



DUBAI BRITISH SCHOOL

## The Sixth Form Curriculum

It is the aim of Dubai British School to provide our post 16 students with a stimulating and purposeful curriculum, leading to qualifications which are internationally recognised and accepted as entry requirements for Higher Education.

We aim to offer students a broad and balanced curriculum combined with opportunities to develop into responsible members of the adult community.

At Dubai British School there is a wide range of options available. The portfolio of qualifications available includes:

- **GCE Advanced Subsidiary Level (AS Level)**

The AS Level courses contain two or three units. The usual pattern of modules is assessment by external examination; these assessments take place in June of Year 12 depending on the subject.

All AS Level units will be sat at the end of Year 12 to achieve the stand-alone AS Level qualification. None of these unit exams will count towards your final A-Level qualification.

- **GCE Advanced Level (A2 or A-Level)**

For A Level courses, students will undertake all units listed for the stand-alone A-Level qualification at the end of Year 13.

Please be very clear that **NO** AS Level exam sat in the subject in will count towards the final A-Level qualification.

- **BTEC – National Diploma**

The National Diploma is a vocational course that is the equivalent of two GCEs. It provides a specialist work related programme of study that covers the key knowledge and practical skills required in the business sector. It offers flexibility and a choice of emphasis through the specialist units. At DBS we offer the Business Studies National Diploma.

The qualification offers an engaging programme for those who are clear about the area of employment that they wish to enter. These learners will extend their programme through the study of a related qualification. The courses are practical and vocational and are closely linked to the world of work.

- **BTEC – National Award**

The National Award is similar to the above in terms of delivery. The difference being it requires only half the hours of study time and is equivalent to one GCE. At DBS we offer the Travel and Tourism National Award.

**NOTE:** The 2 BTEC courses currently offered at DBS complement each other and are to be studied together.

**All of the above courses allow access to universities in the UK, USA, Canada and elsewhere in the world.**



## The Sixth Form Curriculum Pathways

At Dubai British School we offer two pathways within the Sixth Form. These are the '**Traditional**' **AS-A2** pathway and the parallel '**BTEC**' pathway. A student will follow one of the pathways and **not a combination of the two**.

In line with other International and Independent Schools subjects will only run with viable course numbers. The Head of Sixth Form and Sixth Form Team will do their utmost to ensure that students are coursed for their first choices.

Coursing onto the A-Level programme is **conditional and therefore dependent upon students obtaining the (I)GCSE grade requirement** for that individual subject and the general requirements for AS Level courses.

### Traditional AS/A2 Pathway:

Students will study **four subjects (in a few cases three or five – subject to approval from Head of Sixth Form)** from the following list of options:-

**Please note that although we aim to provide students with their first choice of course, we cannot guarantee that all classes/subjects will run and that students will automatically get their first choice of course. It is for this reason that we ask for your reserve course/subject to be identified when submitting your option form.**

The subjects offered at AS/A2:

<i>Arabic*</i>	Geography
Art	History
Business Studies	Maths
Biology	Further Mathematics
Chemistry	Media Studies
Drama	Physical Education
Economics	Physics
English Literature	Psychology
French	Sociology

\* Arabic is only available to "Arabic A" students and is compulsory choice in Block B. This is a statutory requirement linked to the KHDA curriculum.



## BTEC Pathway:

BTEC National Diploma – Business Studies BTEC National Award – Travel & Tourism
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In addition to academic subjects all students within the Sixth Form will follow a programme of Core Physical Education and PSHE.

### Personal, Social and Health Education (PSHE)

This is a programme designed to provide time and resources for university applications, discussion of appropriate issues such as time management and revision schedules. We also discuss social issues such as HIV/AIDs, eating disorders, drug and alcohol abuse and personal issues such as stress management and financial planning.

The programme is offered one period per week and is led by the Sixth Form Team.

The Sixth Form and Careers Team come together to provide a structure that enables students to be prepared for application deadlines to institutions of higher education world-wide.

### Physical Education (Core PE)

The Physical Education programme is carefully designed in order for students to maintain an active sports involvement within the Sixth Form. We promote health, fitness and good use of leisure time as part of our school ethos. Physical Education in the form of a games option programme is a compulsory element of the Sixth Form Curriculum and there is the opportunity to negotiate students' own programme as a wide range of choices will be on offer from the Physical Education Department.

Further details about these courses can be found on the Subject Information Sheets included in this booklet and on the following websites.



[www. qualifications.pearson.com](http://www.qualifications.pearson.com)

[www.aqa.org.uk](http://www.aqa.org.uk)

## Choosing your options

There are two options open to students embarking on Year 12 at Dubai British School:

### Option 1 Traditional AS-A Level Pathway

Four AS Levels, three of which are taken to full A Level in Year 13.

### Option 2 Parallel BTEC Pathway

BTEC National Diploma Business and BTEC National Award Travel & Tourism.



## How do I choose?

Your final option and subject choices require careful research and thought. The following points will help you clarify your thinking:

- Be clear which options in Year 12 you are likely to qualify for.
- Be clear about what each option and each subject is *really* like.
- Base your choice on your academic interests and strengths. Talk to your teachers about your potential for Advanced level study and try to be realistic about your personal abilities, aptitudes and skills.
- Use the opportunity to study subjects from more than one curricular area. Look at both Traditional and BTEC courses.
- Be clear about the implications of your subject choice for future career options. If you need advice, consult the Careers teacher.
- Choose what is right for *you* and what *you* will succeed in.

## Entry Requirements

The Sixth Form at Dubai British School is open to all who are qualified by ability *and* attitude. Generally, those who are admitted to the Sixth Form will have a range of examination success at (I)GCSE Level and will be capable of moving on to more advanced study. It may, however, be necessary to advise students who have a record of poor attendance or attitude to study that they are unlikely to benefit from a Sixth Form course.

### Traditional AS/A Level Pathway Entry Requirements:-

- Students must have a total of 6 A\*- B Grades at (I)GCSE Level.
- Have a Grade A\*-B in the subjects to be studied at AS Level.
- Language/Music applicants must meet with departmental staff before commencing the course.

### BTEC National Diploma/Award Pathway Entry Requirements:-

- Students must have a total of 4 A\*- C Grades at (I)GCSE Level, including Mathematics and English Language.

Progression on to Year 13 courses is subject to a student achieving a minimum of a D Grade at AS Level in three or more subjects.

Whichever Pathway is followed through Years 12 and 13 requires a strong set of results at (I)GCSE Level. Parents and students, particularly those with specific career ambitions, are advised to do some research and make use of the Careers Department before the final subject choice is made.



## Combinations

In choosing A Level courses, students, at one time, concentrated on either three Arts / Humanities subjects or three Science subjects. However, mixed A Levels have become more common and the new arrangements for AS Levels give the opportunity for greater breadth still.

In UK universities, the majority of Science degrees require two Science (inc Maths) A Levels in Year 13 and so two Sciences along with an Art / Humanity is a good combination for the science-oriented student. Similarly, one Science taken along with two Arts / Humanities is a solid foundation for many Arts / Humanities degrees. The choice of a fourth subject in Year 12 gives more opportunity to ensure a broad academic experience.

There are, of course, some UK degree courses which demand specific A Levels. For instance, those wishing to take English, History, Geography, Mathematics, French or German will be expected to take it at full A Level but this tends to take care of itself in that, if you're that keen on English, you will have chosen it at A Level anyway. The slightly less obvious areas to be aware of are:

- Biochemical courses ask for Chemistry and at least one other Science; Neuroscience type degrees often also treat Psychology or Biology as key.
- Engineering courses ask for Mathematics and Physics.
- Many Economics degrees ask for at least an AS Level in Mathematics.
- Foreign Language courses ask for one Language and often prefer two at A Level.
- You increasingly need all grade A/A\* results at GCSE to have a chance with the top universities.

Otherwise, there are many degree courses such as Business Studies or new Media degree specialisms that accept virtually any combination of A Levels. Many admissions tutors and, for that matter, many employers are more interested in a student's level of success at A-Level than the particular subjects taken. We all know that we tend to succeed in something which we enjoy and which suits our particular skills and abilities. Therefore, while bearing in mind any possible career implications, students should be primarily guided by the two criteria of **aptitude** and **interest** that determined their earlier choice at GCSE.

If you do wish to aim for the very top universities, you should seek the advice of the Head of Careers early on in the process as to what your chances are and what route will best support this. Contact Mr Bentley on [mbentley@dubaibritishschool.ae](mailto:mbentley@dubaibritishschool.ae)

## Creative A Levels

Certain A Levels are regarded by universities as creative: these include Art, Drama, Design and Technology, Media Studies and P.E. Universities generally recommend that students should not do two out of their three final A Levels in such subjects if they wish to pursue an academic degree course. These subjects have their own strengths, so do not be put off by this if you have a genuine interest in them. If you wish to pursue Art and Design at college, you need a portfolio and it is advantageous to take A Level Art. Design and Technology prepares students well for careers in Engineering or Industrial Design.



## **U.S.A. destined students**

Most of the advice above applies equally to students planning to further their education in the USA. However, it is not absolutely essential for these students to have their subject choices as finely-tuned as UK bound students. This is because American degree courses take four years of study; the first two years are broad and generalised and provide a breathing space in which students can decide the area in which they wish to major. Whereas a UK student hoping to study Medicine would certainly have to choose Chemistry at A Level, this would not be so urgent in the US where Medicine is a postgraduate course, as is Law. Most universities offer credit for A Levels which can allow students to graduate in three rather than four years. Students should note that the same credit is not offered for AS Levels. The chance to study 4 AS courses in Year 12 can provide the breadth that US universities are looking for.

American colleges recognise A Levels as a worthwhile and demanding qualification and students are in no way disadvantaged by remaining in our senior school, as our record of US placements clearly shows. Indeed, the better US colleges are making it increasingly clear that they expect students to complete their A Levels and some, such as the University of California, are now stipulating the grades they expect. Similarly, the school expects students who enter Advanced level courses to show a determination to complete them successfully.

Students heading for the USA should realise that, besides the heavy A Level workload, the college application process is demanding in terms of time and effort. You may have to sit the SAT or ACT.

## **Canada, Australia, New Zealand and South Africa**

A Levels are a recognised global qualification and you can apply to the countries above with a combination of both AS and A Level. Higher education courses in these countries may ask for specific subjects at A Level but they may refer to them as prerequisites or assumed knowledge.

Where students know their higher education plans, they should investigate such requirements but be careful not to confuse a requirement for English 'proficiency' with a demand for English A Level.

If you would like more specific advice in this area then please contact the Head of Sixth Form Mrs. Rolf at [lrolf@dubaibritishschool.ae](mailto:lrolf@dubaibritishschool.ae).

## **The Sixth Form – A Crucial Decision**

The choices you make, about what and where to study in the Sixth Form, will have a significant bearing on your future life and career. The qualifications you acquire, the personal qualities and life skills that you develop and the friendships you forge will all be crucial in determining how you cope with the transition from school to adult life, and your success in an increasingly competitive world.



## The Sixth Form is Different

It is said that virtually all students find their time in the Sixth Form to be the most exciting and enjoyable of their whole school careers. It is not just an extension of life lower down the school; you will be studying the subjects that **you** have chosen. Teaching groups will be smaller, allowing you to contribute more personally, and you will develop a more adult and informal relationship with staff. You will make new friends, often based on a shared interest in a particular area of study. You will have your own Sixth Form Common Room. You will be able to choose from a range of extra-curricular activities. You will be an integral part of the school community, helping with the running of the school and providing role models for the younger students.

## Why Stay On?

Inevitably, some of you will be asking why you should stay on at Dubai British School, and may be tempted by the prospect of change in general, or what you perceive as greater freedom elsewhere. However, this is a very important decision and there are considerable advantages to staying on. There will be no disruption to the continuity of your education, you are already an integral part of the community here, you have forged friendships over the years, you know the staff and they know you.

The Sixth Form tutors will guide you through the complex UCAS system into higher education, and the vital school reference is based on a detailed knowledge of your achievements and potential and can reflect your development throughout your school career.

## Life in the Sixth Form

The secret to success in the Sixth Form is undoubtedly time management! You have to develop the self-discipline to work on your own and to juggle the demands of academic work and all the other opportunities too; this is an essential prerequisite to surviving not just the Sixth Form but university and also the world of work.

Sixth Formers play a key role in many aspects of school life. The Sixth Form student body will provide the Senior School with student leadership roles, e.g. President, Vice President with a Cabinet of Senior Prefects

The Sixth Form will reflect an outstanding record of academic success, built on the high calibre of you the students and the excellence of our teaching, supported by first class facilities, small teaching groups and a well-developed system of support and guidance. For the vast majority of students all this combines to provide the very best environment in which to fulfil your potential and secure the best possible A-Level grades which are of course the passport to university places and rewarding future careers.



## **Wider School Projects & Community**

Within the Sixth Form at Dubai British School there are a number of worthy activities which are on offer. It is expected that every student will play a full and active role within the wider school community. Some of the options include:

- **International Award**
- **School Sports Teams**
- **Charity Events**
- **Peer Reading Programme within the Primary School**
- **Foundation Story Time**
- **Model United Nations**

## **Support and Guidance**

Much emphasis is placed on helping you to cope with the transition from the more structured environment of Key Stage 4 to the greater independence of the Sixth Form. New tutor groups are created, with around 15 students in each and the same Form Tutor will ideally stay with you throughout your two years in the Sixth Form. Your Tutor will offer advice and support on academic, personal and career matters and be responsible for your day to day progress and welfare. They will discuss your choices of course and help with higher education applications and discuss any difficulties and review progress generally.

Academic progress will also be reviewed regularly with teaching staff. Mock examinations are set prior to external examinations in both years and written reports will be sent to parents. Parents will be invited to meet subject staff and tutors to discuss progress at pertinent points during each academic year.

## **Careers Advice**

Advice on careers and higher education courses is particularly important in the Sixth Form and each student has an allowance for guidance meetings with a dedicated specialist. University preparation is included in the PSHE programme, in a Futures Week each summer, and through opportunities to visit local universities.



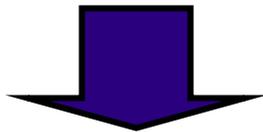
## The Application Process

***Please be very aware that we cannot guarantee that every option choice you make will be available.***

The application process for entry into the Sixth Form at Dubai British School follows this easy four stage process.

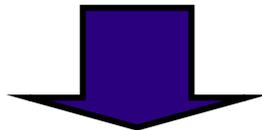
### ***STAGE 1: Information Gathering.***

Attend the Sixth Form options evening on ***Tuesday 3<sup>rd</sup> January 2017***. Take the opportunity to discuss your options with subject specialists, your Form Tutor and your parents.



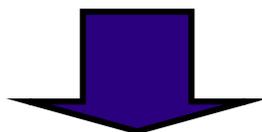
### ***STAGE 2: The Application Form.***

Complete the Sixth Form application form in this pack, indicating your preferred options and submit it to your Form Tutor by ***Sunday 22<sup>nd</sup> January 2017***. ***(For DBS pupils only)***  
Please ensure that you are realistic in your choices.



### ***STAGE 3: The Interview.***

Following the submission of your application form, you will be called for a short interview with the Head of Sixth Form, during the week of ***Sunday 13<sup>th</sup> February 2017***, to discuss your options further.



### ***STAGE 4: The Decision!***

Following your interview you will receive a written response to your application. Should you be successful you will be asked to confirm your place within the Sixth Form by ***Thursday 2<sup>nd</sup> March 2017***. ***(For DBS pupils only)***



## Policy on Year 12 Admissions

1. All admissions are subject to the overriding proviso that we can construct a reasonable timetable. Provisional admission is no guarantee that a reasonable timetable is possible.
2. We reserve the right to refuse entrance to Year 12 or to a particular subject, even if a student is technically qualified, if we feel he/she will not cope academically, or will get no positive benefit from the course.
3. We reserve the right to refuse entrance to Year 12, even if a student is academically qualified, if we feel he/she will be disruptive.
4. In some subjects where there are more students wishing to take the subjects than places available, we may demand higher qualifications (e.g. Grade B at GCSE Level, a range of reasonable GCSE Level results). We cannot legislate for this until the demand for places is known.

## Examination Fees

Parents should note that fees for external AS Level and A Level examinations are the responsibility of the parent. Parents will receive an invoice for each examination cycle the student is entered for, including re-sits.

## BTEC

Exam fees for the BTEC courses are paid in full at the beginning of Year 12 for the full duration of the 2 year course. The fee charged will cover the entry fees for the course as well moderator visits from the UK for each subject. Any re-sit of units within the course does not incur additional charges over and above the original fee paid.

## Other costs

Students that require additional access arrangements during examinations, for example the use of a reader or a scribe, may incur additional costs for invigilation.

Results may be withheld if examination fees /text books are outstanding and not cleared.



DUBAI BRITISH SCHOOL

# Traditional Subject Options



**Art and Design – Edexcel – AS Level 8AD0**

**Art and Design – Edexcel – A Level 9AD0**



**Course Outline**

The new course is designed to encourage an adventurous and enquiring approach to Art and Design. Students are expected to demonstrate an understanding of past and contemporary Art and Design practice and be able to produce art work that embraces a range of ideas.

**Course Details**

<b>AS Level - Art &amp; Design</b>
<b>UNIT 1</b>
<b>Personal Investigation</b>
<p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s).</p> <p style="text-align: center;">(50% of final AS grade)</p>
<b>UNIT 2</b>
<b>Externally set assignment</b>
<p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcome(s) in response to an externally set theme.</p> <p style="text-align: center;">10 hour period of sustained focus under exam conditions (50% of final AS grade)</p>

**Assessment Criteria**

**AS Level Stand-alone Qualification:-**

- AS Level Component 1 - Internally set, internally marked, and externally moderated.
- AS Level Component 2 - Externally set, internally marked, and externally moderated
- Four assessment objectives must be met throughout the course, these objectives focus on research, experimenting, generating ideas and outcomes.
- AS can be sat in one year or two years depending on the skill of the student.

**AS LEVEL ART EXAMS DO NOT COUNT TOWARDS THE A-LEVEL QUALIFICATION**



**A Level - Art & Design**  
**(All exams taken at end of Year 13)**

**UNIT 1**

**Part 1: Personal Investigation worth 48% of final grade**

The personal investigation allows students to generate and develop ideas, research both primary and contextual sources, record practical and written observations, experiment with media and processes and refine ideas towards producing resolved outcomes.

**Part 2: Personal study**  
**(piece of continuous prose min. 1000 words worth 12% of final grade)**

The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum of 1000 words of continuous prose, which may contain integrated images.

(60% of final A-Level grade)

**UNIT 2**

**Externally assessed assignment**

This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme. A 15 hour controlled assessment will end the component.

(40% of final A-Level grade)

**Assessment Criteria**

**A-Level Qualification:-**

- A-Level Component 1 - Internally set, internally marked and externally moderated.
- A-Level Component 2 - Externally set, internally marked, and externally moderated.
- Four assessment objectives must be met throughout the course, these objectives focus on research, experimenting, generating ideas and outcomes.
- AL can be sat in one year or two years and does not need to follow on from AS. A\* students at GCSE will be encouraged to go straight on to AL.

**Course requirement and progression**

It is not a prerequisite that a student wishing to study A-Level Art must have completed GCSE Art and Design, however the student will be expected to produce evidence of ability in drawing and interest in the subject before being accepted onto the course. Entry onto the course will require **a B Grade at GCSE or evidence of a high quality portfolio of Art.**

A qualification in Art & Design A-Level can be used in many career paths, some of which you may not have considered; Architect, Art Historian, Publisher, Gallery Manager, Writer/critic, Game Designer, Stop Motion Animator, Interface Designer, Advertiser, Web Designer, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Printmaker, Product Designer, Fashion Designer, Video/film/photographer, Sculptor, Teacher, Lecturer and many more besides.

**Business Studies – Edexcel – AS Level 8BS0****Business Studies – Edexcel – A Level 9BS0****Course Outline**

Business Studies at this level encompasses many disciplines and covers different forms of organisations and business activity. This course aims to make you think critically about business, in terms of both their positive and negative aspects. This course integrates ideas drawn from various disciplines, including Economics, Accounting, Law, Politics, Sociology and Psychology.

**Course Details****AS Level - Business Studies****Theme 1****Marketing and People**

Including:

Customer needs

The market

Marketing mix

Managing people

Entrepreneurs

A written exam of 1hr 30 mins with data response and open questions.  
(50% of final AS grade)

**Theme 2****Managing Business Activities**

Including:

Raising, planning and managing finance

Resource management

External influences

A written exam of 1hr 30 mins with data response and open questions.  
(50% of final AS grade)

## **AS LEVEL BUSINESS STUDIES EXAMS DO NOT COUNT TOWARDS THE A-LEVEL QUALIFICATION**

**Assessment Criteria**

The specification followed is the one offered by Edexcel. The course is assessed entirely by a final examination. The AS Level is assessed through two papers, consisting of data response questions and open response questions.



<b>A Level - Business Studies</b> <i>(All exams taken at the end of Year 13)</i>	
<b>Theme 1</b>	<b>Theme 3</b>
<b>Marketing and People</b> Including: Customer needs The market Marketing mix Managing people Entrepreneurs	<b>Business Decisions and Strategy</b> Including: Objectives and strategy Business growth Decision making techniques Assessing competition Managing change
<b>Theme 2</b>	<b>Theme 4</b>
<b>Managing Business Activities</b> Including: Raising, planning and managing finance Resource management External influences	<b>Global Business</b> Including: Globalisation Global markets Business Expansion Global marketing Multinationals
<p><b>Examinations A –Level</b></p> <p><b>Paper 1</b> Marketing, People &amp; Global businesses Written examination 2 hours from Themes 1 and 4 (35% of final A-Level grade)</p> <p><b>Paper 2</b> Business activities, decisions and strategy Written examination 2 hours from Themes 2 and 3 (35% of final A-Level grade)</p> <p><b>Paper 3</b> Investigating business in a competitive environment Written examination 2 hours from all 4 themes (30% of final A-Level grade)</p>	

## Assessment Criteria

The specification followed is the one offered by Edexcel. The A2 Level assessment includes theme one and two as well as one additional examination of data questions and case study questions, based on a pre-seen case study.

## Course requirement and progression

To follow the Business Studies course you would be expected to meet the general requirements for AS Level courses. In addition, because the subject is largely based on developing certain numerical skills and requires higher level writing skills a **Grade B or higher at (I)GCSE Mathematics and English Language are required.** If you have studied Business Studies at GCSE level you will need to have achieved a minimum of a **Grade B** to meet the course requirements.

Many students use their Business Studies AS or A-Level to go directly into employment in a related field of work. When combined with Economics, Mathematics, Information Communication Technology, Sociology or English it makes a strong combination for a number of related degrees in many fields of Management, Finance, Law and Economics.



**Biology – Edexcel – AS Level 8B10**

**Biology – Edexcel – A Level 9B10**



**Course Outline**

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Biology at AS and A2 Level covers a range of topics, but importantly the Biology specification emphasises linking these topics to current health, conservation, and pharmacological issues to develop a better understanding of Biology as it relates to everyday life.

**Course Details**

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<b>AS Level - Biology</b>
<p align="center"><b>Paper 1</b></p> <p align="center"><b>Core Cellular Biology and Microbiology</b></p> <p align="center">Topic 1 : Biological Molecules Topic 2 : Cells, Viruses and Reproduction of Living Things</p> <p align="center">A written paper of 1hr 30 mins (50% of AS final grade)</p>
<p align="center"><b>Paper 2</b></p> <p align="center"><b>Core Physiology and Ecology</b></p> <p align="center">Topic 3 : Classification and Biodiversity Topic 4 : Exchange and Transport</p> <p align="center">A written paper of 1hr 30 mins (50% of AS Final grade)</p>

**AS LEVEL BIOLOGY EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



<b>A Level – Biology</b> <b>(All exams taken at the end of Year 13)</b>	
<b>Paper 1</b> <b>Advanced Biochemistry, Microbiology and Genetics</b>	
Topic 1 : Biological Molecules Topic 2 : Cells, Viruses and Reproduction of Living Things Topic 3 : Classification and Biodiversity Topic 4 : Exchange and Transport Topic 5 : Energy for Biological Processes	Topic 6 : Microbiology & Pathogens Topic 7 : Modern Genetics
A written paper of 1hr 45 mins (30% of final A-Level grade)	
<b>Paper 2</b> <b>Advanced Physiology, Evolution and Ecology</b>	
Topic 1 : Biological Molecules Topic 2 : Cells, Viruses and Reproduction of Living Things Topic 3 : Classification and Biodiversity Topic 4 : Exchange and Transport	Topic 8 : Origins of Genetic Variation Topic 9 : Control Systems Topic 10: Ecosystems
A written paper of 1hr 45 mins (30% of final A-Level grade)	
<b>Paper 3</b> <b>General and Practical Principles in Biology</b>	
This paper will include questions from Topics 1 -10	
A written paper of 2hr 30 mins (40% of final A-Level grade)	

### Assessment Criteria

The specification followed is the one offered by Edexcel. The course is assessed entirely by means of examination.

### Course requirements and progression

To follow the Biology course within the Sixth Form you would be expected to meet the general requirements for AS Level courses. You need to have achieved **at least a B in GCSE Biology and students that have studied GCSE Science and Additional Science should have achieved at least an A and a B Grade**. Studying Chemistry at AS Level is also a distinct advantage. You will need a solid grounding in analytical, numerical and written skills too. Those students applying who have not studied GCSEs will be considered on a case by case basis.

An annual Biology field trip will be organised that students will be expected to attend as part of the course. Many students use their Biology A2 or AS Level to go on to higher education to study Science related courses. This could lead to a career in Medicine, Biotechnology, Ecology, Environmental Science and a number of other science related careers.

**Chemistry – Edexcel – AS Level 8CH0****Chemistry – Edexcel – A Level 9CH0****Course Outline**

Studying Chemistry should be a practical experience for students. There are practical activities embedded in each unit to reflect the nature of Chemistry. A strong mathematical ability is a requirement as there are many stoichiometry calculations at both AS and A-Level. The aim of this course is to increase the enjoyment and understanding of Chemistry together with providing students with the skills needed to study science at higher levels. It enables motivating, contemporary Chemistry contexts to be learnt and students study aspects of Chemistry that are often in the media and affect their lives including climate change, green Chemistry, pharmaceuticals & Chemistry research.

**Course Details**

<b>AS Level - Chemistry</b>
<b>Paper 1</b> <b>Core Inorganic and Physical Chemistry</b>
Topic 1 : Atomic Structure & the Periodic Table Topic 2 : Bonding & Structure Topic 3 : Redox 1 Topic 4 : Inorganic Chemistry & the Periodic Table Topic 5 : Formula, Equations & Amounts of Substance  A written paper of 1hr 30 mins (50% of final AS qualification)
<b>Paper 2</b> <b>Core Organic and Physical Chemistry</b>
Topic 2 : Bonding & Structure Topic 5 : Formula, Equations & Amounts of Substance Topic 6 : Organic Chemistry I Topic 7 : Modern Analytical Techniques I Topic 8 : Energetics I Topic 9 : Kinetics I Topic 10 : Equilibrium I  A written paper of 1hr 30 mins (50% of final AS Qualification)

**AS LEVEL CHEMISTRY EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



**A Level – Chemistry**  
**(All exams taken at the end of Year 13)**

**Paper 1**

**Advanced Inorganic and Physical Chemistry**

Topic 1 : Atomic Structure & the Periodic Table	Topic 9 : Kinetics I
Topic 2 : Bonding & Structure	Topic 10 : Equilibrium I
Topic 3 : Redox 1	Topic 11 : Equilibrium II
Topic 4 : Inorganic Chemistry & the Periodic Table	Topic 12 : Energetics II
Topic 5 : Formula, Equations & Amounts of Substance	Topic 14 : Redox II
Topic 8 : Energetics I	Topic 15 : Transitions Metals

A written paper of 1hr 45 mins  
(30% of final A-Level grade)

**Paper 2**

**Advanced Organic and Physical Chemistry**

Topic 2 : Bonding & Structure	Topic 9 : Kinetics I
Topic 3 : Redox 1	Topic 16 : Kinetics II
Topic 5 : Formula, Equations & Amounts of Substance	Topic 17: Organic Chemistry II
Topic 6 : Organic Chemistry I	Topic 18: Organic Chemistry III
Topic 7 : Modern Analytical Techniques I	Topic 19: Modern Analytical Techniques II

A written paper of 1hr 45 mins  
(30% of final A-Level grade)

**Paper 3**

**General and practical principles in Chemistry**

All topics across the full A-Level Specification  
Half the paper will focus on testing the students' knowledge & understanding  
of practical skills and techniques

A written examination of 2hr 30 mins  
(40% of final A-Level grade)

**Assessment Criteria**

The specification followed is the one offered by Pearson Edexcel GCE offering both AS and A-Level.

**Course requirements and progression**

To follow the Chemistry course you need to have achieved at least **a B (ideally Grade A and above) in GCSE Chemistry and at least 1 B Grade or better from GCSE Biology and GCSE Physics. Students that have studied GCSE Science and Additional Science should have achieved at least an A and a B Grade.**

In addition, because the subject is based on developing quantitative skills **a Grade B or higher at (I)GCSE Mathematics (or equivalent) is required.**

Those students applying who have not studied GCSEs will be considered on a case by case basis. When combined with another Science or Maths it makes a strong combination for a number of related degrees in many fields of Science, Engineering, Medicine and Mathematics.



**Drama – AQA – AS Level 7261**

**Drama – AQA – A Level 7262**



**Course Outline**

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

- develop and apply an informed, analytical framework for making, performing, interpreting and understanding drama and theatre
- understand the place of relevant theoretical research in informing the processes and practices involved in creating theatre and the place of practical exploration in informing theoretical knowledge of drama and theatre
- develop an understanding and appreciation of how social, cultural and historical contexts of performance texts have influenced the development of drama and theatre
- understand the practices used in 21st century theatre making • experience opportunities to create theatre both published text-based and devised work • participate as a theatre maker and as an audience member in live theatre
- understand and experience the collaborative relationship between various roles within theatre • develop and demonstrate a range of theatre making skills
- develop the creativity and independence to become effective theatre makers
- adopt safe working practices as a theatre maker
- analyse and evaluate their own work and the work of others.

The core skills being developed in this qualification are the ability to recognise and understand the interrelationship between performer, designer and director as well as the understanding that texts and extracts studied may represent a range of social, historical and cultural contexts. Students will learn how to analyse and evaluate their own work and the work of others as well as develop an understanding of how performance texts can be interpreted and performed.

**Course Details**

<b>A Level – Drama</b> <i>(All exams taken at the end of Year 13- no qualification at the end of Year 12)</i>
<b>Component 1- Drama and theatre</b>
Knowledge and understanding of drama and theatre • Study of two set plays • Analysis and evaluation of the work of live theatre makers • Written exam: 3 hours • Open book • 80 marks • 40% of A-level
<b>Component 2- Creating original Drama (practical)</b>
Process of creating devised drama • Performance of devised drama (students may contribute as performer, designer or director) Devised piece must be influenced by the work and methodologies of one prescribed practitioner • Working notebook (40 marks) • Devised performance (20 marks) • 30% of A-level
<b>Component 3- Making theatre (practical)</b>
Practical exploration and interpretation of three extracts (Extract 1, 2 and 3) each taken from a different play Methodology of a prescribed practitioner must be applied to Extract 3 Extract 3 is to be performed as a final assessed piece (students may contribute as performer, designer or director) • Reflective report analysing and evaluating theatrical interpretation of all three extracts • Performance of Extract 3 (40 marks) • Reflective report (20 marks) • 30% of A-level

**Course requirement and progression**

Students are expected to have a **Grade B** in **English** or **Drama** at GCSE. Especially worthwhile combinations with AS Drama & Theatre Studies are English Literature, Media Studies, Art & Design or other Social Sciences



**Economics – Edexcel – AS Level 8ECO**

**Economics – Edexcel – A Level 9ECO**



**Course Outline**

This course will be of interest if you want background knowledge of how markets work and the economic reasoning behind Government Policy. By providing you with some theoretical ideas that you then apply to topical areas of interest, like employment, trade policy and inflation, we hope a critical understanding of the UK economy will be developed. The subject can be studied at both AS and A- Level.

Economics also requires some ability in interpreting statistical data, graphs and diagrams, with more subtle interpretation needed at A-Level. The first year of the course involves studying the principles that underpin economic thinking, developing a 'toolkit' of economic ideas, and then practising these on a wide range of practical issues, using as sources current periodicals, newspapers and the internet.

**Course Details**

<b>AS Level - Economics</b>	
<b>Theme 1</b>	
<p>This theme focuses on microeconomic concepts. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• nature of economics</li> <li>• how markets work               <ul style="list-style-type: none"> <li>• market failure</li> </ul> </li> <li>• Government intervention.</li> </ul> <p>Written examination of 1hr 30 mins (50% of final AS grade)</p>	
<b>Theme 2</b>	
<p>This theme focuses on macroeconomic concepts. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>• measures of economic performance               <ul style="list-style-type: none"> <li>• aggregate demand</li> <li>• aggregate supply</li> <li>• national income</li> <li>• economic growth</li> </ul> </li> <li>• macroeconomic objectives and policy</li> </ul> <p>Written examination of 1hr 30 mins (50% of final AS grade)</p>	

**AS LEVEL ECONOMICS EXAMS DO NOT COUNT TOWARDS THE A-LEVEL QUALIFICATION**



**A Level - Economics**  
**(All exams are taken at the end of Year 13)**

<b>Theme 1</b>	<b>Theme 3</b>
<p>This theme focuses on microeconomic concepts. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>● nature of economics</li> <li>● how markets work</li> <li>● market failure</li> <li>● Government intervention.</li> </ul>	<p>This theme develops the microeconomic concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>● business growth</li> <li>● business objectives</li> <li>● revenues, costs and profits</li> <li>● market structures</li> <li>● labour market</li> <li>● Government intervention.</li> </ul>
<b>Theme 2</b>	<b>Theme 4</b>
<p>This theme focuses on macroeconomic concepts. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>● measures of economic performance</li> <li>● aggregate demand</li> <li>● aggregate supply</li> <li>● national income</li> <li>● economic growth</li> <li>● macroeconomic objectives and policy</li> </ul>	<p>This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:</p> <ul style="list-style-type: none"> <li>● international economics</li> <li>● poverty and inequality</li> <li>● emerging and developing economies</li> <li>● the financial sector</li> <li>● role of the state in the macro-economy</li> </ul>
<p><b>Examinations A-Level</b></p> <p><b>Paper 1</b> Markets and business behaviour from Themes 1 and 3 Written examination 2 hours (35% of A-Level grade)</p> <p><b>Paper 2</b> The national and global economy from Themes 2 and 4 Written examination 2 hours (35% of A-Level grade)</p> <p><b>Paper 3</b> Microeconomics and macroeconomics from all 4 themes Written examination 2 hours (30% of A-Level grade)</p>	



## **Assessment Criteria**

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The Advanced GCE in Economics is structured into four themes and consists of three externally examined papers. Students build knowledge and understanding of core economic models and concepts in Themes 1 and 2, and then build on this and apply their knowledge to more complex concepts and models in Themes 3 and 4. Students will need to apply their knowledge and understanding to both familiar and unfamiliar contexts in the assessments and demonstrate an awareness of current economic events and policies.

## **Course requirement and progression**

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To follow the Economics course you would be expected to meet the general requirements for AS Level courses. In addition, because the subject is largely based on developing certain numerical skills and requires higher level writing skills a **Grade B or higher at (I)GCSE Mathematics and English Language are required.**

Especially worthwhile combinations with AS Economics are Mathematics, English, Business Studies, Psychology, History, Politics or Geography.

**English Literature B – AQA – AS Level 7716****English Literature B – AQA – A Level 7717****Course Outline**

This course will be of interest if you have a genuine passion for English Literature. Through the study of influential works from the English Canon, students will develop a greater insight into the core values that underpin modern society and a deeper understanding of the human condition. The subject can be studied at both AS and A-Level.

Independent study and wider reading are fore fronted in the specification at both AS Level and A-Level and students should be prepared for extensive reading of poetry, prose, drama, non-fiction and literary criticism relevant to the course. The variety of assessment styles used, such as passage-based questions, unseen material, single text questions, multiple text questions and open- and closed-book approaches allows students to develop a wide range of skills, such as the ability to read critically, analyse, evaluate and undertake independent research which are valuable for both further study and future employment.

**Course Details**

<b>AS Level - English Literature</b>
<b>UNIT 1</b>
<b>Literary Genres: Drama</b> <b>Option 1A - Aspects of Tragedy</b> Study of one Shakespeare play and one further drama text  A written paper of 1hr 30 mins Study of one Shakespeare play and one further drama text. <b>Closed</b> book exam. (50% of AS final grade)
<b>UNIT 2</b>
<b>Literary Genres: Prose and Poetry</b> <b>Option 2A – Aspects of Tragedy</b> Study of one prose text and one poetry text  A written paper of 1hr 30 mins Study of one prose text and one poetry text. <b>Open</b> book exam. (50% of AS final grade)

**AS LEVEL ENGLISH LITERATURE EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



***A Level - English Literature***  
***(All exams are taken at the end of Year 13)***

**UNIT 1**

**Literary Genres**

**Option 1A - Aspects of Tragedy**

Study of three texts: one Shakespeare text, a second drama text and one further text, of which one must be written pre-1900

A written paper of 2hrs 30 mins  
**Closed** book exam. (40% of total A-Level final grade)

**UNIT 2**

**Texts and Genres**

**Option 2A – Elements of Crime Writing**

Study of three texts: one post-2000 prose text; one poetry and one further text, one of which must be written pre-1900. Exam will include an unseen passage.

A Written paper of 3 hours  
(40% of total A-Level final grade)

**UNIT 3**

**Non-exam assessment**

**Theory and Independence**

Study of two texts: one poetry and one prose text, informed by study of the Critical Anthology  
Two essays of 1250 -1500 words, each responding to a different text and linking to a different aspect of the Critical Anthology  
One essay can be re-creative.  
The re-creative piece will be accompanied by a commentary.

Work assessed by teachers & moderated by AQA  
(20% of total A-Level final grade)

**Assessment Criteria**

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The specification followed is the one offered by AQA – English Literature Specification B.

**Course requirement and progression**

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To follow the English Literature course you would be expected to meet the general requirements for AS Level courses. In addition, because the subject requires higher level writing and reading skills a **Grade B or higher in both English Language and English Literature.**

Especially worthwhile combinations with AS English Literature are History, Geography, Sociology, Economics, Drama and Media Studies, although for University entry, English Literature is a highly-rated academic subject across the board.



**French – AQA – AS Level 7651**

**French – AQA – A Level 7652**



**Course Outline**

The study of any Modern Foreign Language at A-level should both develop linguistic competence and allow real insight into the culture of the countries where the language is spoken. By continuing to study a language beyond GCSE, you will:

- develop control of the language system to convey meaning, using spoken and written skills, including an extended range of vocabulary, for both practical and intellectual purposes as increasingly confident, accurate and independent users of the language
- develop your ability to interact effectively with users of the language in speech and in writing
- develop communication strategies to sustain communication and build fluency and confidence
- engage critically with intellectually stimulating texts, films and other materials in the original language,
- develop knowledge about matters central to the society and culture, past and present, of the country or countries where the language is spoken

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

**Course Details**

<b>AS Level - French</b>	
<u>Aspects of French-speaking society: current trends</u> <ul style="list-style-type: none"> <li>• The changing nature of the family (La famille en voie de changement)</li> <li>• The 'cyber-society' (La « cyber-société »)</li> </ul> The place of voluntary work (Le rôle du bénévolat)	<u>Artistic culture in the French-speaking world</u> <ul style="list-style-type: none"> <li>• A culture proud of its heritage (Une culture fière de son patrimoine)</li> <li>• Contemporary francophone music (La musique francophone contemporaine)</li> </ul> Cinema: the 7th art form (Cinéma : le septième art)
<u>Grammar</u> <ul style="list-style-type: none"> <li>• AS students will be expected to have studied the grammatical system and structures of the language during their course.</li> </ul>	<u>Literary texts and film</u> <ul style="list-style-type: none"> <li>• Students must study either one text or one film from a prescribed list</li> </ul>



**Paper 1 :Listening, Reading & Writing**

Covers aspects of French-speaking society: current trends,  
Artistic culture in the French-speaking world and Grammar

Listening & responding to spoken passages  
Reading & responding to a variety of text  
Translation into English  
Written exam 1hr 45 mins  
(40% of AS final grade)

**Paper 2 : Writing**

One text **or** one film from the lists in the specification and Grammar

Translation into French; a passage of min 70 words  
Either 1 question **in French** on a set text or film from a choice of two questions.  
Written exam 1hr 15 mins  
(30% of AS final grade)

**Paper 3 : Speaking**

One sub-theme from Aspects of French-speaking society: current trends  
One sub-theme from Artistic culture in the French-speaking world

Discussion of two sub-themes (6-7 mins on each) based on stimulus card  
Oral exam : 12-14 minutes  
(30% of AS final grade)

**AS LEVEL FRENCH EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



For the A2 Course, pupils will study the following elements of society, language and culture in addition to those already studied at AS level

<b>A Level - French</b> <i>(All exams are taken at the end of Year 13)</i>	
<u>Aspects of French-speaking society: current issues</u> <ul style="list-style-type: none"> <li>• Positive features of a diverse society (Les aspects positifs d'une société diverse)</li> <li>• Life for the marginalised (Quelle vie pour les marginalisés ?)</li> <li>• How criminals are treated (Comment on traite les criminels)</li> </ul>	<u>Aspects of political life in the French-speaking world</u> <ul style="list-style-type: none"> <li>• Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)</li> <li>• Demonstrations, strikes – who holds the power? (Manifestations, grèves – à qui le pouvoir ?)</li> <li>• Politics and immigration (La politique et l'immigration)</li> </ul>
<u>Grammar</u> <ul style="list-style-type: none"> <li>• A-level students will be expected to have studied the grammatical system and structures of the language during their course.</li> </ul>	<u>Literary texts and films</u> <ul style="list-style-type: none"> <li>• Students must study either one text <b>or</b> one film from a prescribed list.</li> </ul>
<u>Individual research project</u> <ul style="list-style-type: none"> <li>• Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where French is spoken.</li> <li>• They must select relevant information in French from a range of sources including the internet.</li> <li>• The aim of the research project is to develop research skills.</li> </ul> <p>Students may choose a subject linked to one of the themes or sub-themes or to one of the works</p>	
<p><b>Paper 1 : Listening, Reading &amp; Writing</b> Covers aspects of French-speaking society: current trends, Artistic culture in the French-speaking world Aspects of political life in the French-speaking world and Grammar</p> <p>Listening &amp; responding to spoken passages Reading &amp; responding to a variety of text Translation into English &amp; Translation into French</p> <p>Written exam 2hr 30 mins (40% of final A Level grade)</p> <p><b>Paper 2 : Writing</b> One text <b>or</b> one film from the lists in the specification and Grammar</p> <p>Either 1 question (from a choice of two) in French on a set text And 1 question (from a choice of 2) in French on a set film <b>Or</b> 2 questions in French on set texts from a choice of 2 questions on each text</p> <p>Written exam 2 hours (30% of final A Level grade)</p> <p><b>Paper 3 : Speaking</b> Individual research project One of the 4 sub-themes</p> <p>Discussion of two sub-themes (5 - 6 mins on each) based on stimulus card and Presentation (2 mins) and discussion (9 – 10 mins) of individual research project Oral exam : 21-23 minutes (30% of final A Level grade)</p>	



DUBAI BRITISH SCHOOL

## Course requirements and progression

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The minimum requirement to continue to AS French is to achieve at least a **Grade B in French GCSE**.

The study of any Modern Foreign Language combines well with all other subjects. Due to the range of topics covered in the course, languages combine well with English Literature, Drama, Politics, History and Social Sciences. From a linguistic point of view, languages combine well with Mathematics and Music. The vast majority of degree courses allow students to continue a language alongside other subjects and often therefore offer the opportunity to study abroad to further develop linguistic skills.



**Geography – Edexcel – AS Level 8GEO**

**Geography – Edexcel – A Level 9GEO**



**Course Outline**

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This course will appeal to you if you are curious about the world’s places, people and environments; if you are interested in local, regional and global issues and if you wish to explore human, physical and environmental geographical relationships.

Geography allows you to see why and how it is changing. It can enhance communication skills, literacy and numeracy, ICT literacy, spatial awareness, team working, problem solving and environmental awareness.

There will be opportunities to undertake fieldwork and research when investigating the topics chosen. Fieldwork sites may be local, regional and or international **and may involve additional cost.**

**Course Details**

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**AS Level - Geography**

**UNIT 1**

**Dynamic Landscapes**

There are numerous topics studied by students including tectonic processes and hazards, landscape systems, processes and change including coastal landscapes. Students will develop their knowledge of physical environments and interactions, becoming increasingly competent in their analysis of complex people-environmental issues.

Written exam of 1hr 30mins  
(50% of final AS grade)

**UNIT 2**

**Dynamic Places**

This unit covers two topics: Globalisation which assesses the ever changing world in terms of interconnectivity. Shaping places examining the variety of economic and social change at different scales and how these are managed with a sub-option choice of regenerating places or diverse places.

Written exam of 1hr 30 mins  
(50% of final AS grade)

**AS LEVEL GEOGRPAHY EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



**A Level - Geography**  
**(All exams are taken at the end of Year 13)**

**UNIT 1**

**Dynamic Landscapes**

There are numerous topics studied by students including tectonic processes and hazards, landscape systems, processes and change, the water cycle and water insecurity, the carbon cycle and energy security and climate change futures. Students will develop their knowledge of physical environments and interactions, becoming increasingly competent in their analysis of complex people-environmental issues.

Written exam of 2 hours  
(30% of final A Level)

**UNIT 2**

**Dynamic Places**

This unit covers four topics: Globalisation which assesses the ever changing world in terms of interconnectivity. Shaping places examining the variety of economic and social change at different scales and how these are managed. Superpowers and the pattern of dominance change over time. Finally, global development and connections and the challenges in measuring human health and rights at various locations. This include the geopolitical interventions at different levels

Written exam of 2 hours  
(30% of final A Level)

**UNIT 3**

**Synoptic Paper**

Students will make use of the knowledge and content from previous units to apply to new information. This will be a synoptic assessment of geographical skills, knowledge and understanding within a place-based context.

Written exam of 1hr 45 mins  
(20% of final A Level)

**Unit 4**

**Independent Investigation**

Students undertake an independent investigation that involves fieldwork based on a question or issue defined and developed by the student. It will draw on knowledge and understanding from previous units to research, contextualise, analyse and summarise findings and data.

Written report of 3000-4000 words  
Based on questions or issue selected by the student  
(20% of final A Level)



DUBAI BRITISH SCHOOL

## **Assessment Criteria**

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The specification followed is the one offered by Edexcel. The course at all levels is assessed entirely by a final examination.

## **Course requirements and progression**

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To follow the Geography course you would be expected to meet the general requirements for AS Level courses. In addition, because the subject requires higher level writing skills, a **Grade B or higher at (I)GCSE Geography & English Language is required.**

Geography provides you with a wealth of transferable skills that enables you to flourish in a wide range of professions including: Advertising, Environmental Sustainability, Surveying, Marketing, Charities, GIS, Data Analyst, Cartographer, Coastal Engineer, Flood Protection Manager, Travel, Tourism, Cultural Guides, Human Rights Officer, and United Nations Diplomat.



## History – Edexcel – AS Level 8HI0

## History – Edexcel – A Level 9HI0



### Course Outline

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The aim of History at A-Level is to widen students' experience and develop qualities of perception and judgement. History enables students to learn about the past; to understand the past and through this process, come to a far better understanding of the present; History also offers students the opportunity to acquire and improve on many of the key skills which have been identified as a priority for higher education after consultation with employers.

### Course Details

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#### AS - History

##### UNIT 1

##### Breadth Study With Interpretations

##### In search of the American Dream: the USA, c1917-96

##### Route F: Searching for rights and freedoms in the twentieth century.

Written paper of 2hrs 15 mins

Students will need to answer two breadth essay questions and one interpretation essay question.  
(60% AS final grade)

##### UNIT 2

##### History Depth Studies

##### South Africa, 1948-94: from apartheid to 'rainbow nation'

##### Route F: Searching for rights and freedoms in the twentieth century.

Written exam of 1hr 30 mins

Students will need to answer one source question based on historical sources supplied with the paper and one depth essay question.  
(40% AS final grade)

## AS LEVEL HISTORY EXAMS DO NOT COUNT TOWARDS THE A-LEVEL QUALIFICATION

### Assessment Criteria

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The specification followed is the one offered by Edexcel. At AS Level the course is assessed entirely by two final examinations at the end of year 12.



<b>A Level – History</b> <i>(All exams are taken at the end of Year 13)</i>	
<b>UNIT 1</b> <b>Route F: Searching for rights and freedoms in the twentieth century.</b>  <b>Code :1F</b> <b>In search of the American Dream: the USA, c1917-96</b> Breadth Study With Interpretations	<b>UNIT 3</b> <b>British option</b> <b>Themes in breadth with aspects in depth</b>  <b>Code : 30</b> <b>Rebellion and disorder under the Tudors, 1485-1603</b>
<b>UNIT 2</b> <b>History Depth Studies</b> <b>Code : 2F.2</b> <b>South Africa, 1948-94: from apartheid to 'rainbow nation'</b>	<b>UNIT 4</b> <b>Historical Enquiry</b> <b>Chosen theme over a period of 100 years.</b>
<p><b>UNIT 1 Exam – Breadth study with interpretations</b>                      Students will need to answer two essays that assess understanding of the period in breadth and one compulsory question that assesses the ability to analyse &amp; evaluate historical interpretation                      Written paper of 2hrs 15 mins                      (30% of final A-Level grade)</p> <p><b>UNIT 2 Exam – Depth Study</b>                      Students will need to answer one source question based on historical sources                      Supplied with the paper and one depth essay question.                      Written exam of 1hr 30mins                      (20% of final A-Level grade)</p> <p><b>UNIT 3 Exam – Themes in breadth with aspects in depth</b>                      Students will complete one source question based on historical Sources supplied and two essay questions.                      Written exam of 2hrs 15mins                      (30% of total A-Level)</p> <p><b>UNIT 4 - Coursework</b>                      Students will produce one 3,000-4,000 word essay exploring an historical controversy and historical interpretations.                      The coursework title will be drawn from the material covered in Unit 3                      (20% of total A-Level)</p>	



## Assessment Criteria

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The specification followed is the one offered by Edexcel. At A-Level there is a compulsory coursework unit which accounts for 20% of the final A-Level Grade. Students will sit exams for Units 1, 2 and 3 in Year 13 to achieve the full A-Level qualification.

## Course requirements and progression

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To follow the History course within the Sixth Form you would be expected to meet the general requirements for AS Level courses. In addition, because the subject is based on developing historical and written skills a **Grade B or higher at (I)GCSE History and a Grade B in English Language is normally required.**

The skills you will obtain through studying History will be useful in a number of careers and higher education options, either directly related to History (e.g. working in museums, galleries, heritage sites, record offices and archives and teaching), or in areas such as Journalism, Law, Libraries, National and Local Government, the Civil Service and business management.



## Mathematics – Edexcel – AS Level 8MA0

## Mathematics – Edexcel – A Level 9MA0

### Course Outline

Mathematics has wide applications from areas such as business and finance to industry, science and technology. A qualification in mathematics can help you towards a future career in these areas and others. There is currently a national shortage of qualified mathematicians.

### Course Details

<b>AS Level - Mathematics</b>		<b>A Level - Mathematics</b>	
<b>Paper 1 – Pure Mathematics</b>		<b>Paper 1 and 2 – Pure Mathematics</b>	
Proof, Algebra & functions, Coordinate geometry, Sequences & series, Trigonometry, Exponentials & logarithms, Differentiation, Integration, Vectors.  (66.66% of the AS Level grade)		Proof, Algebra & functions, Coordinate geometry, Sequences & series, Trigonometry, Exponentials & logarithms, Differentiation, Integration, Numerical methods, Vectors.  (Each paper worth 33.33% of the A Level grade)	
<b>Paper 2 – Statistics and Mechanics</b>		<b>Paper 3 – Statistics and Mechanics</b>	
Statistical sampling, Data presentation & interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Quantities and units in Mechanics, Kinematics, Forces and Newton's laws.  (33.33% of the AS Level grade)		Statistical sampling, Data presentation & interpretation, Probability, Statistical distributions, Statistical hypothesis testing. Quantities and units in Mechanics, Kinematics, Forces and Newton's laws, Moments.  (33.33% of the AS Level grade)	
<b>Assessment Criteria</b>			
Paper 1 <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• Answer all questions</li> <li>• Duration two hours</li> <li>• Calculators may be used</li> </ul> Paper 2 <ul style="list-style-type: none"> <li>• 50 marks</li> <li>• Answer all question (Statistics part A and Mechanics part B)</li> <li>• Duration one hour</li> <li>• Calculators may be used</li> </ul>		Paper 1 & 2 – Each paper <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• Answer all questions</li> <li>• Duration two hours</li> <li>• Calculators may be used</li> </ul> Paper 3 <ul style="list-style-type: none"> <li>• 100 marks</li> <li>• Answer all question (Statistics part A and Mechanics part B)</li> <li>• Duration two hours</li> <li>• Calculators may be used</li> </ul>	

### Course requirements and progression

You will be expected to meet the general requirements for AS Level coursing. In addition, you will be expected to have achieved at least a **Grade 6 at the higher level of (I)GCSE Mathematics. (We strongly recommend a minimum of Grade 7)**

Degrees in Mathematics, Statistics, Physics, Astronomy, Engineering and Computer Science often tend to require Mathematics A-Level. Many others, including Medicine, Architecture and Social Sciences, have a certain amount of mathematical or statistical content and your Mathematics A-Level will be of great assistance to you.



**Further Mathematics – Edexcel – AS Level 8FM0**  
**Further Mathematics – Edexcel – A Level 9FM0**



### Course Outline

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Pupils taking A-Level Further Mathematics **MUST** take A-Level Mathematics as well.

The AS Level Further Mathematics follows the same principles as the standard Mathematics course. Students are required to take the Further Pure 1 module and two applied modules from either: Mechanics, Statistics or Decision Mathematics.

### Course Details

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<b>AS Level - Further Mathematics</b>	<b>A Level – Further Mathematics</b>
<p><b>Paper 1 – Further Pure Mathematics 1</b></p> <p>Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors.</p> <p>(50% of the AS Level grade)</p>	<p><b>Paper 1 and 2 – Pure Mathematics</b></p> <p>Paper 1 - Proof, Complex numbers, Matrices, Further algebra and functions, Further calculus, Further vectors.</p> <p>Paper 2 – Complex numbers, Further algebra and functions, Further calculus, Polar coordinates, Hyperbolic functions, Differential equations.</p> <p>(Each paper worth 25% of A Level grade)</p>
<p><b>Paper 2 – Optional</b></p> <p>Students must follow one of the following four options – The Mathematics faculty will make the final decision on which paper will be studied by the students.</p> <p>Paper 2A – Further Pure Mathematics 2            Paper 2B – Further Statistics            Paper 2C – Further Mechanics            Paper 2D – Decision Mathematics</p> <p>(50% of the AS Level grade)</p>	<p><b>Paper 3 and 4 – Optional</b></p> <p>Students must follow two of the following options – The Mathematics faculty will make the final decision on which paper will be studied by the students.</p> <p>Paper 3 – pick one from;            Paper 3A – Further Pure Mathematics 3            Paper 3B – Further Statistics 1            Paper 3C – Further Mechanics 1            Paper 3D – Decision Mathematics 1</p> <p>Paper 4 – pick one from            Paper 4A – Further Pure Mathematics 4            Paper 4B – Further Statistics 1            Paper 4C – Further Statistics 2            Paper 4D – Further Mechanics 1            Paper 4E – Further Mechanics 2            Paper 4F – Decision Mathematics 1            Paper 4G – Decision Mathematics 2</p> <p>(Each paper worth 25% of the A Level grade)</p>



<b>Assessment Criteria</b>	
<p>Paper 1</p> <ul style="list-style-type: none"><li>• 75 marks</li><li>• Answer all questions</li><li>• Duration 90 minutes</li><li>• Calculators may be used</li></ul> <p>Paper 2</p> <ul style="list-style-type: none"><li>• 75 marks</li><li>• Answer all questions</li><li>• Duration 90 minutes</li><li>• Calculators may be used</li></ul>	<p>Paper 1 &amp; 2 – Each paper</p> <ul style="list-style-type: none"><li>• 75 marks</li><li>• Answer all questions</li><li>• Duration 90 minutes</li><li>• Calculators may be used</li></ul> <p>Paper 3 &amp; 4 – Each paper</p> <ul style="list-style-type: none"><li>• 75 marks</li><li>• Duration 90 minutes</li><li>• Calculators may be used</li></ul>

### **Course requirements and progression**

Students have to achieve **Grade 8 or 9 at the Higher level of (I)GCSE Mathematics or an A\* grade at the Higher level of the old (I)GCSE Mathematics specification.**

Most University institutions see the Further Mathematics A-Level as an advantage for courses such as Mathematics, Physics, Astronomy and Engineering.



**Media Studies – AQA – AS Level 1571**  
**Media Studies – AQA – A Level 2571**



**Course Outline**

Media Studies encompasses comprehensive and integrated coverage of media theory and practice. The course aims to develop critical autonomy as you study the media and the contemporary media landscape, focusing on contemporary issues and debates, new media technologies and the construction and analysis of media texts. Media Studies prepares students for progression into work or higher education in a range of media-related areas.

**Course Details**

<b>AS Level - Media Studies</b>	<b>A Level - Media Studies</b>
<p><b>UNIT 1 – MEST 1</b></p> <p><b>Investigating Media</b></p> <p>The unit provides an introduction to the study of the media. The content of the unit is underpinned by a set of key media concepts (e.g. Representation) and media platforms (e.g. print media). Students will be required to carry out a cross-media study for an unseen examination.</p> <p>2-hour written examination            Two sections:            A – four compulsory short answer questions;            B – one essay selected from a choice of two titles.</p> <p>(50% AS, 25% A2 Level)</p>	<p><b>UNIT 3 – MEST 3</b></p> <p><b>Media: Critical Perspectives</b></p> <p>At A2 will build on their AS work to look more fully at the contexts of media production and consumption – <i>why</i> as well as <i>how</i> texts are created as they are. This will include the study of relevant media theories and debates.</p> <p>2-hour written examination            Two sections:            A – three compulsory questions on unseen media texts;            B – one essay selected from a choice of two topics.</p> <p>(50% A2, 25% of total A-Level)</p>
<p><b>UNIT 2 – MEST 2</b></p> <p><b>Creating Media</b></p> <p>Practical module, internally assessed and Externally moderated.</p> <p>From an externally set production brief, students will create two linked production pieces plus a 1500-word evaluation.</p> <p>(50% AS, 25% A2 Level)</p>	<p><b>UNIT 4 – MEST 4</b></p> <p><b>Media : Research and Production</b></p> <p>Practical module, internally assessed and externally moderated.</p> <p>Two sections: A critical investigation and a linked production based on a topic of the student's choice.</p> <p>(50% A2, 25% of total A-Level)</p>



## Assessment Criteria

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The specification followed is the one offered by AQA, a change from the previous examination board offered, WJEC, as this examination board no longer wish to offer their qualifications internationally. The course, for both AS and A2 Level, is assessed by one examined module and one coursework module.

## Course requirement and progression

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To study Media Studies within the Sixth Form students would be expected to meet the general requirements for AS Level courses. In addition, because the subject is based on developing critical analytical and written skills, **a Grade C or higher in English Language and ICT is recommended.**

Students do not have to have studied GCSE Media Studies in order to study the A- Level but **if students have studied Media Studies at GCSE, it is expected that they should have achieved a Grade B or higher** to undertake the AS.

Many students use the knowledge acquired during Media Studies AS/A2 Level courses to go directly into employment in a related field of work. When combined with Art, Economics, Business Studies, ICT or English, Media Studies makes a strong combination for a number of related degrees in fields such as: Advertising, Marketing, Journalism, Creative Industries, Education and of course, the Media Industry.



**Physical Education – Edexcel – AS Level 8PE0**

**Physical Education –Edexcel – A Level 9PE0**



**Course Outline**

Physical Education at this level encompasses many disciplines and covers a variety of physiological and sociological areas. This course aims to broaden and deepen your knowledge applying theoretical concepts to practical situations. The content is broad covering a range of physiological, sociological and psychological components from the workings of the body’s systems, to sports based anxiety, through to the historical influences on the development of sport we see today.

**Course Details**

<b>AS Level – Physical Education</b>
<p align="center"><b>UNIT 1</b></p> <p align="center"><b>Scientific Principles of Physical Education</b></p> <p align="center">Topic 1: Applied anatomy and physiology Topic 2: Exercise physiology &amp; applied movement analysis</p> <p align="center">A written paper of 1hr 45 mins Assessment comprises 2 sections as above with short and long answers and extended answer questions (40% of AS final grade)</p>
<p align="center"><b>UNIT 2</b></p> <p align="center"><b>Psychological and Social Principles of Physical Education</b></p> <p align="center">Topic 3 : Skill acquisition Topic 4: Sport psychology Topic 5: Sport and society</p> <p align="center">A written paper of 1hr 15 mins Assessment comprises 2 sections: Section A – Skill acquisition &amp; sports psychology and Section B sport and society. Assessment consists of short and long answers and extended answer questions (30% of AS final grade)</p>
<p align="center"><b>UNIT 3 &amp; UNIT 4</b></p> <p align="center"><b>Unit 3 : Practical Performance</b> Skills performed in 1 physical activity as a player/performer</p> <p align="center"><b>Unit 4 : Performance Analysis</b> In the role of player/performer or coach analyse two component of physical activity (one physiological component and <b>either</b> a tactical <b>or</b> technical component)</p> <p align="center">Non-examined assessment : Internally assessed, externally moderated (Each Unit is 15% of AS final grade)</p>

**AS LEVEL PHYSICAL EDUCATION EXAMS DO NOT COUNT TOWARDS THE A-LEVEL QUALIFICATION**



**A Level – Physical Education**  
**(All exams are taken at the end of Year 13)**

**UNIT 1**

**Scientific Principles of Physical Education**

Topic 1: Applied anatomy and physiology  
Topic 2: Exercise physiology & applied movement analysis  
Biomechanics is embedded within the content of Topics 1 and 2

A written paper of 2hr 30 mins

Assessment comprises 2 sections as above with short and long answers and extended answer questions. ONE extended-answer question required students to use their knowledge and understanding from across the course of study in their answer.  
(40% of AS final grade)

**UNIT 2**

**Psychological and Social Principles of Physical Education**

Topic 3 : Skill acquisition  
Topic 4: Sport psychology  
Topic 5: Sport and society

A written paper of 2 hours

Assessment comprises 2 sections:  
Section A – Skill acquisition & sports psychology  
And Section B sport and society.  
Assessment consists of short and long answers and extended answer questions  
TWO extended answer questions require students to use their knowledge and understanding from across the course of study in their answers.  
(30% of AS final grade)

**UNIT 3 & UNIT 4**

**Unit 3 : Practical Performance**

Skills performed in 1 physical activity as a player/performer

**Or** Skills performed in one physical activity as a coach

**Unit 4 : Performance Analysis**

In the role of player/performer or coach analyse two component of physical activity  
(one physiological component and **either** a tactical **or** technical component)

In the role of player/performer or coach analyse,  
implement and evaluate a Performance Development Programme

Non-examined assessment : Internally assessed, externally moderated  
(Each Unit is 15% of AS final grade)



## Assessment Criteria

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The assessment is split, with 70% being attained from an end of year external examination and the remaining 30% being derived from coursework and practical tasks. This structure of assessment is applied to both the AS and A2 courses, with each course following similar component topics.

## Course requirements and progression

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To follow the Physical Education course within the Sixth Form students should have completed the GCSE Physical Education course (or equivalent) and **achieved a minimum of a B in GCSE** (on the theory paper). Students that have a keen interest in sport and how theoretical aspects relate to practical involvement would find the course appealing and we would be very willing to consider these students, even if they have not done GCSE PE.

Physical Education combines with many AS and A-Level GCE subjects. It supports applications for a wide range of university courses like Sports Sciences, Physiotherapy, Recreation and Leisure Studies, Physical Education teaching and performance analysis. Students may choose to use their qualification to go straight into employment; the Key Skills learnt through the course can lead to a wide variety of employment opportunities such areas as Recreational Management, Leisure activities, the Armed Forces and the Civil Service



**Physics – Edexcel – AS Level 8PH0**

**Physics – Edexcel – A Level 9PH0**



**Course Outline**

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The AS and A-Level Physics courses offered by Edexcel are designed to encourage students to apply their knowledge and understanding of physics to situations they have not seen before. Good scientific practice and critical thinking skills are also central to the course.

**Course Details**

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<b>AS Level - Physics</b>
<p align="center"><b>UNIT 1</b></p> <p align="center"><b>Core Physics</b></p> <p align="center">Unit concept approach : Working as a Physicist Mechanics Electric Circuits</p> <p align="center">A written paper of 1hr 30 mins with objective short and long questions based on Mechanics and Electrical Circuits, and experimental techniques in Physics (50% of AS final grade)</p>
<p align="center"><b>UNIT 2</b></p> <p align="center"><b>Core Physics</b></p> <p align="center">Unit concept approach: Working as a Physicist Materials Waves &amp; Particle Nature of Light</p> <p align="center">A written paper of 1hr 30 mins with objective short and long questions based on waves, materials and quantum physics. Includes material on experimental techniques in Physics. (50% of AS final grade)</p>

**AS LEVEL PHYSICS EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



**A Level – Physics**  
**(All exams are taken at the end of Year 13)**

**UNIT 1**

Concept approach :  
Working as a Physicist, Mechanics,  
Electric Circuits, Further Mechanics,  
Electric and Magnetic Fields,  
Nuclear and Particle Physics

A written paper of 1hr 45 mins  
with objective short and long questions based on Mechanics, Electrical Circuits, Further Mechanics,  
Electric and Magnetic Fields, and Particle Physics  
(30% of final A-Level grade)

**UNIT 2**

Concept approach :  
Working as a Physicist, Materials,  
Waves and Particle Nature of Light,  
Thermodynamics, Space, Nuclear Radiation,  
Gravitational Field, Oscillations

A written paper of 1hr 45 mins  
with objective short and long questions based on Waves, Materials Quantum Physics,  
Space, Thermodynamics and Oscillations.  
(30% of final A-Level grade)

**UNIT 3**

**General and Practical Principles in Physics**

This paper will contain synoptic material on the whole A-level course  
and assessment on experimental techniques developed over the course.

Written paper of 2hrs 30 mins  
With multiple-choice, short answer, open-responses,  
calculations and extended writing questions.  
This paper may draw on any of the topics in the entire specification  
(40% of final A-Level grade)

**Course requirements and progression**

To follow the Physics course within the Sixth Form you would be expected to meet the general requirements for AS Level courses. You need to have achieved at least **a B in GCSE Physics and at least 1 B Grade or better from GCSE Chemistry or Biology**. In addition, as the subject is based on developing numerical and analytical skills a **Grade B or higher at (I)GCSE Mathematics is required. Pupils must also take Mathematics A-level.**

Students that have studied GCSE Science and Additional Science should have achieved at least an **A and a B Grade**. Those students applying who have not studied GCSEs will be considered on a case by case basis.

Physics is a prerequisite for many Technical/Engineering careers and for entry to most technical/engineering degrees.



## Psychology A – AQA – AS Level 7181

## Psychology A – AQA – A Level 7182



### Course Outline

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**The GCE in Psychology has been redesigned for first teaching from September 2015. AS Level and A-Level Psychology will now be two separate qualifications.**

Psychology is the science of mind, brain, and behaviour. It seeks to understand why and how humans behave as they do through controlled scientific research. It is exactly on the border between science and social science / humanities: it borders Biology on the scientific side, and Sociology and Politics on the social sciences side. It provides balance to either scientists or social scientists and is one of the likely future subjects as neuroscience becomes the leading research field of the century.

See the syllabus overview on the AQA website:

<http://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/spec-at-a-glance>

### Course Details

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<b>AS Level - Psychology</b>
<b>UNIT 1</b>
<b>Introductory topics in Psychology</b> <b>Social Influence, Memory, Attachment</b> Written exam of 1hr 30 mins including multiple choice, short answer response and extended writing questions. (50% of final AS grade)
<b>UNIT 2</b>
<b>Psychology in context</b> <b>Approaches in Psychology, Psychopathology, Research Methods</b> Written exam of 1hr 30 mins including multiple choice, short answer response and extended writing questions. (50% of final AS grade)

**AS LEVEL PSYCHOLOGY EXAMS DO NOT COUNT  
TOWARDS THE A-LEVEL QUALIFICATION**



**A-Level - Psychology**  
**(All exams are taken at the end of Year 13)**

**UNIT 1**

**Introductory topics in Psychology**  
**Social Influence, Memory, Attachment, Psychopathology**

Written exam of 2 hours  
(33.3% of final A-Level grade)

**UNIT 2**

**Psychology in context**  
**Approaches in Psychology, Biopsychology, Research Methods,**  
**Issues & Debates in Psychology**

Written exam of 2 hours  
(33.3% of final A-Level grade)

**UNIT 3**

**Issues and options in Psychology**  
**Gender, Schizophrenia, Forensic Psychology**

Written exam of 2 hours  
(33.3% of final A-Level grade)

**Assessment Criteria**

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See above: 100% examination subject, although much practical work is included for context.

**Course requirements and progression**

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Psychology draws on skill sets from different subject areas. The subject is rigorously scientific and a **Grade B in GCSE Science** (most suitable is Biology but any will do) **is the bare minimum** to understand the nature of experimental procedures, research methods and drawing conclusions from evidence (and A is advisable).

The subject also requires a considerable volume of extended written work and candidates will also need a **Grade B in any GCSE subject requiring extended writing: preferably English, but Geography/History would be suitable alternatives.**

Psychology is a challenging, fascinating, and strongly academic, subject. Psychology is an excellent general complement to other sciences at A-Level; it is an opportunity to include a "human" science for those of a more English / Humanities nature who don't feel completely comfortable with conventional sciences but wish to show CV range; it is a rapidly expanding subject with strong career potential – the science of the 21st Century. Realistic careers include Management, Marketing, Advertising, Profiling, Recruitment, Education, Coaching / Training, Healthcare, Forensic Law, Forces Officership, Counselling / Therapy, and Research work.



**Sociology – AQA – AS Level 7191**

**Sociology – AQA – A Level 7192**



**Course Outline**

**The GCE in Sociology has been redesigned for first teaching from September 2015. AS Level and A-Level Sociology will now be two separate qualifications.**

Sociology is a systematic investigation into the processes that shape and structure society. It will help you to develop knowledge and a critical understanding of individuals and their identities, roles and responsibilities within contemporary society. In addition, it explores the relationships between groups in societies and attempts to explain these relationships.

Employment opportunities where your sociological skills will be particularly valued are journalism and the media, law, human resources, business management, nursing and health care, teaching, guidance, criminal and probation services.

**Course Details**

<b>AS Level - Sociology</b>
<b>Paper 1</b>
<b>Education with Methods in Context</b> A written paper of 1hr 30 mins A combination of short answer and extended writing questions (50% of final AS level grade)
<b>Paper 2</b>
<b>Research Methods and Family &amp; Households</b> A written paper of 1hr 30 mins A combination of short answer and extended writing questions (50% of final AS level grade)

**AS LEVEL SOCIOLOGY EXAMS DO NOT COUNT TOWARDS THE A-LEVEL QUALIFICATION**



**A-Level – Sociology**  
**(All exams are taken at the end of Year 13)**

**Paper 1**

**Education with Theory & Methods**

A written paper of 2 hours  
A combination of short answer and extended writing questions  
(33.3% of final A-Level grade)

**Paper 2**

**Topics in Sociology**  
**Family & Households + The Media**

A written paper of 2 hours  
Extended writing questions  
(33.3% of final A-Level grade)

**Paper 3**

**Crime & Deviance with Theory & methods**

A written paper of 2 hours  
A combination of short answer and extended writing questions  
(33.3% of final A-Level grade)

**Assessment Criteria**

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The specification followed is the one offered by AQA. The course at all levels is assessed entirely by an examination.

The AS Level is studied over one year and the A2 Level course over two years. The course is organised so that the AS content mirrors A2 year 1 content.

**Course requirements and progression**

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To follow the Sociology course you would be expected to meet the general requirements for AS Level courses. In addition, because the subject requires higher level writing skills a **Grade B or higher at GCSE English Language are normally required.**

Especially worthwhile combinations with AS Sociology are English, Geography, Economics, Business Studies, Biology or other Social Sciences. Sociology is heavily theoretical, and at times philosophical, discipline that explores a number of perspectives on society. Students will have to analyse a range of different explanations about the processes and patterns we can see in the economy, value systems and other social dynamics. As a result, the skills and understanding from such a subject can be applied to many different career paths. Students of sociology are well prepared for discursive subjects at university. Many students go onto careers in, politics & policy, economics, teaching & education, health & social care, law, criminology and human resources.



DUBAI BRITISH SCHOOL

# BTEC Subject Options



## ***Business Studies – BTEC National Diploma***



### **Course Outline**

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The BTEC National Diploma is a qualification that is designed to provide specialist work-related qualifications. It gives learners the knowledge, understanding and skills that they need to prepare them for employment. The four core units give learners an introduction to and understanding of business activity, management of resources, marketing and communication — all fundamental to the success of business organisations.

### **Aims of the Course**

The key to doing well in this subject is time management. There will always be coursework deadlines to meet, so even though there is no pressure of examinations to worry about, it is not an easy option. The benefit of undertaking a coursework subject like BTEC is that when you have submitted work, you can have the opportunity to improve it, unlike an examination subject which is a one off assessment. You will develop excellent research skills and also become an excellent independent learner. These are all valuable skills when moving onto higher education or the workplace.

### **What does the subject lead onto?**

The course leads onto either university acceptance or the world of work. It is recognised by most universities for progressing onto degree courses. However, it would be wise to check with your potential university destination to ensure they accept it, as some of the Russell group universities may restrict the number of vocational courses they accept in an application from one student.

### **Course Details**

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The course is different to many others as it is assessed 100% by completing coursework tasks, applying business knowledge to real business situations. There are two choices, single award, which is equivalent to obtaining one A-Level and the double award which is the equivalent of obtaining two A Levels. This is made up of 720 guided learning hours over a 2 year period. Students will also be given the opportunity to go on visits to local businesses and tourist attractions. A key element of the course is to allow students to relate theory to real life, therefore it is encouraged that students attend these trips. However, there will be a cost attached to these trips, therefore although encouraged they are not compulsory.

The units will cover such topics as marketing, accounts, human resources and ICT in business. The qualification gives a broad background into business.

### **Core units — all four units must be taken**

- 1 Exploring Business Activity
- 2 Investigating Business Resources
- 3 Introduction to Marketing
- 4 Effective People, Communication and Information

Students will then choose 8 optional units decided by the Business teaching staff.

**Note: Exam fees are paid in full at the beginning of Year 12 for the full 2 year course.**

### **Course requirements and progression**

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To follow this course within the Sixth Form you would be expected to meet the general requirements for AS Level courses, including a **Grade C or higher at (I)GCSE Mathematics and English Language.**



## *Travel & Tourism – BTEC National Award*



### **Course Outline**

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The 60-credit BTEC Travel and Tourism Award covers the key knowledge and practical skills required in the Travel and Tourism sector. It is broadly equivalent to one GCE A-Level.

### **Course Details**

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The travel and tourism sector continues to grow at a rapid pace, with the amount of travel undertaken by individuals for both leisure and business purposes continuing to increase. An expansion in the short-break market has led to a growth of regional airports in the UK and across Europe and a rise in the number of new hospitality enterprises including health spas and boutique hotels. This rapid expansion has led to huge demand for a more flexibly skilled workforce. Specific skills gaps identified in the emerging Sector Qualification Strategy (SQS) for Travel and Tourism include customer service skills, destination geography, knowledge of working with children, and business skills. The course has been structured to encourage the acquisition and development of these competencies prior to, or while in, employment in the travel and tourism sector.

The four core units give learners an introduction to and understanding of the Travel and Tourism industry.

- 1 Investigating the Travel and Tourism Sector
- 2 The Business of Travel and Tourism
- 3 The UK as a Destination
- 4 Customer Service in Travel and Tourism

Students will then choose 2 optional units decided by the specialist teaching staff.

In Year 13, Travel and Tourism students also undertake work experience within a related field. This is normally undertaken in Term 2 and 3. The organisation of the work experience can be discussed with the teacher once the student has found a suitable placement.

### **Assessment Criteria**

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The course is different to many others as it is assessed 100% by completing coursework tasks that will be studied over 360 guided learning hours over a 2 year period.

**Note: Exam fees are paid in full at the beginning of Year 12 for the full 2 year course.**

### **Course requirements and progression**

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To follow the Travel & Tourism course you would be expected to meet the general requirements for AS Level courses requirements including **(I)GCSE English Language and Mathematics grade C or above.**

Students are not required to have studied this subject at GCSE, but will normally be expected to have a good level of numerical and written skills as well as good ICT skills to be successful.



# EXAMINATION AGREEMENT FORM

Name of Child: \_\_\_\_\_

Year Group and Class: \_\_\_\_\_

I hereby confirm that I have fully read and accept the terms and conditions as indicated in the Examination Guidebook that is available on the Dubai British School Website and on the DBS Electronic Communicator.

I agree to ensure that all costs of examination fees will be paid in advance of exams being taken and that all materials/text books belonging to Dubai British School will be returned at the end of each academic year or on leaving Dubai British School.

Any books lost/damaged/not returned relating to their course of study must be paid for before any examination results will be released.

I confirm that I am fully aware that examination results may not be released until such time as all outstanding fees/Invoices issued by Dubai British School have been settled in full.

I confirm that this agreement will be for the entire duration of my child's secondary education at Dubai British School.

Name of Parent : \_\_\_\_\_

Signature : \_\_\_\_\_

Date : \_\_\_\_\_



## DUBAI BRITISH SCHOOL - SIXTH FORM CONTRACT

**Student Name** .....

I understand that I have accepted a place at Dubai British School Sixth Form conditional upon the following requirements being met at all times.

- Attend all school lessons regularly and other activities within the Sixth Form timetable regularly and punctually.
- Be present for every registration session by 7.55 at the latest and attend assemblies as required.
- Use the non-timetabled time appropriately.
- Not leave the school site during lesson time unless previously agreed and discussed with the Key Stage Leader.
- Adhere to the Sixth Form dress code by being smart and presentable at all times.
- Meet all deadlines set for homework and coursework for all subjects.
- At all times set a good example to the younger students in the school.
- Behave in an exemplary manner in accordance with the schools Code of Conduct.
- Respect the school surroundings and recognise the right of other students to study undisturbed.
- Notify the school in case of absence.

**I understand that progression into Year 13 is subject to me obtaining the minimum of a D grade at AS Level in three or more subjects.**

**I understand that my attendance and punctuality record as well as my general conduct and behaviour will be referred to in any formal reference the school releases.**

**I also understand that my place in Year 12 will begin with a probation period and that my place will be reviewed in October, early November after an internal assessment by subject teachers, tutors, heads of faculty, and the Head of Sixth Form.**

**If I am identified as a cause for concern in any of the areas of assessment I may:**

- 1. Have my probation extended.**
- 2. If required by subject teachers, be assessed at any other time.**
- 3. Be required to change / drop courses.**

**I agree that I will meet all the requirements at all times. I also understand that failure to meet these requirements may result in me failing my probation period and/or being asked to withdraw from the school.**

Signed and Date (Student) .....

Signed and Date (Parent) .....

Signed and Date (Tutor) .....