horizontal line underneath.

Mr S O'Connor
Principal



Dear Parents and Students

Thank you for your interest in Jumeirah College. Whether you are moving up from Key Stage 4 or joining us from elsewhere, we hope you will enjoy looking through the information provided in this prospectus.

Jumeirah College Sixth Form offers a highly distinctive experience. If you join us, you will be part of a dynamic community with a strong focus on achievement, both academic and social. The College is proud to have an established tradition of examination success and we remain passionate about sustaining outstanding teaching and learning.

Our Sixth Form builds on the excellent foundations we have developed in Key Stages 3 and 4 by providing varied learning opportunities in preparation for the world of Higher Education and work. It is of paramount importance to us that our students are able to fulfil their vast potential and we work collaboratively with students and parents towards this common goal.

We respect the individuality and diversity that exists amongst our community. As the senior members of the student body, Sixth Form students have both a responsibility and a capacity to impact significantly on our learning culture. They are viewed as role models and work closely with all students to provide support and guidance through their academic and wider pursuits. In line with our GEMS Core Values, all of our students are nurtured to further develop a wide range of higher order thinking skills that will support their success in future endeavours.

Jumeirah College welcomes all students who are prepared to work diligently and who have aspirations to attend competitive universities and/or places of employment across the world. Indeed it is with pride that we achieve exceptional progress at A Level with a consistency that enables our students to secure places at these institutions.

We hope that this prospectus conveys our commitment to provide all of our learners with a rich and positive experience whilst completing their Sixth Form studies and encourages all prospective candidates to discuss the contents further at our Open Evening. Should you have any queries that are not addressed in this prospectus, please do not hesitate in contacting us at the College.

We look forward to welcoming you to the College.

Yours sincerely,

A handwritten signature in black ink, appearing to be 'Miss Louise Rodger', written over a horizontal line.

Miss Louise Rodger
Vice Principal

The Sixth Form Curriculum

With the ongoing changes to A Levels 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 6 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 voluntarily moved from four to three this year due to their increasing awareness of university requirements and their experience of managing the workload expected on 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 of 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 are 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 Biology Business Studies Chemistry Economics French Further Mathematics Information Technology Mathematics Music Music Technology Photography Physical Education Physics Psychology Sociology Spanish | Art & Design English Language English Literature Geography Government & Politics History Media Studies Product Design |

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, in addition to the traditional subjects, also contains a programme of Complementary Studies to enhance the learning experience.

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

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 universities to study and pass examinations in Arabic until the end of Year 12. 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.

Selecting Courses

- 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

New BTEC Diplomas

- 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.

IMPORTANT: ENTRY REQUIREMENTS

The standard entry requirement for A level study at Jumeirah College is:

Four grades at B or 6 and two grades at C or 4 at GCSE or above, two of which must be English Language (as a first language) and Mathematics.

You will normally be expected to have gained at least a GCSE grade B or 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 Levels subjects will require **six** GCSE grades at **A/7** or above.

Sixth Form Subject Entry Requirements 2020

Please refer to subject specific pages for further information

Equivalency:

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

| Subject | Exam Board | Minimum GCSE Grade required for entry to A level course | Opportunity at A level without completion of GCSE in subject |
|---------------------------|------------|---|---|
| Arabic | Edexcel | Native Speaker | For fluent speakers |
| Art and Design | Edexcel | 5 in Art and Design | Upon consultation with Head of Art |
| Biology | Edexcel | 7 in Biology or 8 in Combined Science, and a 6 in English Language | No |
| Business Studies | AQA | 6 in GCSE Business Studies | Yes (6 in English Language required) |
| Chemistry | AQA | 7 in Chemistry or 8 in Combined Science, and a 6 in Mathematics | No |
| Computer Science | Cambridge | 7 or A in Computer Science | No |
| Drama and Theatre Studies | Edexcel | 6 in Drama and a 6 in English Language | Upon consultation with Head of Drama |
| Economics | AQA | 6 in GCSE Economics | Yes (6 in Maths required) |
| English Language | AQA | 6 in GCSE English Language | No |
| English Literature | AQA | 6 in GCSE English Literature | No |
| French | AQA | 6 in French or Native Speaker | For fluent speakers |
| Geography | Edexcel | B in (IGCSE) Geography or 6 in Geography | Upon consultation with Head of Geography |
| History | Edexcel | 6 in History | Yes |
| Information Technology | Cambridge | B or 6 in ICT | No |
| Mathematics | Edexcel | 8 in Mathematics | No |
| AS Mathematics | Edexcel | 7 in Mathematics | No |
| Further Mathematics | Edexcel | 8 in Mathematics | No |
| Media Studies | AQA | 5 in English Language | Yes |
| Music | Edexcel | 6 in Music and Grade 6 standard instrument/voice | Upon consultation with Head of Music (grade 5 theory & Grade 6 standard instrument/voice) |
| Photography | AQA | 5 in Art and Design | Upon consultation with Head of Art |
| Physical Education | AQA | 6 in Physical Education and 6 in Science or 7 in Additional Science | No |
| Physics | AQA | 7 in Physics or 8 in Combined Science, and a Grade 6 in Mathematics | No |
| Politics | Edexcel | 6 in either History, Economics, English Language or B in Geography | Yes |
| Product Design | AQA | 6 in Design and Technology | No |
| Psychology | AQA | 6 in Psychology and 6 in English Language | Yes (6 in Science required) |
| Sociology | AQA | 5 in English Language | Yes |
| Spanish | AQA | 6 in Spanish or Native Speaker | For fluent speakers |
| BTEC Diploma | Pearson | Sixth Form Entry Requirements | Upon consultation with Head of Department |



A2 Results 2019

| | Entries | A* | A | B | C | D | E | A*/A % | A*-B % |
|--------------------------|------------|-----------|------------|------------|-----------|-----------|----------|------------|------------|
| Arabic | 2 | 0 | 2 | 0 | 0 | 0 | 0 | 100% | 100% |
| Art & Design | 17 | 6 | 5 | 6 | 0 | 0 | 0 | 65% | 100% |
| Art & Design Photography | 5 | 1 | 3 | 1 | 0 | 0 | 0 | 80% | 100% |
| Biology | 28 | 5 | 13 | 6 | 4 | 0 | 0 | 64% | 86% |
| Business Studies | 15 | 0 | 6 | 6 | 3 | 0 | 0 | 40% | 80% |
| Chemistry | 31 | 4 | 11 | 10 | 2 | 4 | 0 | 48% | 81% |
| Computer Science | 6 | 0 | 1 | 4 | 0 | 1 | 0 | 17% | 83% |
| Drama | 13 | 0 | 2 | 8 | 3 | 0 | 0 | 15% | 77% |
| D&T Product Design | 3 | 0 | 1 | 1 | 1 | 0 | 0 | 33% | 67% |
| Economics | 30 | 7 | 12 | 8 | 3 | 0 | 0 | 63% | 90% |
| English Language | 17 | 0 | 2 | 10 | 4 | 1 | 0 | 12% | 71% |
| English Literature | 19 | 2 | 7 | 5 | 4 | 1 | 0 | 47% | 74% |
| French | 3 | 2 | 1 | 0 | 0 | 0 | 0 | 100% | 100% |
| Geography | 16 | 1 | 5 | 7 | 3 | 0 | 0 | 38% | 81% |
| History | 29 | 2 | 5 | 16 | 5 | 1 | 0 | 24% | 79% |
| ICT | 7 | 0 | 1 | 3 | 3 | 0 | 0 | 14% | 57% |
| Mathematics | 73 | 13 | 30 | 12 | 10 | 6 | 1 | 59% | 75% |
| Further Maths | 14 | 7 | 2 | 4 | 1 | 0 | 0 | 64% | 93% |
| Media Studies | 17 | 0 | 5 | 9 | 3 | 0 | 0 | 29% | 82% |
| Physical Education | 7 | 0 | 1 | 4 | 1 | 1 | 0 | 14% | 71% |
| Physics | 29 | 4 | 6 | 10 | 4 | 3 | 2 | 34% | 69% |
| Politics | 20 | 3 | 6 | 6 | 3 | 2 | 0 | 45% | 75% |
| Psychology | 27 | 7 | 5 | 10 | 5 | 0 | 0 | 44% | 81% |
| Sociology | 6 | 1 | 4 | 0 | 1 | 0 | 0 | 83% | 83% |
| Spanish | 3 | 2 | 0 | 1 | 0 | 0 | 0 | 67% | 100% |
| Total | 437 | 67 | 136 | 147 | 63 | 20 | 3 | 46% | 80% |

Alps A level - Subject value added overview



Jumeirah College
2018/19 | A level | Report no: 8 | 08.10.19

| Subject | 2015/16 | | | 2016/17 | | | 2017/18 | | | 2018/19 | | |
|-----------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|
| | Entries | Score | Grade | Entries | Score | Grade | Entries | Score | Grade | Entries | Score | Grade |
| A - Applied Business - S | 7 | 0.98 | 6 | - | - | - | - | - | - | - | - | - |
| A - Arabic | - | - | - | - | - | - | 2 | 1.19 | 5 | 2 | 0.95 | 8 |
| A - Art (Craft) | 15 | 1.20 | 2 | 14 | 1.13 | 3 | - | - | - | - | - | - |
| A - Art (Fine Art) | - | - | - | - | - | - | 9 | 1.19 | 3 | 17 | 1.18 | 3 |
| A - Art (Photography) | 4 | 1.03 | 6 | 4 | 1.20 | 3 | 3 | 1.22 | 3 | 5 | 1.17 | 3 |
| A - Biology | 30 | 0.92 | 3 | 23 | 1.03 | 2 | 30 | 0.95 | 3 | 28 | 1.01 | 2 |
| A - Business Studies | 16 | 1.05 | 3 | 12 | 1.11 | 2 | 19 | 1.07 | 3 | 15 | 1.09 | 3 |
| A - Chemistry | 30 | 0.97 | 2 | 24 | 0.97 | 2 | 28 | 0.92 | 3 | 31 | 0.92 | 3 |
| A - Computer Science | - | - | - | 5 | 0.80 | 6 | 1 | 0.73 | 7 | 6 | 0.97 | 3 |
| A - Computing | 4 | 0.76 | 7 | - | - | - | - | - | - | - | - | - |
| A - D&T (Product Design) | 5 | 0.83 | 7 | 10 | 1.17 | 2 | 9 | 1.03 | 3 | 3 | 0.96 | 5 |
| A - Drama & Theatre Studies | 7 | 0.95 | 6 | 10 | 1.04 | 4 | 11 | 1.03 | 4 | 13 | 1.06 | 4 |
| A - Economics | 32 | 1.07 | 2 | 27 | 1.05 | 3 | 32 | 1.03 | 3 | 30 | 1.08 | 2 |
| A - English Lang. & Lit. | 13 | 1.01 | 4 | - | - | - | - | - | - | - | - | - |
| A - English Language | - | - | - | 22 | 0.97 | 5 | 24 | 1.02 | 3 | 17 | 1.02 | 4 |
| A - English Literature | 7 | 0.95 | 5 | 24 | 1.00 | 5 | 16 | 0.98 | 5 | 19 | 1.03 | 4 |
| A - French | 8 | 1.08 | 2 | 11 | 1.09 | 2 | 4 | 1.07 | 3 | 3 | 1.08 | 2 |
| A - Geography | 18 | 1.02 | 3 | 18 | 1.06 | 3 | 20 | 0.98 | 5 | 16 | 1.06 | 3 |
| A - Government & Politics | 9 | 1.04 | 3 | 15 | 0.96 | 5 | 12 | 1.03 | 3 | 20 | 1.05 | 3 |
| A - History | 17 | 0.99 | 4 | 16 | 0.98 | 5 | 20 | 0.97 | 5 | 29 | 0.96 | 5 |
| A - ICT | 18 | 1.06 | 2 | 11 | 1.01 | 3 | 15 | 1.00 | 3 | 7 | 1.04 | 2 |
| A - Mathematics | 70 | 0.96 | 5 | 76 | 1.00 | 3 | 71 | 0.98 | 4 | 73 | 0.97 | 4 |
| A - Maths (Further) | 10 | 1.09 | 3 | 16 | 0.98 | 5 | 11 | 0.96 | 6 | 14 | 1.07 | 3 |
| A - Media Studies | 15 | 1.09 | 3 | 19 | 1.07 | 4 | 16 | 1.09 | 3 | 17 | 1.13 | 3 |
| A - Music | - | - | - | 1 | 0.88 | 5 | - | - | - | - | - | - |
| A - Music Technology | - | - | - | - | - | - | 2 | 0.53 | 8 | - | - | - |
| A - Physical Education | 3 | 1.06 | 2 | 2 | 1.02 | 3 | 6 | 0.96 | 4 | 7 | 1.02 | 3 |
| A - Physics | 26 | 0.96 | 3 | 32 | 0.95 | 3 | 21 | 0.85 | 5 | 29 | 0.88 | 4 |
| A - Psychology | 34 | 1.11 | 2 | 27 | 1.20 | 1 | 20 | 1.14 | 2 | 27 | 1.09 | 2 |
| A - Science in Society | 1 | 1.02 | 3 | - | - | - | - | - | - | - | - | - |
| A - Sociology | - | - | - | 8 | 1.11 | 3 | 16 | 1.04 | 5 | 6 | 1.15 | 2 |
| A - Spanish | 6 | 0.93 | 5 | 6 | 1.02 | 3 | 1 | 1.16 | 2 | 3 | 1.13 | 2 |

Many schools use an external (and therefore impartial) quality indicator to evidence value added. We as a College use ALPS to provide target grades. A popular and respected data analysis provider.

A department's ability to match and exceed these external targets generates a score of 1-9. Where entries are **RED (Grades 1-3)**, progress of students in this department is equivalent to the top 25% of schools and colleges worldwide. A **Grade 2** indicates students performed in the top 10% internationally.

We use the most aspirational and challenging targets. Hence Arabic achieving 100% A grades and still achieving under their target.

We have included a 4 year trend for each subject to allow you to make an informed decision about likely chances of success. This can be used in combination with last year's A Level results on the previous page to illustrate relative subject success.

Enrichment Programme

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

1. 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.

Examples of Volunteer Work

Jad's Inclusion Special Education Centre
Jumeirah Primary School
Anti-Bullying Ambassador Programme

Examples of Skills

First Aid Qualification
Life-guarding Qualification
PADI Diving Course
Model United Nations Coaching

Examples of Physical Activities

Rowing
Beach Volleyball
Rugby and Netball 7's Coaching
Sports Leader Award

Complementary Studies options will be confirmed at the start of the year in consultation with staff and students. Students will keep a reflective diary of their time spent in each activity as evidence for university references and applications.

2. Careers and Higher Education Guidance

Post-18 choices are discussed with students in Key Stage 4 and these conversations are continued into the 6th Form. All students can request an individual guidance interview with the Careers Adviser, Lynn Willmoth, to support their informed decision making. Jumeirah College has developed strong links with universities in the UK, Canada, USA and Australia. Guests from visiting universities give presentations on aspects of university life and the application process.

The destination of all students is important to the College and so our programme of support is strong and targeted at preparation for both university and the world of work. Mock interviews are carried out to support work and university applications with senior members of staff from the College, university alumni and other professionals. We organise a Higher Education Fair in April when students and parents are invited to attend a series of workshops including understanding UCAS, Personal Statements, Applying to American Colleges, European Universities etc. and we often have guest speakers from the UK.

3. 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.

4. Private Study

When students are not in timetabled lessons, the Sixth Form has a suite of rooms with computer facilities 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.

Leadership and Additional Skills Development

1. College Executive

The College Executive consists of the Head Boy and Head Girl and their deputies. They oversee the Student Council and also the Sixth Form Council. The Executive 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.

2. 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.

3. 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).

4. Sixth Form Committee

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 Ms Stephens and Mr Lawton and are responsible for the organisation of the social activities for the Sixth Form.

5. 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.

6. 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.

7. 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.

8. Journalism, Debating, MUN and Public Speaking

Students with a talent for writing or speaking have no shortage of opportunities for the development and practise of their skills. Sixth Form students play a pivotal role in the production of the College newspaper. Students also compete on the debating team, represent a variety of nations at the Model United Nations conferences and have many opportunities for public speaking. The World Scholar's Cup has seen students from across the College successfully dominate the events in recent years.

9. 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.

10. 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.

11. 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.

University Destinations, Class of 2019

| United Kingdom | Course |
|------------------------------|--|
| Arts University Bournemouth | Make-Up for Media and Performance |
| Aston University | Business and Politics - Referred |
| Bournemouth University | International Hospitality Management |
| Bournemouth University | Marketing |
| Cardiff University | Economics and Finance |
| Cardiff University | Medicine |
| Durham University | Geography |
| Durham University | Natural Sciences |
| Edge Hill University | Nursing (Children's) |
| Edinburgh Napier University | Psychology |
| Glasgow University | Dentistry |
| King's College, London | Law |
| King's College, London | Biomedical Science |
| King's College, London | English with Film Studies |
| King's College, London | Business Management |
| King's College, London | History and International Relations |
| King's College, London | Liberal Arts |
| King's College, London | Economics |
| King's College, London | Spanish and Management |
| London South Bank University | Product Design |
| Loughborough University | Economics and Management |
| Loughborough University | Architecture |
| Loughborough University | Geography and Management |
| Loughborough University | Computer Science |
| Newcastle University | English Language |
| Nottingham Trent University | Fashion Management |
| Nottingham Trent University | Photography |
| Nottingham Trent University | Psychology with Criminology |
| Queen's University, Belfast | Medicine |
| Regent's University | Global Management |
| Strathclyde University | Physics |
| University of Exeter | Law |
| University of Kent | Accounting and Finance |
| University of Leeds | Human Physiology |
| University of Nottingham | Medicine |
| University College, London | Psychology |
| University College, London | Environmental Geoscience |
| University College, London | Arts and Sciences |
| University College, London | Mathematical Computation |
| University of Bath | International Development with Economics |
| University of Bradford | Psychology, Counselling and Therapies |
| University of Brighton | Sport and Exercise Science |
| University of Bristol | Mathematics |

University Destinations, Class of 2019

| United Kingdom– Continued | Course |
|--------------------------------|---|
| University of Cambridge | Engineering |
| University of Cambridge | Asian and Middle Eastern Studies |
| University of East Anglia | International Development and the Environment |
| University of Edinburgh | English Literature |
| University of Edinburgh | Spanish and Politics |
| University of Edinburgh | Social Anthropology |
| University of Edinburgh | History and Politics |
| University of Edinburgh | Chemical Engineering |
| University of Edinburgh | Sustainable Development |
| University of Edinburgh | Business Management |
| University of Exeter | Computer Science |
| University of Exeter | Mathematical Sciences |
| University of Exeter | Computer Science |
| University of Exeter | Medical Imaging (Diagnostic Radiography) |
| University of Exeter | Alternative Option - Business Economics |
| University of Exeter | Mathematics |
| University of Exeter | Mathematics |
| University of Exeter | Economics and Politics |
| University of Kent | Psychology |
| University of Leeds | Banking and Finance |
| University of Leeds | Economics |
| University of Liverpool | Medicine |
| University of Manchester | Art Foundation |
| University of Manchester | Electrical and Electronic Engineering |
| University of Nottingham | Architecture |
| University of Nottingham | Politics and American Studies |
| University of Nottingham | Economics |
| University of Nottingham | Medicine |
| University of Portsmouth | Criminology and Cybercrime |
| University of Reading | History and Economics |
| University of Sheffield | Mechanical Engineering |
| University of Sheffield | International Relations and Politics |
| University of Surrey | Mechanical Engineering |
| University of Surrey | Aerospace Engineering |
| University of Sussex | Psychology with Education |
| University of Sussex | Marketing and Management with Psychology |
| University of Sussex | Politics and Philosophy |
| University of the Arts, London | Fashion Management |
| University of the Arts, London | Fine Art |
| University of York | Social and Political Sciences |
| University of York | Economics and Finance |

University Destinations, Class of 2019

| United States of America | Course |
|--|--|
| Boston University | Economics |
| Boston University | Psychology |
| Emory University | Undeclared |
| Georgia Institute of Technology | Computer Science |
| Georgia Institute of Technology | Biomedical Engineering |
| Georgia Institute of Technology | Engineering |
| Lafayette College | Psychology |
| Lake Eyrie College | Undeclared |
| New York University | Film and TV Production |
| Northeastern University | Economics |
| Parson's School of Design | Interior Design |
| Parson's School of Design | Strategic Design and Management |
| Purdue University | Maths |
| Savannah College of Art and Design | TV and Film Production |
| University of Massachusetts | Sociology |
| University of Oklahoma | Finance |
| University of Southern California | Chemical Engineering |
| University of Southern California | Computer Science |
| University of Wisconsin Madison | Computer Science |
| | |
| Australia | Course |
| Monash University | Medicine |
| Monash University | Arts and Fine Arts |
| Monash University | Physiotherapy |
| University of Melbourne | Animation |
| University of Melbourne | Neuroscience |
| University of Queensland | Psychology |
| | |
| Canada | Course |
| Carleton University | Neuroscience and Mental Health |
| McGill University | Materials Engineering |
| Ryerson University | Theatre |
| University of British Columbia | Medicine |
| University of British Columbia | Computer Science |
| University of British Columbia | Computer Science |
| University of Fraser Valley | Psychology |
| University of Toronto | Commerce |
| University of Waterloo | Maths/Business |
| | |
| Other Universities | Course |
| Amsterdam University of Applied Sciences | Sports Business Management |
| Amsterdam University of Applied Sciences | International Sports Management and Business |
| Charles University, Prague | Medicine |
| Ecole Polytechnique | Bachelor of Sciences |
| Erasmus University | Psychology |
| Erasmus University | Media and Communication |
| St George's University | Medicine |
| Stellenbosch University | Sport and Exercise Science |

Jumeirah College Sixth Form Application Process

Existing Jumeirah College Students:

| | |
|-------------------------------|---|
| Autumn 2019 | Career interviews begin |
| December 2019 | A Level Indications shared with Mr Kesterton via a Google doc to facilitate the creation of the option blocks |
| Tuesday 21 January 2020 | Sixth Form Information Evening |
| Thursday 6 February 2020 | Application deadline for internal candidates |
| February - March 2020 | Sixth Form interviews with Senior Leadership |
| March 2020 | Conditional letters of offer issued |
| Thursday 20 August 2020 | GCSE Results Day |
| (TBC) Thursday 27 August 2020 | Deadline for students to confirm their A level choices, dependent upon results meeting entry criteria |

External Student Applications:

| | |
|---------------------------------|---|
| December 2019 – May 2020 | Completed applications accepted and reviewed as they are submitted |
| Sunday 2 February 2020 | Application deadline 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 2020 | 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. |
| Thursday 20 August 2020 Results | 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 27 August 2020. |

Arabic

| | |
|---------------------|---------------------|
| Examination Board: | Edexcel GCE |
| Available levels: | IAS Level IAL Level |
| Entry requirements: | Native speaker |
| Head of Department: | Mrs Asmaa Roushdy |

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 recognize 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.

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:

GCSE Grade 9 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

Art and Design

| | |
|---------------------|---|
| Examination Board: | Edexcel |
| Available levels: | A Level 9AD0 |
| Entry requirements: | Grade 5 in Art and interview with Head of Art |
| Head of Department: | Miss S Jackson |

What are the aims of the course?

The A-Level Art and Design course has been designed to encourage an adventurous and enquiring approach to art and design. Successful students will be able to demonstrate an understanding of past and contemporary art and design practice and be able to produce artwork that embraces a range of ideas. Students will explore past and contemporary Art and Design, analysing the works of artists and designers and will use a journal/sketchbook as the integral part for recording and documenting their responses and own ideas.

What is involved?

Year 12 "Foundation Course" This year is intended to form the basis on which students develop their knowledge, skill and understanding in creating a rich visual language within the context of selected ideas. Through workshop skills based activities, students will be encouraged to work confidently and will be expected to build on and develop their recording skills and demonstrate skilful use of the formal elements, including line, tone, colour, shape, pattern, texture, form and structure. In developing these skills, students will experiment with a wide range of media and methods, learning how to transform materials in order to reflect the different qualities of their observed forms and images. Through an informed use of visual language, students can more successfully develop and communicate their ideas.

In Year 13 the A2 Art and Design course follows on from what students have learned, however the emphasis during the second year is on the process of independently developing both ideas and work through a personal study investigation unit. Students will explore past and contemporary Art and Design, analysing the works of artists and designers. Students will be able to produce a personal and in-depth response, embracing a range of ideas, while confidently exploring a range of media and process. Central to this is the journal, a working sketchbook. Students will also be required to produce a written piece of 1000-3000 words (Personal Study), which will be **Component 1**.

Component 2: In the second term students will be given the externally set assignment which will contain suggestions for a starting point. Students will have eight school weeks to prepare for the timed test. During this time they will explore the theme in depth, within their journals/sketchbook and through preparatory studies. The final examination lasts 15 hours and within this time students will produce their final idea. Their preparatory and developmental work, along with the final pieces will then be submitted for assessment.

How is it assessed?

| | | |
|--------------|---------|--|
| Component 1: | A-Level | Art and Design Coursework |
| | GCE, | 60% of A-Level |
| Component 2: | A-Level | Art and Design Externally Set Assignment |
| | GCE, | 40% of A-Level |

Why is it a useful qualification?

Many students decide to explore more aspects within the course and progress to an art foundation course at a college or university to build on this route further and specialise in a particular aspect of Art and Design at degree level. The completion of an Art degree, could lead to a range of career options in such fields as advertising, marketing, design, architecture, teaching, publishing, fashion, and the media. The study of Art develops transferable skills, which can be taken into many careers or degree pathways.

Specific entry requirements:

Students who are keen to study A level Art and Design should gain a minimum grade 5 for GCSE. Students immerse themselves in the creative process for A level projects and a rigorous work ethic is expected and results in a very broad exploration of topics.

Further Education:

Foundation Art Courses and Degree Courses.

Careers:

Advertiser, animator, archaeologist, architect, artist, art educator, art therapist, book illustrator, computer software designer, fashion designer, florist, film maker, gallery administrator, interior designer, industrial designer, jeweller, landscape architect, make-up artist, medical illustrator, police artist, props/stage/theatre designer, special effects artist.

Biology

| | |
|---------------------|--|
| Examination Board: | Edexcel |
| Available levels: | AS Level and A2 Level |
| Entry requirements: | Grade 7 in GCSE Biology or a grade 8 in GCSE Combined Science or a recognized qualification at a similar standard. Literacy skills are important in Biology; students should also have achieved at least a Grade 6 in English. |
| Head of Biology: | Ms K Wing |

What are the aims of the course?

The aims of the A Level in Biology are to enable students to:

- Develop their interest in, and enthusiasm for, Biology including developing an interest in further study and careers in the subject
- Appreciate how society makes decisions about Biology-related issues and how Biology contributes to the success of the economy and society
- Develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of *How Science Works*
- Develop essential knowledge and understanding of different areas of Biology and how they relate to each other

What is involved?

1. Biological Molecules:

All life on Earth shares a common chemistry and this provides indirect evidence for evolution. This topic allows students to study the significant biological molecules such as carbohydrates, lipids, proteins, nucleic acids and water.

2. Cells:

All life on Earth exists as cells and in this topic students will explore the roles of cells and their interactions. The topic focusses on the different types of cell involved in disease, recovery from disease and prevention of symptoms.

3. Organisms exchange substances with their environment:

The internal environment of a cell or organism is different from its external environment, here students study the exchange of substances between the internal and external environments at exchange surfaces.

4. Genetic information, variation and relationship between organisms:

Biological diversity – biodiversity – is reflected in the vast number of species of organisms, in the variation of individual characteristics within a single species and in the variation of cell types within a single multicellular organism. This topic explores the genetic differences between organisms.

5. Energy transfers in and between organisms:

Life depends on continuous transfers of energy and this topic tackles the essential ideas of photosynthesis and respiration.

6. Organisms respond to changes in their internal and external environments:

This topic discusses the mammalian nervous system and how an organism responds to change in the long and short term.

7. Genetics, populations, evolution and ecosystems:

The theory of evolution underpins modern Biology and that all new species arise from an existing species is investigated here with reference to common ancestry.

8. The control of gene expression:

Humans are learning how to control the expression of genes by altering the epigenome, and how to alter genomes and proteomes of organisms. This topic explores the many medical and technological applications.

How is it assessed?

To gain the full A-Level qualification students will sit 3 exams at the end of Year 2 which will be based on all work covered. This is split into 3 papers

Paper 1 - Any content from topics 1–4, including relevant practical skills

Paper 2 - Any content from topics 5–8, including relevant practical skills

Paper 3 - Any content from topics 1–8, including relevant practical skills

All of the exams are 2 hours long and through a combined total will create the final overall grade.

At the end of the first year we will offer all students the chance to sit formal external AS exams as we believe this will assist students with their University Applications, especially as many of our students opt for some of the most competitive courses at the top institutions. It will also mean any student wishing to not continue into the second year will come out with a qualification in the subject.

Why is it a useful qualification?

An A level qualification in Biology could prepare you to study Biology or Biological Sciences in further or higher education. You may wish to take a more vocational course leading to a career in medicine or physiotherapy, veterinary medicine, animal health, conservation, horticulture or agriculture; or it can be used as a qualification for non-science related careers such as banking and insurance.

Business Studies

| | |
|---------------------|--|
| Examination Board: | AQA |
| Available levels: | A Level 7132, AS Level |
| Entry requirements: | Grade 6 or B in Business Studies or similar subject (e.g. Economics) |
| Head of Department: | Mr N de Garis |

What are the aims of the course?

The aim of the Business Studies A Level course is to give students the skills and ability to launch their own business. Students will learn how a business operates and organizes itself. Students will also study how a business plans and makes decisions. Ultimately the aim is for students to develop an entrepreneurial mind-set whereby they can identify business opportunities and develop plans and implement procedures to turn those ideas into a successful reality. The following vital skills are also developed; how to assemble data and assess it; how to investigate facts; how to put over your point of view; and how to work as a team to achieve results.

What is involved?

Students will cover the following subject content:

- 1 What is business?
- 2 Managers, leadership and decision making
- 3 Decision making to improve marketing performance
- 4 Decision making to improve operational performance
- 5 Decision making to improve financial performance
- 6 Decision making to improve human resource performance
- 7 Analysing the strategic position of a business
- 8 Choosing strategic direction
- 9 Strategic methods: how to pursue strategies
- 10 Managing strategic change

How is it assessed?

A Level Business studies is assessed by three papers. Each paper is synoptic and assesses the entire content of the A level specification.

Paper 1: Business 1 - 33.3% of A level

Students must answer 15 multiple choice questions, some short answer questions and two essay questions.

Paper 2: Business 2 - 33.3% of A level

Students must answer three data response questions.

Paper 3: Business 3 - 33.3% of A level

Students must review one case study and complete approximately six questions on the scenario.

Specific entry requirement:

6 in Business Studies or 6 in English if you have not studied Business Studies.

At the end of the first year students are offered the chance to sit formal external AS exams as we believe this will assist students with their University Applications, especially as many of our students opt for some of the most competitive courses at the top institutions. It will also mean any student wishing to not continue into the second year will come out with a qualification in the subject.

Why is it a useful qualification?

Students with A level Business Studies have access to a wide range of possible career and higher education opportunities. You learn and use a variety of transferable skills throughout the course. These include the important business skills of decision making and planning.

You can start a career in business armed with an excellent knowledge of how businesses operate. In particular, you will have a head start in careers within accountancy, marketing and human resources. Business Studies combines well with a range of social science, humanities and mathematics subjects to lead to university subjects in such areas as business, economics, law and accountancy.

Chemistry

| | |
|---------------------|---|
| Examination Board: | AQA |
| Available levels: | AS and A level |
| Entry requirements: | Grade 7 in Chemistry or Grade 8 in Combined Science or a recognized qualification at a similar standard with a Grade 6 in Mathematics |
| Head of Chemistry: | Mr A Khan |

What are the aims of the course?

The study of A level Chemistry should be a practical experience for students. This course contains practical activities embedded within each unit aims to reflect the nature of Chemistry. This will increase students' enjoyment and understanding, together with providing them with the skills needed to study science at higher levels.

The course enables contemporary Chemistry contexts to be included in the teaching and learning programme. Students will study aspects of Chemistry that are often in the media and affect their lives. It is important that students have the necessary knowledge and understanding to explain many different aspects of physical, inorganic and organic Chemistry

What is involved?

Physical Chemistry:

During Year 1 of the course students will study a range of Physical Chemistry topics which build on the basic knowledge acquired from GCSE. The areas covered include a deeper look at Bonding which is fundamental to understanding all aspects of Chemistry. We also find out that the atom is a little more complex due to the existence of Atomic Orbitals. We then move onto the study of Thermodynamics looking at the familiar areas of reaction kinetics and energetics followed by new ideas involving equilibria and redox reactions.

During Year 2 of the course Thermodynamics returns once again looking at chemical reactions in terms of speed, feasibility and equilibria. We also look at the Chemistry favourite, which is of course Acid/Base chemistry.

Inorganic Chemistry:

One of the greatest puzzles ever solved is the periodic table and during Year 1 studies we will look at the increasing complexities of the patterns which run throughout. This will give all students a much greater appreciation of the importance of electrons in driving the chemistry around us.

For most of your chemistry studies so far we have largely ignored the group of metals known as the transition metals. During Year 2 of the course this changes when we explore why they can exist in many oxidation states which then gives rise to the very many wonderfully coloured solutions.

Organic Chemistry:

Introduced at GCSE, Organic Chemistry is the study of carbon based structures which surround our every day lives. We will once again begin with structures familiar to us in the form of Alkanes and Alkenes. However with the introduction of Haloalkanes, Aldehydes, Ketones and Organic Analysis you'll soon obtain a much deeper insight into the materials around us.

In Year 2 we study further organic family members such as Amines, Benzene and Amino Acids which leads to the beginnings of Bio-Chemistry and the study of DNA and protein structures.

Practical Endorsement:

Running across the two years will be a series of practical tasks which students must complete in order to gain accreditation along with their A-Level qualification. This is a feature encouraged by the leading Universities in the UK and one which will be embedded into our course structure.

How is it assessed?

To gain the full A-Level qualification students will sit 3 exams at the end of Year 2 which will be based on all work covered. This is split into 3 papers

Paper 1 - Inorganic with Relevant Physical

Paper 2 - Organic with Relevant Physical

Paper 3 - Practical Skills plus all content

All of the exams are 2 hours long and through a combined total will create the final overall grade.

At the end of the first year we will offer all students the chance to sit formal external AS exams as we believe this will assist students with their University Applications, especially as many of our students opt for some of the most competitive courses at the top institutions. It will also mean any student wishing to not continue into the second year will come out with a qualification in the subject.

Why is it a useful qualification?

Chemistry A level is one of the most demanding A-Level subjects and requires a high level of determination. It is a pre-requisite for many degree courses and careers, such as medicine, dentistry, veterinary science and pharmacology. It is also an advantage in a wide range of areas from accountancy to journalism.

Computer Science

Examination Board: Cambridge
Available levels: A Level (9608)
Entry requirements: Grade 7 (A) in GCSE Computer Science
Head of Department: Mr I Munshi

Aims and Learning Outcomes

Computer Science is a practical subject where students can apply the academic principles learned in the classroom to real-world systems. It is an intensely creative subject that combines invention and excitement, that can look at the natural world through a digital prism. Computer Science values computational thinking, helping students to develop critical thinking skills to solve problems, design systems and understand the power and limits of human and machine intelligence.

We have considered 'the competition' and consider the Cambridge specification to be the best option for Jumeirah College students. Students may expect to find some greater breadth of mathematical content. Compared with other specifications it has academic rigour and content that is closer to that which JC students may expect to find in a university Computer Science course. The nature of the content allows candidates to demonstrate many high level skills sought by University courses.

| Components | Weighting (AS) | Weighting (A Level) |
|---|----------------|---------------------|
| Paper 1– Theory fundamentals | 50 | 25 |
| Paper 2– Fundamental programming and problem solving skills | 50 | 25 |
| Paper 3– Advanced theory | — | 25 |
| Paper 4– Further problem-solving and programming skills | — | 25 |

How will it be assessed?

Paper 1 and 3 (Theory)

- Information representation
- Communication and internet technologies
- Hardware
- Processor fundamentals
- Systems software
- Security
- Ethics
- Databases

Paper 2 and 4 (Programming)

- Algorithm design and problem solving
- Computational thinking
- Data representation
- Programming
- Further programming
- Software development

Progression:

A Level Computer Science provides a suitable foundation for the study of Computer Science or related courses in higher education. Equally, it is suitable for Students intending to pursue careers or further study in computer science or ICT, or as part of a course of general education.

Drama and Theatre Studies

| | |
|---------------------|---|
| Examination Board: | EDEXCEL |
| Available levels: | A LEVEL |
| Entry requirements: | Grade 6 in Drama and Grade 6 in English |
| Head of Department: | Mrs G Ross |

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.

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.

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.

Economics

| | |
|---------------------|---|
| Examination Board: | AQA |
| Available levels: | A Level 7136, AS Level |
| Entry requirements: | Grade 6 or B in Economics or similar subject (e.g. History) |
| Head of Department: | Mr N de Garis |

What are the aims of the course?

A level Economics aims to impart an appreciation of the significance of economics in interpreting current affairs. Students will be able to use both macro and micro economic analysis to explain the concept of a market, how they work, why they fail and how governments can augment and correct their operation. Students will be able to explain recent developments in both the UK and the global economy. By studying A level economics, students will be able to engage in on-going debate over some of the most controversial issues faced by society such as poverty, taxation and unemployment. At the very least it is hoped that students will develop a passion for economics which will help influence important decisions later in life.

It is not necessary for candidates to have studied GCSE Economics before undertaking this course and no prior knowledge of Economics is required. Students who are well motivated with a logical approach to their learning will be successful. However, for students who have not taken GCSE Economics, a minimum of a B or grade 6 in GCSE Business Studies (or a similar subject) is required in order to complete the quantitative elements within the course.

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.

How is it assessed?

Paper 1 Markets & Market Failure - 33.3% of A level

Students must complete one data response question and one essay question

Paper 2 National & International Economy - 33.3% of A level

Students must complete one data response question and one essay question

Paper 3 Economic Principles and Issues - 33.3% of A level

Students must complete a series of multiple choice questions and questions based on a case study scenario

Specific entry requirements:

A Grade 6 or B in GCSE Economics is required to study A Level Economics. If you have not studied GCSE Economics; you will need a 6 in Business Studies or equivalent relevant subject.

At the end of the first year we will offer all students the chance to sit formal external AS exams as we believe this will assist students with their University Applications, especially as many of our students opt for some of the most competitive courses at the top institutions. It will also mean any student wishing to not continue into the second year will come out with a qualification in the subject.

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

| | |
|---------------------|-----------------------------|
| Examination Board: | AQA English Language |
| Available levels: | A Level 7702 |
| Entry requirements: | Grade 6 in English Language |
| Head of Department: | Miss K Trotman |

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 and 6 in English Literature

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 Literature

| | |
|---------------------|-------------------------------|
| Examination Board: | AQA Specification A |
| Available levels: | A Level 7712 |
| Entry requirements: | Grade 6 in English Literature |
| Head of Department: | Miss K Trotman |

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.

French

| | |
|---------------------|---|
| Examination Board: | AQA |
| Available levels: | AS Level (Stand-alone Qualification) A-Level |
| Entry requirements: | Level 6 in French or Native Speaker |
| Head of Department: | Mrs F Temple-Smith |

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.

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

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.

How is it assessed?

| | | |
|--------------------|--|----------------|
| 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 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 |

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.

Geography

| | |
|---------------------|--|
| Examination Board: | AQA |
| Available levels: | A-Level Geography (7037) |
| Entry requirements: | Grade B IGCSE or a 6 for external candidates |
| Head of Department: | Mrs S White |

An introduction to the course:

The new AQA A-Level specification is available for teaching from 2016 and will be first examined in 2018. It is important to note that this course is **linear** and will be assessed at the end of year 13, there will be no modular exams (AS exams) in year 12.

What are the aims of the course?

The GCE Geography AQA course aims to excite students minds, challenge perceptions and stimulate investigation and analytical skills. The course aims to be flexible and familiar - building on the skills and knowledge students have acquired from IGCSE, enjoyable and rewarding, relevant and topical and to prepare students for higher education and employment.

The course has a strong foundation for understanding two main themes: human geography and physical geography. Human geography deals with how people and the environment interact and the way we exist. It also looks at how people and groups move and live in the world around us. Students will have the opportunity to discuss current global and local issues whilst exploring the topics such as global systems and global governance, changing places and population and the environment. Physical geography, on the other hand, is all about the scientific aspects of our world, with an emphasis on how we can manage them. Students will have opportunity to explore topics such as water and carbon cycles, hazards and coastal systems and landscapes.

What is involved?

- Develop knowledge of locations, places, processes and environments.
- Recognise and be able to analyse the complexity of people and environmental interactions
- Develop understanding of place, space, scale and environment.
- Improve understanding of the ways in which values, attitudes and circumstances impact on the relationships between people, places and the environment.
- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches and applying them as part of their studies.
- Generate new knowledge about the real world and become skilled at planning, undertaking and evaluating fieldwork in a range of situations.
- Develop critical and reflective learners, able to articulate opinions, suggest relevant new ideas and provide evidenced arguments in a range of situations.

How is it assessed?

There will be **three** components to the A-level Geography course this will involve a total of two examinations and the production of a 3000-4000 word individual investigation.

Component 1: Physical Geography

Assessed via a 2 hour 30 minutes written exam at the end of Year 13 of 96 marks which contributes towards 40% of the A-level grade.

Component 2: Human Geography

Assessed via a 2 hour 30 minutes written exam at the end of Year 13 of 96 marks which contributes towards 40% of the A-level grade.

Component 3: Geographical investigation.

Assessed via a 3000-4000 word investigation of 35 marks which contributes towards 20% of the A-level grade. The investigation is marked by teachers and moderated by AQA (similar to IGCSE controlled assessment although with a greater focus on independence).

Sections of the A-level Geography course in more depth:

Component One: Physical Geography

What's assessed?

Section A: Water and carbon cycles

Section B: Either hot desert environments and their margins or Coastal systems and landscapes

Section C: Either Hazards or Ecosystems under stress or Cold environments

Questions:

Section A: Answer all questions (30 marks)

Section B: Answer either question 3 or 4 (30 marks)

Section C: Answer either question 5, 6 or 7 (45 marks)

Question types:

Multiple choice, short answer, analysis of unseen sources, levels of response and extended prose

Component Two: Human Geography

What's assessed?

Section A: Global systems and global governance

Section B: Changing places

Section C: Either Contemporary urban environments or Population and the environment or Resource Security

Questions:

Section A: Answer all questions (30 marks)

Section B: Answer either question 3 or 4 (30 marks)

Section C: Answer either question 5, 6 or 7 (45 marks)

Question types:

Multiple choice, short answer, analysis of unseen sources, levels of response and extended prose

** those topics highlighted in bold are the most likely teaching combination where optional content is allowed by AQA.*

Component Three: Geographical Investigations

Students will complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

In summary:

3000-4000 words, 60 marks, 20% of A-level, marked by teachers, moderated by AQA

Why is A-level Geography a useful qualification?

Geography is, and has always been, considered an excellent A level as it encompasses the arts and the sciences. It broadens a person's view of the world, shows understanding of different cultures and the variety of landscapes found on the planet. It is often accepted as a Science A level for many degrees and marries well with almost all of the other subjects on offer at school. Following a degree within the vast family of Geography and related subjects graduates can find themselves in a variety of professions including: climatologist, emergency management, GIS specialist, marketing, real estate appraisal, writer/researcher, demographer, environmental management, urban planner, surveyor, transport management, geologist, teacher, glaciologist and travel expert.

History

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|---------------------|--|
| Examination Board: | Edexcel |
| Available levels: | A Level |
| Entry requirements: | Grade 6 in GCSE History or relevant equivalent subject |
| Head of Department: | Mrs K Storey |

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, c1920-55: Boom, Bust and Recovery (Examination) |
| UNIT 3: | Britain: Losing and Gaining an Empire 1763—1914 (Examination) |
| UNIT 4: | Controlled Assessment of one 4000 word essay on an issue of historical controversy and debate that is 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 or B in another humanity (e.g. Geography or Business Studies) or in English Language.

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.

Information Technology (IT)

| | |
|---------------------|--------------------------------|
| Examination Board: | Cambridge International |
| Available levels: | AS Level and A Level 9626 |
| Entry requirements: | Minimum grade (B) in iGCSE ICT |
| Head of Department: | Mr I Munshi |

What are the aims of the course?

The course aims to help develop a broad range of IT skills and knowledge of the uses of IT in vocational contexts, as a basis for progression into further learning in IT-related fields. It also aims to develop an understanding of the constituent parts, uses and applications of IT systems within a range of organisations, including the use of basic computer networks. The course allows students to develop an understanding of the effect of these IT systems on society in general and an understanding of the main system's life cycle and apply this understanding to workplace scenarios. This course gives the students the capacity to think creatively, innovatively, analytically, logically and critically; the skills to work collaboratively; the ability to apply skills, knowledge and understanding of ICT in a range of contexts. Finally, it provides a sound progression from AS to A2.

The two units covered at AS are as follows:

Paper 1 – IT Theory (External Exam – 1 hour 45 minutes written examination (25%):

This written paper tests sections 1–10 of the syllabus content. Namely, 1. Data, Information, Knowledge and Processing, 2. Hardware and Software, 3. Monitoring and Control, 4. E-safety and Health and Safety, 5. The Digital Divide, 6. Using Networks, 7. Expert Systems, 8. Spreadsheets, 9. Database and File Concepts and 10. Sound and Video Editing

Unit 2 – Practical (External Exam – 2 hours and 30 minutes computer based practical (25%):

This paper tests sections 8–10 of the syllabus content. Students will also need to use their previous knowledge from sections 1–7. All tasks are compulsory. Students must use the most appropriate software and the most appropriate methods.

The two units covered at A2 are as follows:

Paper 3 – Advanced Theory (External Exam – 1 hour 45 minutes written examination (25%):

This written paper tests sections 11–19 of the syllabus content. Namely, 11. Emerging technologies, 12. Role and impact of IT in society, 13. Networks, 14. Project management, 15. System life cycle, 16. Graphics creation, 17. Animation, 18. Mail merge and 19. Programming for the web. The content of sections 1–10 is assumed knowledge.

Paper 4 – Advanced Practical (External Exam – 2 hours and 30 minutes practical (25%):

This paper tests sections 16–19 of the syllabus content, and sections 8–9 of the syllabus content within a problem-solving context. Students will also need to use their previous knowledge from all sections of the syllabus. All tasks are compulsory. Students must use the most appropriate software and the most appropriate methods.

For more information on the International A Level Information Technology, visit the website at :

<https://www.cambridgeinternational.org/Images/502964-2021-syllabus.pdf>

A Level Mathematics

| | |
|---------------------|------------------------|
| Examination Board: | Edexcel |
| Available levels: | A level 9MA0 |
| Entry requirements: | Grade 8 in Mathematics |
| Head of Department: | Mr P Tank |

What are the aims of the course?

The Advanced GCE course in Mathematics aims to build on students' knowledge from GCSE Mathematics. The course further develops a student's understanding of mathematics and mathematical processes, helping them to form logical arguments and construct mathematical proofs.

The course will enable students to extend their range of mathematical skills and use them in more difficult, unstructured problems. They will also begin to recognise how a real-world problem can be represented mathematically and how models can be applied and refined. Students will develop an awareness of the relevance of mathematics to other fields of study, to the world of work and to society in general.

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 8. All students will be required to sit a basic skills test at the beginning of the course.

The Advanced course is fast paced and new concepts often build upon previous work. It is therefore essential that students approach the course with the right attitude and level of commitment from the very first lesson. 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 6 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.

The course content is two thirds Pure Mathematics comprised of topics such as proof, algebra & functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, vectors and calculus. The final third is comprised of an Applied module, equally weighted between Statistics and Mechanics. Statistics content includes statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing, and Mechanics content includes quantities and units in mechanics, kinematics, forces, Newton's laws and moments.

How is it assessed?

Students will sit 3 written examinations at the end of their second year of study, each of which are equally weighted, 2 hours long, calculator allowed and scored out of 100.

| | |
|-----------------------------------|--|
| PAPER 1: 9MA0/01 | Pure Mathematics 1 |
| PAPER 2: 9MA0/02 | Pure Mathematics 2 (Paper 1 is assumed knowledge for this) |
| PAPER 3: 9MA0/03 | Statistics and Mechanics |

A Level Further Mathematics

| | |
|---------------------|--------------|
| Examination Board: | Edexcel |
| Available levels: | A level 9MA0 |
| Entry requirements: | Grade 8 |
| Head of Department: | Mr P Tank |

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 courses for A level.

Further Mathematics is a separate A level which can be particularly useful to students who wish to study mathematically based courses at higher education.

Students wishing to take A level Further Mathematics must do so alongside A level Mathematics, thereby using two option blocks.

What is involved?

The course is comprised of 4 modules, 2 of which are in Core Pure Mathematics covering topics such as proof, complex numbers, matrices, further algebra and functions, further calculus, further vectors, polar coordinates, hyperbolic functions and differential equations.

The remaining half is comprised of 2 other optional modules including Further Pure Mathematics 1 and 2, Further Statistics 1 and 2, Further Mechanics 1 and 2 and Decision Mathematics 1 and 2. A selection of combinations will be offered to cater for the cohort.

Specific entry requirement: Grade 8 in GCSE Mathematics

Why is it a useful qualification?

Apart from leading to Mathematics as a subject in its own right at degree level, which is much in demand by employers, Advanced GCE Mathematics is required by degree subjects as diverse as architecture and medicine. By including the applications units of Mechanics, Decision and Statistics the course is able to provide a knowledge base of mathematical concepts and techniques for pupils wishing to read an engineering discipline, or those going on to some form of business, management or research based course respectively. Even if it is not used formally at higher education, the analytical and logical thinking processes and independent learning skills that will have been developed will be of great benefit in this informational and technologically fast paced world. Many of the leading universities also specify that students should have studied Further Mathematics to at least some degree, in order to study a mathematics related course. Therefore, students should research the requirements for their preferred universities early to ensure entry requirements are met.

How is it assessed?

Students will sit 4 written examinations at the end of their second year of study, each of which are equally weighted, 1.5 hours long, calculator allowed and scored out of 75.

PAPER 1: Further Pure Mathematics 1
9FM0/01

PAPER 2: Further Pure Mathematics 2
9FM0/02

PAPERS 3 and 4: 2 offered options
9FM0/3A-D and 4A-G

AS Mathematics

| | |
|---------------------|------------------------|
| Examination Board: | Edexcel |
| Available levels: | AS level 8MA0 |
| Entry requirements: | Grade 7 in Mathematics |
| Head of Department: | Mr P Tank |

What are the aims of the course?

In addition to the full A level in Mathematics and Further Mathematics, this year Jumeirah College will be offering the Advanced Subsidiary GCE course in Mathematics (AS Level). Students opting for A Level mathematics do not need to apply for this course.

The course will enable students to continue their study of mathematics beyond GCSE, but 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. It is wise to note that students taking this course will not be allowed to take the external exam after one year of study, and will not receive any certification if they do not complete the two year course.

In similar fashion to the full A Level, the course content is two thirds Pure Mathematics comprised of topics such as proof, algebra & functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, vectors and calculus. The final third is comprised of an Applied module, equally weighted between Statistics and Mechanics. Statistics content includes statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing, and Mechanics content includes quantities and units in mechanics, kinematics, forces, Newton's laws and moments.

How is it assessed?

Students will sit 2 written examinations at the end of their second year of study, which are weighted, 62.5% and 37.5%, calculator allowed and scored out of 100 and 60 respectively.

PAPER 1: Pure Mathematics 1
8MA0/01

PAPER 2: Statistics and Mechanics
8MA0/03

Media Studies

| | |
|---------------------|-----------------------------|
| Examination Board: | AQA Media Studies |
| Available levels: | A Level 7572 |
| Entry requirements: | Grade 5 in English Language |
| Head of Department: | Miss D Irwin |

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.

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.

Music

| | |
|---------------------|---|
| Examination Board: | Edexcel |
| Available levels: | A Level 9MU01 |
| Entry requirements: | Grade 6 GCSE Music or voice or instrument to grade 6 standard (grade 5 theory preferable) |
| Head of Department: | Miss A John |

What are the aims of the course?

A Level Music from Edexcel 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.

What is involved?





This course requires you to be creative, critical and knowledgeable about a range of music, genres and contextual issues. You have to compose two pieces of music, one is a free brief and the other is set to a compositional technique such as Bach Chorales or Two Part counterpoint. In addition you have to perform an 8-minute recital on your first instrument. Finally you have to analyse 6 areas of study, each with their own set works.

Why is it a useful qualification?

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. Music A Level requires you to think critically, be confident and be creative, all of which are skills looked for by every university and employer in the modern world.

Successful Music students go on to read subjects such as Performing Arts, English, 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.

A level Music

| Component | Overview | Assessment |
|--|--|--|
| Component 1 Performing 30% NEA | Total performance time of 8 minutes Performance can be solo and/or ensemble |  Total of 60 marks (12 marks available for difficulty of pieces) |
| Component 2 Composing 30% NEA | 2 compositions 1 free or free choice brief – min 4 min 1 brief assessing technique – min 1 min Together total min of 6 minutes | 2 pieces 40 marks 20 marks  Total of 60 marks |
| Component 3 Appraising 40% Exam | 6 Areas of Study with 3 set works in each <ul style="list-style-type: none"> • Vocal Music • Instrumental Music • Music for Film • Popular Music and Jazz • Fusions • New Directions |  Exam 2hrs  Total 100 marks |

Content Overview:

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.

| Area of study | Set works |
|-------------------------------|---|
| Vocal Music | <ul style="list-style-type: none">• J. S. Bach, Cantata, Ein feste Burg• Mozart, The Magic Flute• Vaughan Williams, On Wenlock Edge |
| Instrumental Music | <ul style="list-style-type: none">• Vivaldi, Concerto in D minor, Op. 3 No. 11• Clara Wieck-Schumann, Piano Trio in G minor, Op. 17: movement 1• Berlioz, Symphonie Fantastique |
| Music for Film | <ul style="list-style-type: none">• Danny Elfman, Batman Returns• Rachel Portman, The Duchess• Bernard Herrmann, Psycho |
| Popular Music and Jazz | <ul style="list-style-type: none">• Courtney Pine, Back in the Day• Kate Bush, Hounds of Love• Beatles, Revolver |
| Fusions | <ul style="list-style-type: none">• Debussy, Estampes• Familia Valera Miranda, Caña Quema• Anoushka Shankar, Breathing Under Water |
| New Directions | <ul style="list-style-type: none">• Cage, Three Dances for Two Prepared Pianos• Kaija Saariaho, Petals for Violoncello and Live Electronics• Stravinsky, The Rite of Spring |

Qualification aims and objectives

The aims and objectives of this qualification are to enable students to:

- actively engage in the process of music study
- develop performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression
- develop composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions
- recognise the interdependence of musical knowledge, understanding and skills, and make links between the integrated activities of performing, composing and appraising underpinned by attentive listening
- broaden musical experience and interests, develop imagination and foster creativity
- develop and extend the knowledge, understanding and skills needed to communicate effectively as musicians
- develop knowledge and understanding of a variety of instruments and styles, and of relevant approaches to both performing and composing
- develop awareness of music technologies and their use in the creation and presentation of music
- appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology
- develop as effective, independent learners and as critical and reflective thinkers with enquiring minds
- reflect critically and make personal judgements on their own and others' music
- engage with, and extend appreciation of, the diverse heritage of music in order to promote personal, social, intellectual and cultural development.

Photography

| | |
|---------------------|---|
| Exam board: | EDEXCEL |
| Entry requirements: | Grade 5 in Art and Design or upon consultation with Head of Art |
| Head of Department: | Miss S Jackson |

What are the aims of the course?

The course aims to develop understanding of a wide range of photographic approaches. Whether students are interested in digital photography, traditional SLR work or film-making, all will receive expert support and tuition.

What is involved?

During the A-Level course in Year 12 students will begin by focusing on different techniques within workshops and will produce documentary work and work for specific briefs, such as: portraits, constructed images and documenting living.

Year 12: Combines practical work with an investigation into the work of established photographers. There is an emphasis on research – but also on experimentation and learning different techniques using different cameras.

Year 13: The A2 Photography course follows on from what students have learned in Year 12, however the emphasis during the 2nd year is on the process of independently developing both ideas and work through a personal study investigation unit. Students will explore past and contemporary Photographers, analysing the works of artists and designers. Students will be able to produce a personal and in-depth response, embracing a range of ideas, while confidently exploring a range of media and process. Central to this is the journal, a working sketchbook. Students will also be required to produce a written piece of 1000-3000 words (Personal Study), which will be assessed as **component 1**.

Component 2: In the second term students will be given the externally set assignment which will contain suggestions for a starting point. Students will have eight school weeks to prepare for the timed test. During this time they will explore the theme in depth, within their journals/sketchbook and through preparatory studies. The final examination lasts 15 hours and within this time students will produce their final idea. Their preparatory and developmental work, along with the final pieces which will then be submitted for assessment.

Throughout the duration of the course, students will make regular location visits to take photographs, as well as visiting exhibitions to see, analyse and discuss original prints at first hand.

How is it assessed?

Component 1: 60% of total A-Level mark

Component 2: 40% of total A-Level mark

Specific Entry requirement:

5 at GCSE Art and Design or upon consultation with Head of Art.

Why is it a useful qualification?

Many students decide to explore more aspects within the course and study an art foundation course at a college or university and build on this route further and specialise in a particular aspect of Art and Design at degree level. The completion of a Photography degree, could lead to a range of career options in such fields as advertising, marketing, design, architecture, publishing, fashion, and the media. The study of Photography develops transferable skills, which can be taken into many careers or degree pathways.

Physical Education

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|---------------------|--|
| Examination Board: | AQA |
| Available levels: | AS and A level |
| Entry requirements: | Grade 6 in GCSE Physical Education and a grade 6 in Science or grade 7 in Additional Science |
| Head of Department: | Miss E Davies |

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 organization:

- 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*) text books.
- Students have to compile an Individual Portfolio CD-ROM/DVD containing evidence of all of their practical work for their Non-Examination Assessment (NEA).

Independent study:

- 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 12 for AS and year 13 for A level.
- Students are given clear instructions as to practical and coursework (NEA) deadlines throughout the coursework.

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.
- It is recommended that students complete the Level 2 Sports Leaders Award (available in year 12 and 13 Complimentary Studies).
- 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 PE level of at least a 6, as well as at least a level 6 for the practical element of the GCSE PE course and a minimum Level 6 in a Science or a level 7 in Additional Science. Furthermore, candidates 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 life long involvement in sport. Sport is now a huge global industry with many more varied career opportunities than in previous years.

You can choose to study the AS OR the A level course:

How is it assessed at AS Level? Theory (70%)

Component A: Applied Physiology
Component B: Skill acquisition and sports psychology
Component C: Sport and society and technology in sport

Method of assessment: Written exam (2 hours)

NEA (30%): Performance in Physical Education

Method of assessment: Non-exam Assessment (1 Practical sport and Coursework written/verbal analysis of performance)

OR

How is it assessed at A Level? Theory (70%)

Paper 1:
Component A: Applied anatomy and physiology
Component B: Skill acquisition
Component C: Sport and society

Method of assessment: Written exam (2 hours) **35% of final grade**

Paper 2:
Component A: Exercise physiology and biomechanics
Component B: Sport Psychology
Component C: Sport and society and technology in sport

Method of assessment: Written exam (2 hours) **35% of final grade**

NEA (30%): Performance in Physical Education

Method of assessment: Non-exam Assessment (1 Practical sport and Coursework written/verbal analysis of performance)

**Please do not hesitate to contact me if you require further information on the course at:
e.davies_jcd@gemsedu.com**

Physics

| | |
|---------------------|---|
| Examination Board: | AQA |
| Available levels: | AS level (7407) and A Level (7408) |
| Entry requirements: | Grade 7 in Physics or Grade 8 in Combined Science or a recognized qualification at a similar standard. Numeracy skills are important in Physics; students should also have achieved at least a Grade 6 in Mathematics and although it is not essential, studying A-level Mathematics would be advantageous. |
| Head of Physics | Mr D Hagar |

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?

A-Level:

- **Paper 1** Measurements and their Errors, Particles, Waves, Mechanics and Electricity
- **Paper 2** Further mechanics, Thermal Physics, Fields and Nuclear Physics
- **Paper 3** Optional topic, Practical and Data Analysis skills
- **Options** Astrophysics, Medical Physics, Engineering, Turning Points, Electronics

The theory for Paper 1 is taught in Year 1 along with the skills needed for this practical subject.

How is it assessed?

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|--------|---------|------------------|
| 7408/1 | Paper 1 | 2 hr Examination |
| 7408/2 | Paper 2 | 2 hr Examination |
| 7408/3 | Paper 3 | 2 hr Examination |

Practical Endorsement:

Throughout the course, students are assessed on their practical and data analysis skills. This is done through a series of core practicals, where students keep an ongoing record in their laboratory books. The endorsement is a separate pass or fail qualification that benefits applications to practical university courses and high level institutions.

Year 1 and Year 2:

At the end of the first year we will offer all students the chance to sit formal external AS exams as we believe this will assist students with their University Applications, especially as many of our students opt for some of the most competitive courses at the top institutions. It will also mean any student wishing to not continue into the second year will come out with a qualification in the subject.

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.

Politics

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| Examination Board: | Edexcel |
| Available levels: | A Level |
| Entry requirements: | Grade 6 or B in GCSE History, Economics, English Language or Geography |
| Head of Department: | Mrs K Storey |

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 relationship 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 2020. All units are weighted equally, with each counting just over 33% of the full qualification. There is no controlled assessment.

Specific entry requirements:

No previous study of Politics is required.

Grade 6 in either GCSE History, Economics or English Language or a B grade in IGCSE (or grade 6 in GCSE) 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 its 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

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|---------------------|---------------------------------------|
| Examination Board: | AQA |
| Available levels: | A level (7552) |
| Entry requirements: | Grade 6 in GCSE Design and Technology |
| Head of Department: | Mr G Parkin |

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 GCSE Design and Technology. It is essential that students are familiar with the process of designing and developing ideas.

Why is it a useful qualification?

Design and Technology is a popular subject for students wishing to continue education at university level in its 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 Design Technology 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.

Previous student work



Psychology

Examination Board: AQA
Available levels: A level 7182, AS Level
Entry requirements: Grade 6 in GCSE Psychology (*if Psychology is not taken GCSE Science grade 6 required*) and a GCSE grade 6 in English Language.
Head of Department: Mr R Farnan

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?

- PAPER 1: 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.

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 ethic.

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.

Sociology

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|---------------------|----------------------------------|
| Examination Board: | AQA |
| Available levels: | A level 7192, AS Level |
| Entry requirements: | Grade 5 in GCSE English Language |
| Head of Department: | Mr R Farnan |

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?

PAPER 1: 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 the total A level marks.

Specific entry requirement:

It is expected that students will have a minimum of a grade 5 in GCSE English Language and a genuine interest in Sociology and a real 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 even medicine. Having completed an A-level in Sociology, you will be seen as highly skilled in carrying out research, debating and written analysis.

Spanish

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|---------------------|---|
| Examination Board: | AQA |
| Available levels: | AS Level (Stand-alone Qualification) A - Level |
| Entry requirements: | Level 6 in Spanish or Native Speaker |
| Head of Department: | Mrs F Temple-Smith |

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.

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?

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

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.

BTEC Business

Examination Board: Pearson
Available levels: International Level 3 Subsidiary Diploma
Entry requirements: Sixth Form Entry Requirements
Head of Department: Mr De Garis

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.

| | | |
|---|---|---|
| Pearson BTEC International Level 3 Subsidiary Diploma in Business | 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 International Level 3 qualifications or International A Levels. |
|---|---|---|

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 resit 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).

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.

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.

BTEC Information Technology

Examination Board: Pearson
 Available levels: International Level 3 Subsidiary Diploma
 Entry requirements: Sixth Form Entry Requirements
 Head of Department: Mr Munshi

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.

| | | |
|---|--|---|
| Pearson BTEC International Level 3 Subsidiary Diploma in Information Technology | 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%) Learners complete remaining optional units to the value of 180 GLH. | 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. |
|---|--|---|

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 resit 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).

What do these qualifications cover?

The content of these qualifications has been designed to support progression to particular roles in information systems, either directly into entry-level roles linked to these occupational areas or, more likely, via particular higher-education routes in these 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 mandatory content that is directly relevant to progression routes in all of the identified areas. Depending on the chosen course, these may include the following: • Information Technology Systems – Strategy, Management and Infrastructure • Website Development • Cyber Security and Incident Management.

In addition, learners can have the flexibility to take a wide range of optional units: • Creating Systems to Manage Information • Using Social Media in Business • Programming • Data Modelling • Mobile Apps Development • Computer Games Development • IT Project Management • Big Data and Business Analytics • IT Technical Support and Management • Software Testing • Customising and Integrating Applications • Cloud storage and Collaboration Tools • Digital 2D and 3D Graphics • Digital Animation and Effects • The Internet of Things • Enterprises in IT • Business Process Modelling Tools.

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.

NOTES