

THE SIXTH FORM

2023/24





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Rachel Tracy, Head of the Eco Committee with Dr. Jane Goodall who opened the Cranleigh Legacy Garden, in February 2020.

WELCOME FROM THE PRINCIPAL



Traditional methods of education are increasingly being found to fall short of what is needed in a global workplace. Employers and universities need schools (and parents) to give children the right skills to thrive in this changing world. Although we cannot predict the future, the pattern of its evolution highlights the need to meet its challenges with greater creativity and compassion.

If we only teach students how to pass exams, we do so at the expense of crucial life skills. Looking to the future, sustainable careers and lifelong employability will require much more than a deep understanding of your subject. People will need to possess flexible, transferable talents such as complex problem-solving, resilience, tolerance and cross-cultural team working. Education therefore has a vital role to play. They will also need to look after their wellbeing both physically and mentally.

Our role at Cranleigh is to run a broad and exciting curriculum both inside and out of the classroom where each individual can grow and flourish. Being a relatively new school, we have had the benefit of observing the progression of other schools. We have designed an educational programme for our Sixth Form rich in experiences and opportunities that are essential for the 21st century.

Small class sizes, a university style of teaching, work placements, leadership programmes, a bespoke Sixth Form centre, whilst still being part of a wider community are all features of the Cranleigh Sixth Form experience. Instilling the values to successfully shape their own lives is key, as is the ability to empathize and contribute positively to the lives of others.

This guide will give you lots to think about and we look forward to welcoming you to find out more.

Tracy Crowder-Cloe

Principal
Cranleigh Abu Dhabi

 Educating the mind
without educating the heart is no
learning at all

- Aristotle



A photograph of three students in a classroom. A young man in a dark blue blazer and glasses is on the left, looking down at papers. A young woman in a maroon top is in the center, also looking down. A young man in a purple shirt is on the right, looking towards the center. They are sitting at a light-colored table. In the background, there are large windows with whiteboards. A semi-transparent white box with text is overlaid on the bottom half of the image.

A LEVEL CURRICULUM

As a British curriculum school, Cranleigh Sixth Form offers A Levels and several BTEC options.

A Levels are internationally recognised and regarded as academically rigorous, challenging and stimulating. They enable students to access the world's best universities, as well as providing them with the skills and knowledge for entry into both traditional and more innovative careers.

Cranleigh Sixth Form

It is in no doubt that A Levels are demanding. However, at Cranleigh, we offer an exceptional personalised learning environment that supports and motivates each individual; students will be guided by our experienced teachers and supported by the Careers/Futures Team providing every opportunity for success.

Universities look for young people who not only have an aptitude for a particular field of study but who also demonstrate that they can go above and beyond. Our Year 12 students engage in the highly acclaimed Extended Project Qualification programme (EPQ) – equivalent to half an A Level. Universities and employers hold the EPQ in high esteem as it provides students with an opportunity to develop both their independent study skills and to delve deeper into an area that particularly captivates them.

Alongside this and their other academic studies, Cranleigh Sixth Formers have access to a fantastic range of Co-Curricular Activities (CCAs) that help develop character and make applications stand out.

Selecting subjects

Selecting subjects should be seen as an exciting process. Whilst there may be some trepidation at embarking on a programme of study in which subject range is narrowed, A Level study provides an opportunity to engage with subjects in much greater depth and sophistication. The pages that follow will give you an insight into the subjects and opportunities available throughout Years 12 and 13.

Our advice? Think carefully about any career aspirations you may already have, but above all else, consider the subjects that most excite you – you will have five hours per week of each subject so interest and a genuine commitment for that subject are vital!



Educating the mind
without educating
the heart is no
education at all.

- A

LEVEL 3 BTEC INTERNATIONAL SUBSIDIARY DIPLOMA

How are BTECs different to A Levels?

A key difference is that BTECs are not assessed by a terminal exam. They are largely project and assignment based meaning that students are constantly working towards the qualification and know how well they are progressing throughout two year programme of study. Furthermore, BTECs are broken down into units, some of which are optional, which means that students have the opportunity to select areas of the subject that most interest them.

Are BTECs well regarded by universities and employers?

Cranleigh Sixth Formers who opt for a BTEC will engage in the BTEC International Level 3 Subsidiary qualification which is equivalent to one A level. BTECs, either on their own or in combination with A Levels, are accepted by British and many international universities, as well as higher-education institutes for entry to relevant degree programmes. Indeed, over 100,000 BTEC students apply to university every year.

BTECs provide rigour and balance. The qualification encompasses applied learning that brings together knowledge and understanding with practical and technical skills. Students progressing to higher education need experience of research, extended writing and meeting deadlines. Employers look for young people who have a thorough grounding in the latest industry requirements and work-ready skills. BTEC qualifications provide the breadth and depth of learning to give learners this holistic experience.

Should I consider a BTEC?

We are hoping to offer BTEC courses in Enterprise and Entrepreneurship and Sport:

- Do any of these subject areas interest you?
- Do you like project-based learning?
- Do you perform better over the course of two years rather than in a final set of exams?
- Are you considering a career related to any of these subjects?

If you have answered yes to several of these questions, you may find that a BTEC is ideal for you.

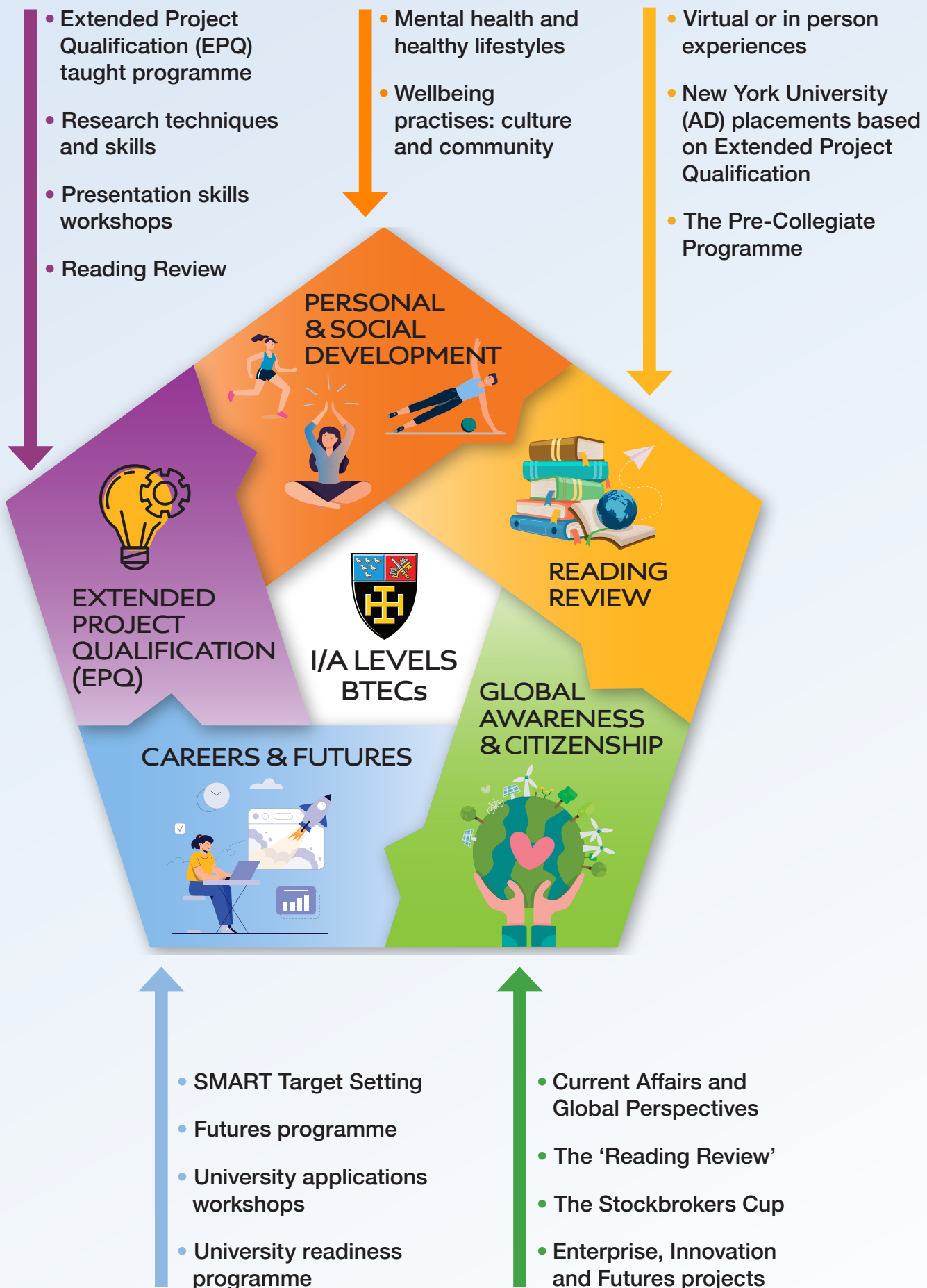
BTECs are designed to be studied alongside A Levels and EPQ. You could choose our “Combined” pathway and opt for one or more BTECs, plus an A level. Refer to page 12 for further information about our CAD pathways.

How could a “combined” pathway work for me?

If you are interested in a career in business, you could choose to study BTEC Entrepreneurship, A Level Business and A Level Psychology along with an EPQ investigation focused on the Impact of self-belief on the Entrepreneurial mindset.

If you are interested in a career in the sports industry, you could choose to study BTEC Sport, A Level Business and A Level Psychology along with an EPQ question focus of Why is sports psychology important to athletic performance?

If you are interested in a career in Engineering, you could choose to study BTEC Engineering, A Level Physics or A Level Math or A Level Geography along with an EPQ question focus of Can zero carbon communities really exist and be sustainable?



THE SIXTH FORM CORE CURRICULUM YEAR 12 AND YEAR 13

What is the Sixth Form Core Curriculum?

The core curriculum is a programme unique to Cranleigh Abu Dhabi, and is a mandatory element of all Sixth Former's portfolio of courses. It is a four term programme of study where students will gain an Extended Project Qualification (EPQ) and a certificate of completion as part of our graduation requirements.

Students will study five modules each week across four terms, giving them the opportunity to both extend and enrich their Cranleigh experience, whilst making valuable connections to their chosen A Level and BTEC subjects. The core curriculum is a holistic and immersive curriculum giving students the opportunity to both interact with the World around them and more importantly, to figure out how they can become a positive social contributor.

What are the five modules of study?

Personal & Social Development

A module focused on personal, social and mental wellbeing which gives our students the opportunity to focus on themselves and those in their community. This module introduces students to the importance of maintaining both physical and mental health. It continues to explore nuanced wellbeing practices and how these can be embedded into a community culture.

Global Awareness & Citizenship

A module designed to aid student's understanding of, and positive interaction with, the Global Community in which they exist. This module investigates the globalised and interconnected world through the Political, Economic and Social influences on Nation States. It introduces students to various political ideologies across the world with Aristotle's lens of 'entertaining views without needing to accept them as your own'. The module then continues to examine the role of global citizenship in the process of globalization, international connectedness of global communities, and the UN sustainability goals.

Careers & Futures and Work Experience

A module that guides Cranleighans along their journey towards graduation and their future beyond. Please see pages 20 and 21 for further details on our futures programme and work experience.

The Extended Project Qualification

An independent research project completed by all students. Choosing an area of passion or interest, students explore a topic through academic research, analysis and evaluation, thus gaining an invaluable skill set necessary for future success at University. See pages 12 and 13 for further details on the EPQ programme.

The Reading Review

The cornerstone of this Core Curriculum is the Reading Review. This is a module running in tandem with the core curriculum which giving the students the opportunity across four terms to engage with four books that matter. The reading review promotes curiosity and empowers students to share their understanding and takeaways from literature, engaging them in discourse and discussion and making them think deeper and more theoretically. Many of these texts are extensions from the academic curriculum and will provide students with useful material for future University applications.

THE EXTENDED PROJECT QUALIFICATION (EPQ)

The EPQ is an independent research project that allows students to extend their abilities beyond the A Level syllabus and prepare them for university or future careers. It is equivalent to half an A Level and is highly regarded by many universities since it helps students to develop critical thinking skills, giving weight to applications.

Amanda Mozzetti is the Coordinator of the Core Curriculum which encompasses the EPQ at Cranleigh. She is passionate about guiding students to produce outstanding projects:

“We are incredibly proud of our students who are developing and demonstrating the skills they need to become future leaders and global citizens. EPQ projects show an engagement with the issues that surround them, and a drive to seek solutions to those issues.”

What is the EPQ?

The EPQ counts as the equivalent of half an A Level or up to 28 UCAS points. It is an independent, research-based project and is marked internally and moderated externally by the exam board. There is no final examination.

Project outcomes take the form of:

1. A written report, e.g. “To what extent does bilingualism affect children’s cognitive, social and language development?”
2. An artefact, e.g. “Designing a solar powered ultraviolet water purification system for the developing world.”

Examples of current Cranleigh Abu Dhabi Sixth Form Extended Projects include:

- *To what extent could the increasing use of renewable energy sources positively impact the economy of the UAE?*
- *Promoting awareness of sustainability and wellness within a school environment by designing a dual-function space.*
- *Designing a cube satellite to research terrestrial gamma ray flashes.*

Why do the EPQ?

- **Personal interest:** The EPQ gives students the opportunity to explore topics based on their interests, experience and aspirations.
- **Hone critical skills:** The EPQ aids the development of vital life skills. Students attend classes on philosophy and critical thinking, research skills and project management before starting their own independent projects.
- **Fosters ‘future-ready’ students:** The EPQ bridges a gap between secondary education and university. Students with this experience generally perform better in their future studies and in the workplace.
- **Enhances application:** Universities encourage EPQ projects because they enrich student applications and are excellent preparation for independent study in higher education. The EPQ is often used as a ‘tie-breaker’ to distinguish between top students, potentially making the difference between getting into a top university or not.





Cranleigh Abu Dhabi EPQ Results 2020 Higher Than UK Average

Year 13 achieved outstanding results in their EPQ projects with 45% of students achieving A*, 86% achieving A*-A, 95% achieving a grade B or better and 100% achieving a grade C or above. The results are higher than the UK National average and on a par with top selective UK independent schools where only high-achieving students take the EPQ.

What is expected?

For the project, students will be expected to:

- Plan their objectives and manage their own time and work
- Carry out research, selecting and using different resources
- Develop their own ideas and skills as well as the project outcome itself
- Review the project process and present an overview of the project to staff and peers

The process & assessment:

- 40 hours of taught sessions where students will be expected to work independently on their project over three terms (specialist staff are available to guide and mentor). Students submit the finished project in the summer of Year 12.
- Students will be assessed on the final product; how they manage the assignment; how they perform throughout; how they reflect on the process and the outcome.

What do universities think?

CAMBRIDGE

“We welcome the Extended Project and would encourage applicants to undertake one as it will help to develop independent study and research skills valuable for higher education.”

BATH UNIVERSITY

“If you take the EPQ alongside A Levels and apply to study at Bath, you could get an offer for most of our courses that is one grade below our typical A Level offer.”

EPQ Examples

Imogen Andrews designed a solar-powered water filter for developing countries. Her project was awarded an A* plus she also won STEM—Young leader of the Year Middle East Youth Expo 2020 award (Youth age 14-17 category).

George Platt was awarded Government & Society - Young leader of the Year Middle East Youth Expo 2020 for his EPQ on improving the National Health Service (NHS) in the UK.

Both students won AED 5,000 towards their work in responsible global citizenship.



ACADEMIC PATHWAYS

CRANLEIGH SIXTH FORM ENTRY FOR SEPTEMBER 2023

Subject entry criteria for A Level

For entry into Cranleigh Sixth Form, we recommend students achieve a minimum of five Level 6s at (I)GCSE, including English Language and Maths. If a Level 5 has been achieved in English Language and/or Maths, students should have achieved a Level 6 in five other subjects.

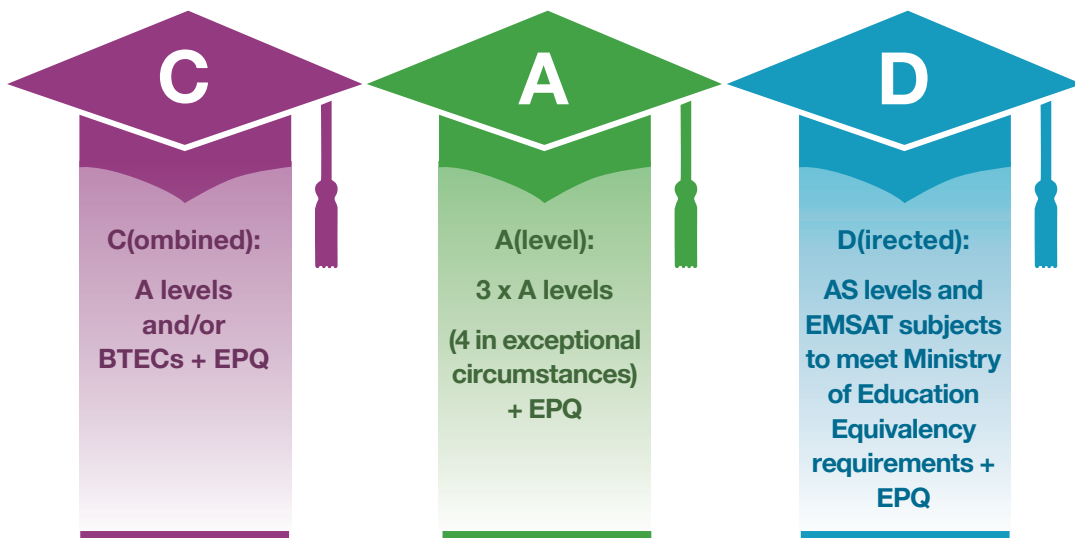
Effort and school contribution

Effort grades and school contribution will also be taken into consideration.

PATHWAYS TO SUCCESS

Our Sixth Form CAD pathways are designed to support students in choosing a combination of subjects and qualifications that are most suitable for them and their future aspirations. We want our students to have a positive, fulfilling two year Sixth Form experience, and to leave Cranleigh with qualifications that enable them to have wide-ranging choices and opportunities. Importantly, CAD pathways help to foster engaged, active and optimistic young adults who will shape the future of their world.

The CAD Pathway – a 2 year programme:



PATHWAYS





UAE MINISTRY OF EDUCATION EQUIVALENCY

What are the requirements?

Article 6 - 883 Ministerial Decree:

1. Secondary school certificates in private schools following the British Curriculum with the General Secondary Certificate are equalized without specifying the tracks according to the following general conditions:
 - a. The regulations in section 4 in this circular are applied.
 - b. The student completes successfully grade 12 or its equivalent (meaning Year 13 for British Curriculum).
 - c. The student completes successfully (5) subjects at the normal level (IGCSE or GCSE level) with (A*, A, B, C, D) or (3,4,5,6,7,8,9) to include the following subjects:
 - i. Mathematics
 - ii. A subject from Sciences subjects (physics - chemistry - biology) or dual science.
 - iii. English language or English literature subject
2. The student completes successfully (2) subjects at the high level (GCE Advanced level) with (A*, A, B, C, D).
3. Arabic language and Islamic are not to be counted as part of the subjects.
4. The student chooses his subjects among the subjects approved by the MOE.

What is it?

Students who study in foreign curriculum schools, such as Cranleigh, may seek "Equivalency". This means that their schooling is recognised as equivalent to the UAE Ministry of Education High School Leavers Certificate (i.e. the education received in local schools) in accordance with Article 6 of the Ministry of Education Equivalency Decree.

Emirati students must study the required number of approved A level subjects in addition to Arabic and Islamic Studies in Year 12, sit the MoE exams and take their EMSAT examinations.

Other Arab students must study Arabic and Islamic Studies in Year 12. There are exemptions – please see below.

Who needs it?

Any student who intends to continue Higher Education within the UAE (and other Arab/Gulf countries*) and/or to work for a UAE Government entity in the future.

*Libya, Tunisia, Egypt, Morocco, Algeria, Mauritania, Lebanon, Somalia, Sudan, Djibouti, Yemen, Saudi Arabia, Oman, UAE, Palestine, Qatar, Bahrain, Kuwait, Iraq, Syria, Jordan

What are the approved subjects?

The approved subjects list, from those that we offer at Cranleigh, is:

- Art & Design (not Fine Art)
- Biology
- Business Studies
- Chemistry
- Computer Science
- Design & Technology
- Economics
- English Language
- English Literature
- French
- Further Maths
- Geography
- History
- Mathematics
- Physics
- Psychology
- Spanish

*Music, Drama and Politics remain unapproved subjects, as do BTECs

Exemptions

Emirati students must attain equivalency.

Arab students can choose to not sit the required number of approved A level subjects and/or not take their EMSATs if their parents sign the waiver(s) stating that they will not seek equivalency nor intend to study at third level in the UAE. Please note that we do not recommend opting out for our Arab students.

Non-Arab students do not have to study Arabic or Islamic Studies nor the required number of approved subjects if their parents sign a waiver stating that they will not seek equivalency.

EMSATs are mandatory for all Emirati students, and all students must graduate in Year 13 to meet the requirements of the 883 Ministerial Decree.

YOUR SIXTH FORM— GET OUT WHAT YOU PUT IN

“

*Tell me, and I
will forget. Show
me, and I may
remember. Involve
me, and I will
understand.”*

Confucius, 450BC

Character development

Sixth Form is a time of continued personal and academic growth. As young adults, Sixth Formers are responsible and accountable for their own learning. They have vision, opinions, perspective and are forging their own path. Our tutoring system helps support this progression by motivating each student to nurture their passion and providing ample opportunity to build character.

Connecting aspiration to opportunity

Learning does not exist simply within the confines of a classroom. Universities are looking for well-rounded students who demonstrate their interests and ambitions through evidenced action both inside and out of the school walls. At Cranleigh, the School is a stage for leadership development, citizenship and governance.

Our Sixth Formers are encouraged to embrace the vast opportunities on offer; to build portfolios, participate in competitions, attend conferences and lectures, volunteer and mentor plus initiate and lead many whole School projects and enterprises. This also includes participation in Cranleigh's Co-Curricular Programme which incorporates the Purvis Society, Open Minds lecture series, Debating, Model United Nations, IRENA and much more.



Sample extension opportunities available to Cranleigh Sixth Formers:

- **Entrepreneurship:** Mentor at Cranleigh's Stock-Brokers Cup, lead in the annual philanthropic Enterprise Festival or build an extra qualification by taking a MOOC in a business-related field with a world-renowned University.
- **Science:** Partake in lab-based work experience at NYUAD, join our Bio-Medical Society or work on the Saadiyat Marine Biology Conservation Collaboration working alongside professors and academic researchers.
- **English:** Get involved with the Creative Mind Series, compete in our public speaking competitions and support/participate in School productions.
- **Maths:** Mentor at Cranleigh Maths Clinics, become a member of the Maths Circle at NYUAD and sign up for the UKMT Senior Mathematics Challenge, as well as be leaders and organisers in our annual Maths Day.
- **Humanities & Diplomatic Relations:** Take part in Change the World Model United Nations, the Law Society or gain work experience at the IRENA Annual Assembly working alongside world leaders of the renewable energy sector.
- **Leadership:** All Year 12s are invited to undertake an accredited leadership qualification from the Institute of Leadership and Management, alongside our Learning to Lead CCA. Cranleigh Sixth Formers have numerous opportunities to take on leadership responsibilities heading up Committees and Societies, being awarded a Head of School or House position or even in being a founding member of a new society

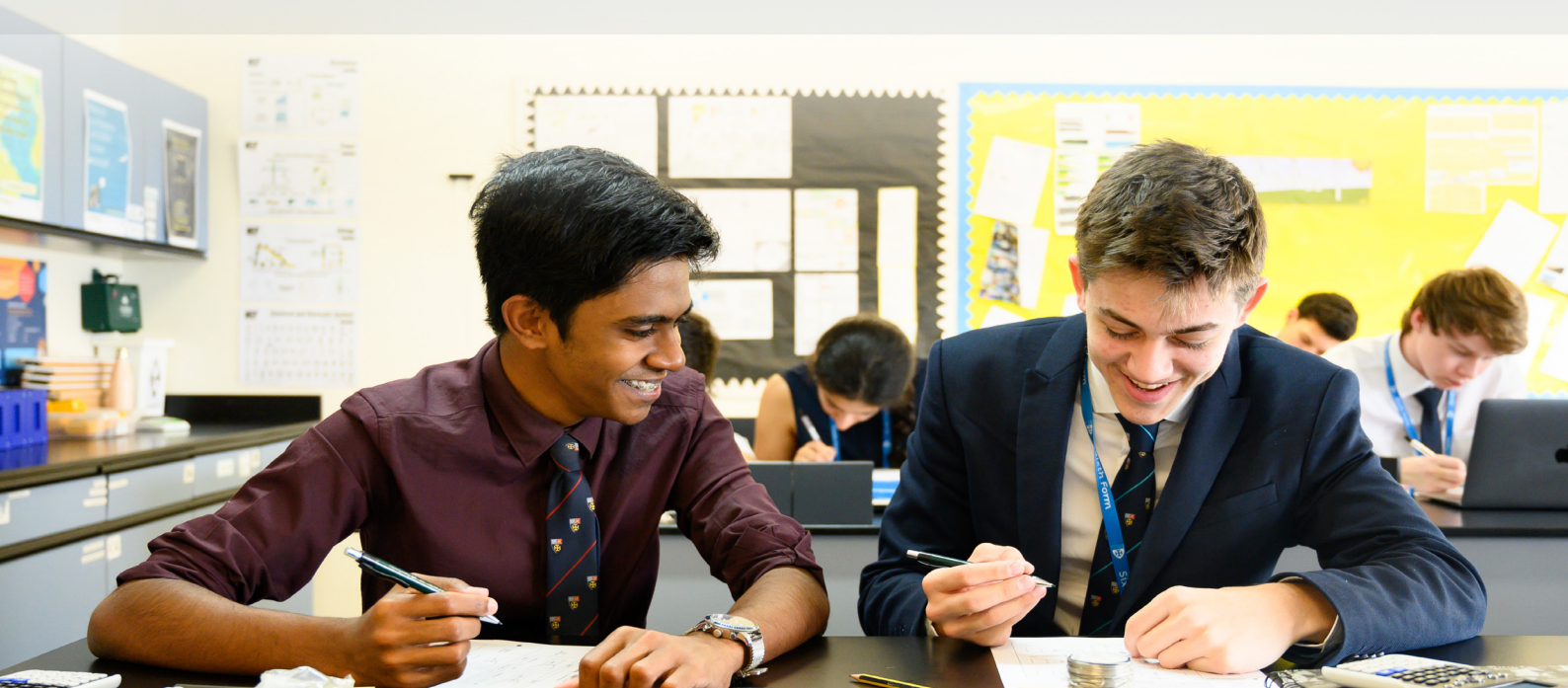


THE ENGAGED CLASSROOM

At Cranleigh we are committed to developing our students' capacity to be independent thinkers and learners. In place of being taught what to think, students are taught how to think. We want to develop our students to have the courage, imagination and integrity to formulate their own ideas and develop substantive and well-informed opinions.

The decision was made in our inaugural A Level year to introduce the Harkness method of teaching. Harkness sees the students lead their lessons in small groups around an oval table. Teachers become facilitators, guiding discourse rather than delivering it.

The implementation of Harkness at Cranleigh has evolved and we have adapted this style of teaching to best suit our students and the requirements of delivering the A level curriculum. Cranleigh Sixth Formers still continue to learn in the Harkness-styled tutorial environment, but also experience a wide range of other teaching and learning methods. This ensures that students have varied, enjoyable and relevant lessons that enable them to excel and be successful in each subject area.



PREPARATION FOR LIFE BEYOND CRANLEIGH – **OUR FUTURES PROGRAMME**

At Cranleigh we appreciate the fast pace of change that characterises our world and know the importance of teaching our students the necessary skills which will enable them to engage actively within our increasingly diverse and global society. In order to help prepare our students for the future, we focus as much as possible on real-world learning experiences:

- Career advice
- Work experience
- University applications

Career guidance

All students participate in dedicated weekly careers sessions exposing them to the myriad of opportunities available. They provide a platform for students to reflect on their actions, focus on their aspirations and develop the required skills.

At the beginning of Year 12, students are encouraged to partake in our extensive Co-Curricular (CCA) programme, selecting options that are going to best complement their future aims and help develop the core competencies universities expect to see in their applicants.

As noted elsewhere, the Sixth Form offers a wealth of opportunities; Sixth Formers are selected for roles of responsibility within our school Pastoral system, undertaking leadership positions, Prefects and House Captains. Others will take on mentorship roles as part of our School Enterprise Programme and Stockbrokers Cup Competition. A number of Year 12s will become ambassadors as part of the prestigious IRENA World Economic Forum. The Medical Society, the Law Society and the PWC Talent Academy are other examples of highly valuable opportunities.

With the support of our Futures team, engagement in a structured Careers programme and participation in both curricular and extra-curricular activities, our Sixth Formers complete their schooling well equipped with the competencies they need to thrive and engage successfully beyond Cranleigh.





Work experience

The premise of work experience at Cranleigh is to give Year 12 students a realistic experience of working within their chosen area of focus. All year 12 students are encouraged to embark upon meaningful work experiences during the first year of their Sixth Form journey.

Some Year 12 students choose to partake in a minimum of two hours of work experience per week over a 20 week period; this gives students a real world continuous view of what a career entails on a continuous basis.

Others choose to engage in week long work experiences during Half Term and End of Term breaks, which is again a fantastic opportunity to bolster a student's academic CV and gain important experience of the world of work.

University applications

Our Futures Team have excellent knowledge and experience of international university application systems to include British and American universities plus North America, Australia, Europe and Asia.

By the start of Year 13, the focus of students' career sessions has shifted to the immediate future beyond Cranleigh. Sixth Formers make effective use of the Unifrog platform which offers excellent advice and guidance.

Timeline:

TERM 1: Year 13s start their exploration of the relevant application systems of UCAS, Common App, OUAC and Studielink. Additionally, students take part in Personal Statement and Common App essay writing workshops. Students are provided with a bespoke Cranleigh University Application guide, which they work through supported by their Tutor and the Futures Team, to ensure that they are selecting a range of choices in line with their predicted grades.

TERM 2: Year 13s engage in a bi-weekly 'University-Ready Programme'. Students take part in elective workshops delivered by a variety of experts and university representatives. They also have access to 121 interview preparation sessions as required.

TERM 3: With university applications completed, we ensure Term 3 is focused on final A Level exam preparation.

LEADERSHIP OPPORTUNITIES

Sixth Form students are the role models for the rest of the school community. Their presence brings a quality and breadth that helps create an all-inclusive, friendly and supportive atmosphere which typifies Cranleigh. Sixth Formers are expected to be effective ambassadors for the School and to help with a range of activities from charity work to prefect duties. The leadership opportunities open to them are extensive: School Prefects, House Captains, Leaders and Deputies of Committees (Wellbeing, Charity and Eco) and Heads of School.

Outside the Prefect system there are further opportunities for students to develop their leadership skills. Students have the opportunity to gain the Sports Leader Level 3 Award, progress through the International Award and to complete the ILM's Level 2 Young Leader Award.

Future-ready students will need to exercise leadership and responsibility for successes at university, the workforce and in their adult

lives. The ability to influence people, events and circumstances for the better will be central to the world they are about to step into.



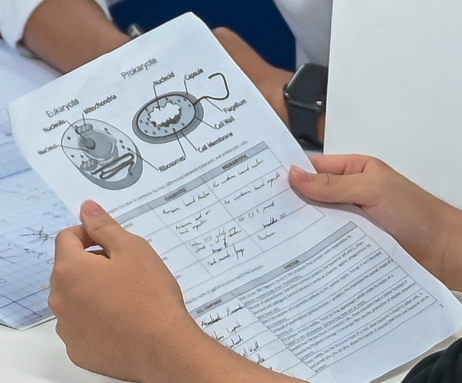
“Cranleigh Sixth Form gives you the independence to aspire and pursue your own dreams and the support of both teachers and students to be able to learn from your own mistakes. Being here has allowed me to explore all of my options in both academics and extracurriculars and understand how to make the most of every opportunity. This ethos of growth and collaboration throughout Cranleigh has created a multicultural community of determined, innovative and welcoming students.”

Georgia A., Head of School, Year 13



“Ex Cultu Robur’, from culture come strength, is a phrase that has always been in the back of my mind throughout my four years at Cranleigh, but it was not until I started in the Sixth Form that it became ingrained in me. The number of opportunities I have been given outside of the classroom, expanding my horizons and increasing my skillset, have been unparalleled, and all students are encouraged to take part. I genuinely feel Cranleigh’s sixth form doesn’t just prepare you for exams, but prepares you for life, and I couldn’t recommend it more to any type of student.”

Ollie G., Head of School, Year 13



ARABIC

COURSE DETAILS

Exam Board: Pearson Edexcel

Specification Code(s): A Level – 9AA0

Recommended GCSE Requirement: Grade 6 in Arabic

Additional Recommendations: Students do not need to have gained Arabic GCSE to follow this course but they do need proficiency in the language. Please speak to a member of the Arabic department to discuss further.

COURSE INTRODUCTION

This course will allow students to develop an understanding of Arabic in a variety of contexts and genres. They will learn to communicate confidently, clearly and effectively. Students will gain an awareness and understanding of the contemporary society, cultural background and heritage of the countries or communities where Arabic is spoken. The Arabic course has been designed as a motivating course of study that will enable students to develop advanced level knowledge and understanding of the Arabic language, the culture of the Arabic-speaking world, as well as practical and valuable language and transferable study skills.

SKILLS REQUIRED

Students must be able to develop their capacity for critical thinking and understanding of the language to convey meaning, use written skills and define a range of vocabulary. Engaging critically with texts, films and other materials will require an appreciation of the creative uses of Arabic in cultural and social contexts.

FUTURE CAREERS AND OPPORTUNITIES

This qualification adds to the individual's employability profile, particularly for UK organisations trading overseas as well as with international companies based in the UK and globally. Students can progress to a wide range of careers in areas such as journalism and media, education, science, medicine, the civil service, sales, marketing, retail, and charities.

CONTENT AND ASSESSMENT OVERVIEW

The four themes:

THEME 1 - Changes in Arab Society

THEME 2 - Artistic Culture in the Arab World

THEME 3 - Work and Citizenship in the Arab World

THEME 4 - Political Culture in the Arab World

Paper 1: Translation into English, reading comprehension and writing (research question) in Arabic

Written examination: 2 hours 30 minutes 40% of the qualification – 80 marks

Paper 2: Translation into Arabic and written response to works

Written examination: 2 hours and 40 minutes 30% of the qualification – 110 marks

Paper 3: Listening, reading and writing in Arabic

Written examination: 2 hours and 15 minutes 30% of the qualification – 60 marks



“Learn the Arabic language; it will sharpen your wisdom.”

Umar ibn Al-Khattab

BIOLOGY

COURSE DETAILS

Exam Board: Oxford International AQA*

Specification Code(s): 9610

Recommended GCSE Requirement: Grade 7 in Biology

Additional Recommendations: Minimum Grade 7 in both Maths and English

COURSE INTRODUCTION

Biology is the science of life. Biologists study the morphology, physiology, anatomy, behaviour, origin, and distribution of living organisms from the largest mammals down to our very own microscopic DNA. They work to understand how life evolved and explore the factors that both improve and damage it, using this knowledge to control the spread of disease, manage natural resources, improve public health, animal care and conservation.

Even before sophisticated scientific equipment was developed, humans were exploring the biology of the plants and animals around us. Our fascination for the natural world led to one of the founding principles of science—observation. All science and indeed all scientific investigations are based around the principal of explaining observations.

SKILLS REQUIRED

- **Biology helps to build up research, problem solving, organisational and analytical skills.** Students learn how to collect and evaluate data, investigate facts and use deduction, put over their point of view effectively and take responsibility for their own learning.
- **Biology students are likely to work on group projects** which help to build teamwork and communication skills.
- **Rachel Lambert-Forsyth**, director of education and training at the Society of Biology, says, *“Biology opens up exciting career possibilities. From conservation to cancer research, biologists are tackling important 21st century challenges, and we need skilled young people to be part of this”.*
- **The biological sciences are the most diverse of subjects**—from molecular biology to the biosphere. A qualification in Biology equips people with skills in literacy, numeracy and social awareness, fostering an ability to make connections between the natural, social, economic, political and technological fields.

FUTURE CAREERS AND OPPORTUNITIES

Biology is an essential A Level for anyone who would like to pursue a career path in health and clinical professions such as medicine, dentistry, veterinary science, physiotherapy, optometry, pharmacy, nursing, zoology, biological sciences and marine sciences.

COURSE CONTENT

Topics will be covered over 5 units:

Unit 1 - The diversity of living organisms

Unit 2 - Biological systems and disease

Unit 3 - Populations and genes

Unit 4 - Control

Unit 5 - Synoptic unit

The full specifications can be found online on the Oxford AQA website.

Assessment is modular with opportunities for assessment in January and June exam series. Students will complete a set of 10 required practical investigations which will allow them to develop laboratory skills. Furthermore, there will be specific practical related questions in the exam papers.

*NOTE: No coursework is required

“

“It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change.”

Charles Darwin,
Naturalist and Biologist

“A cell is regarded as the true biological atom.”

George Henry Lewes,
Philosopher

BUSINESS

COURSE DETAILS

Exam Board: Pearson Edexcel (International A Level)

Specification Code: YBS11

Recommended GCSE Requirement: Grade 7 in Maths

Additional Recommendations: None

COURSE INTRODUCTION

Branson (Virgin), Dyson (Vacuum Cleaners), Gates (Microsoft) and Roddick (Body Shop): each examples of dynamic and successful entrepreneurs; all have, in their time, followed some of the many principles laid down by a typical Business course. Ultimately, Business is about decision-making. What price to set for a new fizzy drink, where to sell it, where to make it, how to raise the money to fund its manufacture, how to motivate the staff, how to deal with customer complaints? The course you might embark on in Business offers the opportunity to ask these and similar questions, sometimes by looking through the eyes of a corporate giant like Coca Cola and sometimes from the point of view of a relative minion like a local corner shop. The course also looks at how external activities affect businesses and, in turn, how businesses react to these; for example, the effect of changes in government policy (e.g. taxes or interest rates), levels of competition, demand, pressure groups and business ethics.

SKILLS REQUIRED

Students should be able to apply knowledge in various contexts and be willing to conduct research into businesses on a variety of scales ranging from local to international. They should be able to analyse issues, form hypotheses and make judgements based on qualitative and quantitative evidence.

FUTURE CAREERS AND OPPORTUNITIES

Although few Business courses at university level have A Level Business Studies as a prerequisite, it is a distinct advantage to have studied it. Pursuing Business at A Level will give you a solid foundation in Finance, Commerce, Entrepreneurship, Human Resources, Corporate Strategy, Business Administration, Business Management and International Business, all of which are courses that can be studied at university. Remember, no matter where you work in the future it will be very likely be a business.

COURSE CONTENT

THEME 1: Marketing and People

Students will develop an understanding of:

- Meeting customer needs
- The market
- Managing people
- Entrepreneurs and leaders

THEME 2: Managing Business Activities

Students will develop an understanding of:

- Raising finance
- Financial planning
- Managing finance
- Resource management
- External influences

THEME 3: Business Decisions and Strategy

This theme develops the concepts introduced in Theme 2. Students will develop an understanding of:

- Business objectives and strategy
- Business growth
- Decision-making techniques
- Influences on business decisions
- Assessing competitiveness
- Managing change

THEME 4: Global Business

This theme develops the concepts introduced in Theme 1. Students will develop an understanding of:

- Globalization
- Global markets and business expansion
- Global marketing
- Global industries and companies (multinational corporations)

*There is no coursework in A Level Business, however students will extensively explore and research a pre-release case study in Year 13.



“There is only one boss: the customer. He can fire everybody from the chairman down, simply by spending his money elsewhere.”

Sam Walton,
Founder of Walmart

“If I had asked people what they wanted, they would have said, ‘a faster horse!’”

Henry Ford,
Founder of the Ford Motor Company

CHEMISTRY

COURSE DETAILS

Exam board: Oxford International AQA*

Specification Code: 9620

Recommended GCSE Requirement: Grade 7 in both Chemistry and Maths

Additional Recommendations: None

COURSE INTRODUCTION

A Level Chemistry explores all aspects of inorganic, organic and physical Chemistry with an embedded element of practical skills development. Students will synthesise and analyse chemical compounds in the laboratory as well as learn how to identify substances and determine information about properties. Alongside this, an in depth understanding of the workings of Chemistry will be developed through an enquiry based approach.

SKILLS REQUIRED

Chemistry requires an excellent ability to conceptualize difficult theory. Students need to be resourceful in utilizing different sources in order to gain understanding. Students will also need to carry out regular reading and note taking in order to consolidate learning. Practical investigation skills are essential as there are 10 required practicals throughout the A Level course. AS & A2 written papers test knowledge and understanding of the procedures involved and require an evaluation of the techniques adopted.

FUTURE CAREERS AND OPPORTUNITIES

Chemistry degrees open many doors in regards to job opportunities. Some of these include: Analytical Chemist, Biotechnologist, Chemical Engineer, Healthcare Scientist, Clinical Biochemistry, Forensic Scientist, Nanotechnologist, Pharmacologist, Research Scientist (Physical Sciences), Scientific Laboratory Technician, Toxicologist.

COURSE CONTENT

3.1 Physical chemistry

- 3.1.1 Atomic structure
- 3.1.2 Amount of substance
- 3.1.3 Bonding
- 3.1.4 Energetics
- 3.1.5 Kinetics
- 3.1.6 Chemical equilibria, Le Chatelier's principle and Kc
- 3.1.7 Oxidation, reduction and redox equations
- 3.1.8 Thermodynamics (A Level only)
- 3.1.9 Rate equations (A Level only)
- 3.1.10 Equilibrium constant Kp for homogeneous systems (A Level only)
- 3.1.11 Electrode potentials and electrochemical cells (A Level only)
- 3.1.12 Acids and bases (A Level only)

3.2 Inorganic chemistry

- 3.2.1 Periodicity
- 3.2.2 Group 2, the alkaline earth metals
- 3.2.3 Group 7(17), the halogens
- 3.2.4 Properties of Period 3 elements and their oxides (A Level only)
- 3.2.5 Transition metals (A Level only)
- 3.2.6 Reactions of ions in aqueous solution (A Level only)

3.3 Organic chemistry

- 3.3.1 Introduction to organic chemistry
- 3.3.2 Alkanes
- 3.3.3 Halogenoalkanes
- 3.3.4 Alkenes
- 3.3.5 Alcohols
- 3.3.6 Organic analysis

- 3.3.7 Optical isomerism (A Level only)
- 3.3.8 Aldehydes and ketones (A Level only)
- 3.3.9 Carboxylic acids and derivatives (A Level only)
- 3.3.10 Aromatic chemistry (A Level only)
- 3.3.11 Amines (A Level only)
- 3.3.12 Polymers (A Level only)
- 3.3.13 Amino acids, proteins and DNA (A Level only)
- 3.3.14 Organic synthesis (A Level only)
- 3.3.15 Nuclear magnetic resonance spectroscopy (A Level only)
- 3.3.16 Chromatography (A Level only)



"I am among those who think that science has great beauty. A scientist in a laboratory is not only a technician; he is also a child placed before natural phenomena which impress him like a fairy tale."

Marie Curie,
Scientist, First woman to win a Nobel Prize

"The periodic table was incredibly beautiful, the most beautiful thing I had ever seen."

Oliver Sacks,
Physician



COMPUTER SCIENCE

COURSE DETAILS

Exam Board: Cambridge International

Specification Code: 9618

Recommended GCSE Requirement: Grade 7 in Computer Science

Additional Recommendations: Strong proficiency in Maths

COURSE INTRODUCTION

Computer Science fosters innovation through the use of coding and programming skills to deliver new products and solve problems. It encourages students to extend themselves through scenario based problem solving. Computer Science is considered by many of its practitioners to be a foundational science; one which makes other knowledge and achievements possible.

SKILLS REQUIRED

Students who choose Computer Science at A Level want to find solutions to real problems. They use their knowledge to develop systems that others rely on for their businesses daily.

Skills required are:

- High-order, critical thinking skills to help find solutions to problems
- Independence in persevering with problems
- 21st century skills such as tenacity and self-confidence
- Flexibility in learning approaches
- Having the temperament to quickly adapt to new situations
- Problem Solving: the skills necessary to develop computer based solutions to problems

FUTURE CAREERS AND OPPORTUNITIES

- A Level Computer Science offers transferrable and desirable professional skills leading to jobs in coding, support, project management, systems analysis, web development, network management, software development, research and many more.
- Computer Science students stand a good chance of being professionally employed within six months of leaving university. Their skills are highly applicable in Business, Finance and Mathematics all of which are highly desirable subjects for routes into Banking, Actuarial Science, Insurance and Research.
- Computer Science students enjoy the rare and very real prospect of entrepreneurship. Developing apps and programs can lead to young people owning their own business at an early age.

COURSE CONTENT

All topics are covered at AS and A Level, but the level of challenge and difficulty is significantly higher at A Level. Course topics include developing skills in Python, SQL, Assembly language, Object Oriented Programming, data representation, computer systems, computer organisation and architecture, logic circuits and Boolean algebra, communication and networks, System Security, functional programming and Artificial Intelligence.

AS Level	A2 Level
Paper 1: Theory Fundamentals	Paper 3: Advanced Theory
Test: 25% of the A Level	Test: 25% of the A Level
Paper 2: Problem Solving	Paper 4: Practical
Test: 25% of the A Level	Computer based Test: 25% of the A-Level



“Anyone who has lost track of time when using a computer knows the propensity to dream, the urge to make dreams come true and the tendency to miss lunch.”

Tim Berners-Lee,
Inventor of the Internet

“Software is a great combination between artistry and engineering.”

Bill Gates,
Co-founder Microsoft Corporation



SUBJECTS OFFERED

DRAMA*

COURSE DETAILS

Exam Board: AQA

Specification Code: 7262

Recommended GCSE Requirement: Grade 7 in GCSE Drama

Additional Recommendations: Performance experience in school shows and presentations

COURSE INTRODUCTION

A Level Drama & Theatre is a wonderful way to be able to build upon your creative and analytical skills. It takes the content of GCSE and allows for more creative freedom, with increased opportunities to explore practitioners of the past, who have shaped performance as we know it today. We explore live theatre, a wider range of plays from various historical points and examine how we can make universal themes accessible to a modern day audience. Devising work allows for themes and topics to be explored that are of current interest, placing these within the context of a wider range of theatrical skills. This is an exciting course, that compliments with all other subject options.

SKILLS REQUIRED

Students will be expected to work both independently and within a team to be able to create and analyse performances. Acting skills will be developed and honed but creative confidence and risk taking should be a foundation on which to build. Essay writing skills will be important. Written work will follow the What-How-Why structure, encouraging analysis and detailed reflection.

FUTURE CAREERS AND OPPORTUNITIES

The joy of A Level Drama & Theatre is the transferable skills offered. Previous Drama pupils have gone on to study Media, Film and Theatre or diversified to politics, law and medicine. Any and every future career path will value the skills of teamwork, confidence to present, attention to detail and camaraderie. An A Level in Drama & Theatre highlights all of these transferable skills.

COURSE CONTENT:

- 1. Drama & Theatre** - 3 hour open book exam about 2 set texts and live theatre analysis. 80 marks and 40% of A Level.
- 2. Creating Original Drama** - Devised performance (20 marks) with accompanying working notebook (40 marks). 30% of A Level.
- 3. Making Theatre** - Practical script based coursework. Three performances from extracts of three different plays, demonstrating a range of genre and time period (40 marks). Accompanied by reflective report (20 marks). 30% of A Level.



“ I regard the theatre as the greatest of all art forms, the most immediate way in which a human being can share with another the sense of what it is to be a human being ”

Oscar Wilde,
Playwright

ECONOMICS

COURSE DETAILS

Exam Board: Pearson Edexcel (International A Level)

Specification Code: YEC01

Recommended GCSE Requirement: Grade 7 in Maths and English

Additional Recommendations: Pre reading and Summer work is essential in preparation to take this course at IA Level.

COURSE INTRODUCTION

The study of Economics leads to a thorough grounding in analysing and evaluating the functions of the modern economy. Since Economics is based around the choices made by individuals, firms, governments and ultimately society, it is an opportunity for debate. It provides the framework for argument, on such diverse subjects as poverty, healthcare, footballers' wages and the environment. The goal is to use what resources we have to make ourselves better off, and it is no coincidence that people with Economics degrees are among the best paid graduates.

SKILLS REQUIRED

An A Level in Economics suits students who think logically and can use theories to understand how economies, markets and firms operate. It requires a clear mind and an ability to think and analyse logically. Students with a scientific/mathematical mind may benefit, as concepts and theories need to be grasped and applied. It is worth noting that whilst there is some Maths required at A Level, universities require students applying for Economics at degree level to have a Maths A Level (typically at A grade or above). Students should have a desire to debate issues and a good awareness of current affairs.

FUTURE CAREERS AND OPPORTUNITIES

Although few Economics courses at university level have A Level Economics as a prerequisite, it is a distinct advantage to have studied it. Pursuing Economics at A Level will give you a solid foundation to pursue careers as an economist, financial risk analyst, data analyst, financial planner, accountant, economic trend analyst, economic researcher, financial consultant, investment analyst, actuary and in the public sector.

COURSE CONTENT

THEME 1: Introduction to Markets and Market Failure

This theme focuses on microeconomic concepts. Students will develop an understanding of:

- Nature of economics
- How markets work
- Market failure
- Government intervention

THEME 2: Performance and Policies

This theme focuses on macroeconomic concepts. Students will develop an understanding of:

- Measures of economic performance
- Aggregate demand
- Aggregate supply
- National growth
- Economic growth
- Macroeconomic objectives and policy

THEME 3: Business Behaviour and the Labour Market

This theme develops the microeconomics concepts introduced in Theme 1 and focuses on business economics. Students will develop an understanding of:

- Business growth
- Business objectives
- Revenues, costs and profits
- Market structures
- Labour market
- Government intervention

THEME 4: A Global Perspective

This theme develops the macroeconomic concepts introduced in Theme 2 and applies these concepts in a global context. Students will develop an understanding of:

- International economics
- Poverty and inequality
- Emerging and developing economics
- The financial sector
- Role of the state in the macroeconomy

*NOTE: No coursework in A level Economics



“The difficulty lies not so much in developing new ideas as in escaping from old ones.”

John Maynard Keynes,
Economist

“Inflation is taxation without legislation.”

Milton Friedman,
Economist

ENGINEERING BTEC

COURSE DETAILS

Exam Board: Pearson

Specification Code: DSHLI

Recommended GCSE Requirement: Grade 5 Design & Technology / Grade 6 Mathematics & Science

COURSE INTRODUCTION

The content of this course is designed in collaboration with employers and representatives from higher education, and relevant professional bodies. In this way, we can ensure that the content is up to date and that it includes the knowledge, understanding, skills and personal attributes required in the Engineering sector. The mandatory content ensures that all learners are following a coherent programme of study and that they acquire knowledge, understanding and skills that will be recognised and valued by higher education and employers.

Applied learning is achieved through learners performing vocational tasks that encourage the development of appropriate vocational behaviours and transferable skills. Transferable skills are those such as communication, teamwork and research and analysis, which are valued in both higher education and the workplace.

SKILLS REQUIRED

The ability to study independently is essential; students will be expected to undertake significant independent research beyond the classroom in order to support their studies. The ongoing nature of portfolio assessment and practical project work means that time management is a skill vital to a student's success on the course.

You must be passionate about Engineering to thrive on this course.

FUTURE CAREERS AND OPPORTUNITIES

These qualifications are recognised by higher education providers as contributing to meeting admission requirements for many relevant courses in a variety of areas of the engineering sector, for example:

- BEng (Hons) in Engineering
- BEng (Hons) in Electronics Engineering
- BEng (Hons) in Aerospace Engineering
- BSc (Hons) in Computer Science
- BSc (Hons) in Mathematics.

COURSE CONTENT

Year 12

Content

Mandatory Units:

- Mechanical Principles
- Product Design and Manufacture in Engineering
- Delivery of Engineering Processes Safely as a Team

Year 13

Content

Optional Units:

- A Specialist Engineering Project
- Computer Aided Design in Engineering
- Computer Programming
- Manufacturing Secondary Machining Processes
- Fabrication Manufacturing Processes
- Additive Manufacturing Processes
- Entrepreneurship and Intrapreneurship in Practice
- Work Experience in the Engineering Sector

* 2 optional units will be chosen for Year 13



“Engineering stimulates the mind. Kids get bored easily. They have got to get out and get their hands dirty; make things, dismantle things, fix things. When the schools can offer that, you’ll have an engineer for life.”

Bruce Dickinson,
Musician

“To the optimist, the glass is half full. To the pessimist, the glass is half empty. To the engineer, the glass is twice as big as it needs to be.”

World of Engineering,
Unknown

ENGLISH LANGUAGE

COURSE DETAILS

Exam Board: Pearson Edexcel

Specification Code: International A Level YEN01

Recommended GCSE Requirement: Grade 7 in English Language and English

Additional Recommendations: None

COURSE INTRODUCTION

Language is woven into every aspect of our lives; it is the colour through which we see and describe our world. On this course you will learn about the development of the English language, how it changes over time and still contains shards of the past like layers of history in an archaeological dig.

You will discover the magical process of how children learn to speak, from gurgles and babbles to being able to witness those first attempts at reading and writing through placements in our Prep School. You will see how much of who you are is what you say – often what you don't – and how language is about power and control, about gender, identity, culture and politics, and everything in between.

You will be able to conduct your own research into language variation and development and choose an area of your own interest. You will have the opportunity to write creatively in response to a form and genre of your own choosing, demonstrating your ability to craft your own writing for effect.

SKILLS REQUIRED

A student of English Language is someone who can recognise the multi-faceted uses of the English language and who is prepared to delve into the history of the language and its development. You will be open to language variation and approach theories with an open mind, prepared to discuss them with a critical eye.

You will learn new terminology for deciphering and analysing the English language and be prepared to learn the skills of transcription. You will read every piece of text and listen to every exchange of language with a view to understanding the nuances and decisions made by its creator.

You must have an excellent grasp of written language and be able to write extensively and critically on a range of texts.

FUTURE CAREERS AND OPPORTUNITIES

University courses that are an obvious choice include Linguistics, English Language and Literature and Journalism but A Level English Language can also lead to a wide range of options. From speech therapists to forensic linguists to voice activated machines, studying English Language opens up a world beyond the traditional. But if you are interested in History, Law, Psychology, the Classics, as well as any Modern foreign Language, A Level English Language is a perfect complement.

Any career that requires communication and an ability to craft language for effect will use the skills developed through the study of English Language, with students often continuing into careers in Law, Journalism, Marketing and the Media.

COURSE CONTENT

Year 12	Year 13
<p>Unit 1: Context and Identity</p> <ul style="list-style-type: none"> The context of language production and reception How writers present themselves and use language to construct their identity How writers create texts for different purposes and audiences <p>Unit 2: Language in Transition</p> <ul style="list-style-type: none"> The influence of other language on the development of English The development of English outside the British Isles Pidgins and Creoles 	<p>Unit 3: Crafting Language</p> <ul style="list-style-type: none"> Study a range of writing genres and style models Create own texts for different context, purpose and audience <p>Unit 4: Investigating Language</p> <ul style="list-style-type: none"> Select a research focus from one of four areas of language Investigate the use of language Apply knowledge of language levels and concepts Develop a language specialism



“Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.”

Boris Pasternak,
Poet and Novelist

“The very essence of literature is the war between emotion and intellect, between life and death.”

Isaac Bashevis Singer,
Inventor

ENGLISH LITERATURE

COURSE DETAILS

Exam Board: Pearson Edexcel (International A Level)

Specification Code: A Level YET01

Recommended GCSE Requirement: Grade 6 in English Language and English Literature

Additional Recommendations: None

COURSE INTRODUCTION

The study of Literature lies at the heart of understanding culture, history and human experience. Students will study a range of carefully selected texts that will enable them to engage with human relationships and emotions, politics, philosophy and history. Students study eight texts covering the genres of prose, poetry and drama (including Shakespeare) by British, American and international authors. Texts are selected from the 16th to 21st centuries. As a result, the experience of an A Level Literature student is wide-ranging, deep-reaching and character building.

SKILLS REQUIRED

Students will be required to be open-minded, analytical and creative thinkers and writers. Independent preparation, be it reading, writing or research, will be required in order to develop their understanding of the set texts. Essay writing skills are paramount, as are attention to detail, precision and the ability to articulate complex ideas in speech and writing.

FUTURE CAREERS AND OPPORTUNITIES

English Literature is a very highly regarded subject and opens doors to a huge range of university and college courses. Some obvious programmes of study include English Literature, English Language, Linguistics, Creative Writing, Law, Journalism, Media and Film, Drama and Theatre Studies, International Relations, Politics, Philosophy and History. Any career that requires inter-personal, presentational and communication skills, will welcome those with a background in English studies.

Possible careers range from journalism, marketing, publishing and teaching to law, diplomatic services, and business.

COURSE CONTENT

AS Level

Poetry and Prose

The Kite Runner – Khaled Hosseini
The Forward Book of Poetry
“Poems of the Decade”
– Various authors

Drama (Literary Heritage and Modern)

Othello – William Shakespeare
A Streetcar Named Desire –
Tennessee Williams

A2 Level

Poetry and Comparative Prose Study

Unseen Poetry Analysis
The Handmaid’s Tale –
Margaret Atwood
Frankenstein – Mary Shelley

Heritage Drama and Poetry

Hamlet – William Shakespeare
Collection of Romantic Poets

NOTE: No coursework component in A Level English Literature.



“Literature is the art of discovering something extraordinary about ordinary people, and saying with ordinary words something extraordinary.”

Boris Pasternak,
Poet and Novelist

“The very essence of literature is the war between emotion and intellect, between life and death.”

Isaac Bashevis Singer,
Inventor



ENTERPRISE AND ENTREPRENEURSHIP BTEC

COURSE DETAILS

Exam Board: Pearson Edexcel

Specification Code: DJCP7

Recommended GCSE Requirement: Grade 5 in GCSE (or equivalent) in Maths and English

Additional Recommendations: Previous study of business is not essential but a keen interest in enterprise, business and current affairs is preferred.

COURSE INTRODUCTION

The International BTEC qualification is a two-year vocational qualification that involves a learning and assessment style that is different to traditional GCSE and A Level courses as there are no external examinations to write for this course. This qualification combines academic knowledge and practical application, which allows you to progress to higher education or go straight into employment. Within this subject we will explore the role of an entrepreneur, investigate the importance of enterprise within the economy and understand how to develop and establish success business enterprises. Learners will study a range of mandatory units such as Marketing, Business Finance and forming business enterprises. BTEC courses focus on consolidating learning through real life scenarios and experiences as well as developing employability skills such as cognitive and problem-solving skills, interpersonal skills and intrapersonal skills.

SKILLS REQUIRED

A keen interest in enterprise, business, commerce and the economy will be necessary. Students will have the opportunity to investigate real business enterprises and apply their subject knowledge to theory content. Students will have to analyse and evaluate in depth. The ability to work independently to carry out further research will be required to develop breadth of knowledge.

FUTURE CAREERS AND OPPORTUNITIES

Suitable for aspiring entrepreneurs or students who wish to continue studying business and entrepreneurial related fields in Higher Education or who plan to move into a business related apprenticeship following the completion of Sixth Form. Related future careers and pathways may involve marketing, business finance, human resources and operations functions for example.

COURSE CONTENT

This course is equivalent in size to one International A Level.

This is a two-year course where you will study four units of which two are mandatory and at least one is assessed using a Pearson Set Assignment. Students must complete and pass all components of the course through the completed portfolios of course work evidence.

Year 12

Unit 33: Enterprise and Entrepreneurs

Mandatory Unit
Internal Assessment
90 Guided Learning Hours

Year 12

Unit 2: Research and Plan a Marketing Campaign

Mandatory
Pearson's Set Assignment
90 Guided Learning Hours

Year 13

Unit 3: Business Finance

Optional Unit
Internal Assessment
90 Guided Learning Hours

Year 13

Unit 37: Intrapreneurship and Innovation in Enterprise

Optional Unit
Internal Assessment
90 Guided Learning Hours



“Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do.”

Steve Jobs,
Co-founder, Chairman and
CEO of Apple Inc.

“Some people dream of success, while other people get up every morning and make it happen.”

Wayne Huizenga,
prolific American business
person, owner of
Blockbuster Video and the
Miami Dolphins

FINE ART / PHOTOGRAPHY*

COURSE DETAILS

Exam Board: Pearson Edexcel

Specification Code(s): Fine Art – 9FA0/Photography 9PY0

Recommended GCSE Requirement: Grade 6 in Art

Additional Recommendations: A comprehensive portfolio is required if the candidate has not taken (!)GCSE Art.

COURSE INTRODUCTION

Studying art is really a journey of self-discovery. Art is one of the only A Levels where creativity is a continuous element. The course has a strong emphasis on drawing skills and the ability to interpret and convey ideas through visual means. Students will develop their imaginative/creative powers and their experimental, analytical, and documentary skills. They will be encouraged to reflect on their work and that of other artists using specialist vocabulary and a critical eye. The course follows a structured programme of visual study that encourages depth and breadth in the development of their own visual language skills. Students will be expected to build on and develop their recording skills and demonstrate the skilful use of the formal elements of art using a wide range of media and methods. Within the units of study students will be required to analyse their own work in juxtaposition with the work of other artists, gaining some insight into the meaning of art and the context in which it was created.

SKILLS REQUIRED

Students should be able to apply their skills and knowledge of visual arts in various contexts and be willing to express themselves. They should be able to analyse artists, contextualize their ideas and make judgements based on their prior knowledge. For Photography it is desirable that students have their own camera and some experience with editing images.

FUTURE CAREERS AND OPPORTUNITIES

Why Study A Level Art? To follow a career, or further study in any aspect of visual arts, the student will need a portfolio of work. This is required when applying for the foundation courses necessary of most art based higher education qualifications. Students applying to be a dentist, aviation pilot or surgeon can use their Art portfolio as evidence of fine motor skills. Those applying directly for employment in any of the creative industries use their portfolio to enhance job applications.

COURSE CONTENT

There are two main areas: Component 1 and 2

COMPONENT 1: Personal Investigation includes an essay of 3000 words. This will be linked to the students Personal Investigation work. Techniques for this component will include: drawing, painting, mixed-media, sculpture, ceramics, installation, printmaking, moving image (video, film, animation), and photography.

COMPONENT 2: Externally Set Assignment is a set of tasks given to the student by the Edexcel Exam Board in February of the second year of study. They will be required to answer one of the project start points. Practical work should arise from their current interests and experiences in Art, together with knowledge, skills and understanding gained from earlier units.

During both years of the course, students receive creative start points from which they must research and resource their ideas in response to the set theme which aim to build on previous experience to produce their own creative outcomes.

* Photography A Level is subject to availability.



“The artist is a receptacle for emotions that come from all over the place: from the sky, from the earth, from a scrap of paper, from a passing shape, from a spider’s web.”

Pablo Picasso,
Artist

“They always say time changes things, but you actually have to change them yourself.”

Andy Warhol,
Artist



FRENCH

COURSE DETAILS

Exam Board: AQA

Specification Code(s): A Level 7652

Recommended GCSE Requirement: Grade 6 in French

Additional Recommendations: None

COURSE INTRODUCTION

The A Level in French encourages both spontaneity and the study of grammar, as well as providing plenty of opportunities for students to apply their knowledge independently and creatively. Students will learn to develop ideas and use language to persuade, analyse and give critical responses in their writing and speaking. They will have the opportunity to explore French history and culture through set works that link to the overarching themes covered.

SKILLS REQUIRED

Students will be expected to work under their own initiative to learn vocabulary and grammar. They will also need to prepare for lessons in advance so that they arrive well-informed about a topic and ready to discuss their ideas. Students should ideally have the confidence to communicate with their teachers and classmates in French most of the time.

FUTURE CAREERS AND OPPORTUNITIES

Possible degree courses and future careers when students have an A Level in French are diverse. Languages can only open doors for their future. Those who complete an A Level in French typically find they can go on to study many subjects with French as an accompaniment, for example International Studies with French, European Union Studies with French, Law with French, or they might choose a pure languages or translation degree.

Any future career involving communication, travel or a global aspect is possible with a French A Level.

COURSE CONTENT

THEME 1: Social Issues and Trends

- The changing nature of family (La famille en voie de changement)
- The 'cyber-society' (La 'cyber-société')
- The place of voluntary work (Le rôle du bénévolat)
- Positive features of a diverse society (Les aspects positifs d'une société diverse)
- Life for the marginalised (Quelle vie pour les marginalisés?)
- How criminals are treated (Comment on traite les criminels)

THEME 2: Political and Artistic Culture

- A culture proud of its heritage (Une culture fière de son patrimoine)
- Contemporary francophone music (La musique francophone contemporaine)
- Cinema: the 7th art form (Cinéma: le septième art)
- Teenagers, the right to vote and political commitment (Les ados, le droit de vote et l'engagement politique)
- Demonstrations, strikes—who holds the power? (manifestations, grèves—à qui le pouvoir?)
- Politics and immigration (La politique et l'immigration)

The assessment consists of three papers:

Paper 1: Listening, Reading and Writing

Paper 2: Writing

Paper 3: Speaking



“La liberté commence où l'ignorance finit.”

“Freedom begins where ignorance ends.”

Victor Hugo,
Poet and Novelist

“Imaginer c'est choisir.”

“To imagine is to choose.”

Jean Giono,
Novelist

GEOGRAPHY

COURSE DETAILS

Exam Board: Pearson Edexcel (International A Level)

Specification Code(s): XGEO1 & YGEO1

Recommended GCSE Requirement: Grade 6 in Geography

Additional Recommendations: If Geography has not been taken as an (I)GCSE then a Grade 6 or higher in another (I)GCSE Humanities subject is required and a consultation with the Head of Department.

COURSE INTRODUCTION

Within the Geography department, we look to inspire pupils and follow the ethos that: Geographers are interdisciplinary innovators, shaping the future of our world and the story of our species. Geography is about learning how to understand the links between disciplines and to use those links to develop new, world-changing discoveries. It is these people that the world needs if we are to build a more socially and environmentally sensitive, informed and responsible, economically and politically stable society.

SKILLS REQUIRED

Students will be expected to work under their own initiative and be able to research case studies effectively. There is a large breadth of reading and students will also be expected to develop their independent notes, to closely follow the news, listen to podcasts, watch documentaries, and keep themselves informed about current global affairs. Essay writing and evaluative critical thinking are the high level skills stressed for A Level Geography.

FUTURE CAREERS AND OPPORTUNITIES

Typical careers in Geography include; Cartography, Environmental Consultant, Engineering, Town Planner, Systems and Data Analyst, Risk Analyst and International Aid worker. However, due to the multidisciplinary nature of Geography, the career paths which the subject opens up are wide and varied. This is why the Guardian referred to Geography as 'the must-have A Level'.

COURSE CONTENT

Unit 1 - Global Challenges.

This unit provides students with the opportunity to investigate key global issues facing people in a range of countries at different levels of development.

The unit is divided into two topics. World at Risk is focused on physical geography and people - environment interactions, whereas Going Global is human geography in focus.

Unit 2 - Geographical Investigations

This unit has two compulsory topics.

Topic 1: Crowded Coasts involves a detailed study of the physical processes and systems in coastal environments.

Topic 2: Urban Problems, Planning and Regeneration considers the challenges of living and working in cities, where the majority of the world's population now live.

Both of these topics have a local focus, which should be reinforced through the use of local geographical investigations.

Unit 3 - The Contested Planet

This unit has two compulsory topics –

A1: Atmosphere and Weather Systems and A2: Biodiversity Under Threat.

These topics focus on physical processes and how processes generate patterns and problems in the natural environment. Issues of managing weather hazards and managing biodiversity loss are also considered.

Two further topics should be chosen, either Topic B1: Energy Security or Topic B2: Water Conflicts. These topics consider in detail a key human resource, in terms of its distribution and use, and real and potential problems resulting from its development and utilisation.

Finally, either **Topic C1: Superpower Geographies** or **Topic C2: Bridging the Development Gap** can be studied. These are economic and political options considering global power, inequality and development from opposite ends of the development spectrum.

Unit 4 - Geographical Research

Unit 4 is an opportunity for students to study one option in depth into the topic of Tectonic Hazards and Activity. This topic will be studied in depth; independent work and individual reading and research will be undertaken by students to build a portfolio of material that can be selected from and applied in the examination.



“Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me geography is a great adventure with a purpose.”

Michael Palin,
Former President of
the Royal Geographical
Society

HISTORY

COURSE DETAILS

Exam Board: Pearson Edexcel (International A-Level)

Specification Code: IAL History YHI01

Recommended GCSE Requirement: Grade 6 in History/English

Additional Recommendations: History works well alongside most subjects, but particularly Politics, English, Geography & Economics. GCSE History is not a requirement, but is strongly recommended.

COURSE INTRODUCTION

In a world that is increasingly global in nature, it has never been more vital to develop an understanding of where we have come from in order to shape where we are going. By choosing History at A Level, students can expect to grapple with the interaction of political, economic and social causes and consequences of major turning points in history and hopefully gain a better understanding of the events that are prominent in the news today. Those who enjoy stories will love the opportunity to pursue a study of the subject in greater depth and breadth than at (I)GCSE level, whilst having the confidence that the skills they have learnt thus far will stand them in good stead for the more challenging nature of their studies in the Sixth Form. History is recognised as a strong discipline to have studied no matter what university course is being applied for as it teaches vital skills that are indeed universal. Researching, presenting, writing, listening and debating are all key features of an A Level History student. Indeed, it is no coincidence that those who have thrived in arenas such as the World Scholars Cup and Model United Nations are often successful in History.

SKILLS REQUIRED

Students will be expected to have a keen interest in understanding the world we live in and to discern fact from fiction. A willingness to research independently and work collaboratively, combined with decent organizational skills, will be beneficial as will an enthusiasm for reading widely around the subject. Good planning and essay writing technique will be important, as well as an eye for source analysis and an ability to write with precision. There will also be plenty of opportunity to debate and present ideas during class discussions.

FUTURE CAREERS AND OPPORTUNITIES

Degree Courses include a vast array of History courses, Government & Politics, International Relations, Law, Journalism, Economics and Philosophy. Future career paths include working within the Civil Service, Law, Journalism, Research, Politics and Teaching. The skillset that is developed by studying History also lends itself to a wide array of career pathways from Medicine to Criminal Psychology.

COURSE CONTENT

(Current combination underlined in bold)

YEAR 12:

Unit 1 choice from: French Revolution 1774-1799, Russian Revolution 1881-1917, Germany 1918-1945, Britain 1964-1990

Unit 2 choice from: India 1857-1948, China 1900-1976, **Russia 1917-1991**, South Africa 1948-2014

YEAR 13:

Unit 3 choice from: USA 1763-1865, Germany 1870-1990, **Civil Rights in the USA 1865-2009**

Unit 4 choice from: Modern Europe 1805-1871, World in Crisis 1879-1945, World Divided 1943-1990, **Cold War and Hot War in Asia 1945-1990**

*NOTE: No coursework is required



“Study the past if you would divine the future.”

Confucius

MATHEMATICS

COURSE DETAILS

Exam Board: Pearson Edexcel International A Level

Specification Code(s): A Level YMA01 / AS Level XMA01

Recommended GCSE Requirement: Grade 7 in Maths

Additional Recommendations: None

COURSE INTRODUCTION

Mathematics is both challenging and rewarding. During the course students will develop an awareness of the relevance of Mathematics to other fields of study, to the world of work and to society in general. They will extend their range of mathematical skills and techniques to enable them to reason logically and to recognise how a situation may be translated into a mathematical model in order to solve real world problems. Whilst students are obviously expected to possess a certain degree of mathematical ability, a willingness to work hard and a determination to succeed are equally as important.

SKILLS REQUIRED

Students should take Mathematics A Level if they enjoy solving problems, having to think logically and working with others. It is useful alongside all other A Levels as it shows that students are able to think logically and make critical and analytical conclusions. The most obvious example is Physics, but the transferable skills learnt in Mathematics A Level work well with Geography, Biology, Chemistry, Economics and many other subjects.

FUTURE CAREERS AND OPPORTUNITIES

A Level Mathematics is an essential requirement for degrees such as Accountancy and Economics, and is very highly recommended for most STEM (Science, Technology, Engineering and Mathematics) courses.

Mathematics is used in many different contexts such as commerce, computing, engineering, social sciences, science and technology. Studying Mathematics helps individuals to develop the problem solving and logical thinking skills that many university courses and employers require. It is known as a 'facilitating' subject by the top universities and studying Mathematics at A Level does improve career prospects.

COURSE CONTENT

Candidates for Edexcel AS and A-Level Mathematics study the following topics:

Pure Mathematics:	Statistics:	Mechanics:
Equations of a circle	Measures of location and spread	Vectors
Polynomials Binomial expansion	Hypothesis testing	Constant acceleration formulae
Differentiation and Integration	Probabilities	Kinematics
Trigonometric identities	Normal distribution	Forces and friction
Sequences and Series	Conditional probability	Projectile motion
Trigonometric functions	Correlation and regression	Dynamics
Radians		
Parametric equations		
Further differentiation		
Integration by parts		

NOTE: No coursework is required

FURTHER MATHEMATICS

COURSE DETAILS

Exam Board: Pearson Edexcel International A Level

Specification Code(s): A Level YFM01

Recommended GCSE Requirement: Grade 8 in Maths

Additional Recommendations: Mathematics A Level required

Further Mathematics A Level is for outstanding mathematicians who achieve at least a grade 8 at GCSE Maths. It is a requirement for many Maths and Maths-based courses at the top universities, and is regarded highly for courses in Physical Sciences, Engineering, Economics amongst many others.



“Mathematics makes you better at things. Understanding Mathematics is like wearing a pair of X-ray specs that reveal hidden structures underneath the messy and chaotic surface of the world. Mathematics is the science of not being wrong about things.”

Jordan Ellenberg,
Mathematician



MUSIC / MUSIC TECHNOLOGY*

COURSE DETAILS

Exam Board: Pearson Edexcel

Specification Code: 9MU0 Music Technology: 9MT0

Recommended GCSE Requirement: Music: Grade 7+ Music Technology: Grade 6+

Additional Recommendations: Music: Students should be able to perform at an ABRSM (or equivalent) Grade 7 standard on their instrument by the end of Year 13. There are no additional requirements for Music Technology.

COURSE INTRODUCTION

Music A Level will support students in forming personal and meaningful relationships with music, through the development of musical knowledge, understanding and skills, including performing, composing and appraising. Students will be encouraged to engage critically and creatively with a wide range of music and musical contexts. They will develop an understanding of the place of music in different cultures and contexts, and reflect on how music is used in the expression of personal and collective identities.

Music Technology A Level will support students in forming personal and meaningful relationships with music technology through the development of knowledge, understanding and skills. These include recording, technology-based composition, listening, analysing and producing. Students will be encouraged to engage with a wide range of music technology techniques and develop an understanding of the historical and cultural contexts of the use of music technology in the creation and production of music.

SKILLS REQUIRED

Music and Music Technology A Level both involve a blend of structured work and independent learning, demanding students to be strong across a number of different areas. During both courses, students will be able to: broaden their musical experience and interests; develop as effective, independent learners and as critical and reflective thinkers with enquiring minds; develop their performing skills to demonstrate an understanding of musical elements, style, sense of continuity, interpretation and expression; develop their composing skills to demonstrate the manipulation of musical ideas and the use of musical devices and conventions; and appraise contrasting genres, styles and traditions of music, and develop understanding of musical contexts and a coherent awareness of musical chronology.

FUTURE CAREERS AND OPPORTUNITIES

Both Music and Music Technology A Level courses allows students to develop particular strengths and interests, encourage lifelong learning and provide access to higher education and university degree courses in Music and Music-related subjects. With unique and transferable skills, Music students have fantastic prospects in a variety of industries. Music graduates go on to do a wide range of jobs: 50% work in the creative industry but 50% go on to be employed in the finance, banking, legal and consultancy sector.

COURSE CONTENT

Music

- Component 1: Recording (20%) - One studio recording, chosen from a stimulus of 10 songs provided by Edexcel. (60 marks)
- Component 2: Composition (20%) - Technology-based composition: one selected from three briefs set by Edexcel and based on synthesis/sampling. (60 marks)
- Component 3: Appraising (40%) - 2 hours 10 minutes written examination (100 marks)

Music Technology

- Component 1: Performing (30%) - 8-12 minutes solo recital performance (60 marks)
- Component 2: Composition (30%) - Two compositions: one to a brief set by Edexcel and one free composition (60 marks)
- Component 3: Listening & analysing (25%) - 1 hours 30 minutes written examination (75 marks)
- Component 4: Producing & analysing (35%) - 2 hours 15 minutes written examination (105 marks)



*“Music gives
a soul to the
universe,
wings to the
mind, flight to
the imagination
and life to
everything.”*

Plato,
Philosopher

*“Without
music, life
would be blank
to me.”*

Jane Austen,
Novelist

*“Music
expresses that
which cannot
be put into
words and that
which cannot
remain silent.”*

Victor Hugo,
Poet

PHYSICS

COURSE DETAILS

Exam Board: Oxford International AQA*

Specification Code: 9630

Recommended GCSE Requirement: Grade 7 in Physics

Additional Recommendations: Take alongside A Level Maths

COURSE INTRODUCTION

The Physics specification has been designed to prove a seamless transition to A Level and to develop interest and enthusiasm in the subject. The specification aims to introduce students to new and exciting areas of Physics as well as to develop essential knowledge and understanding of the key principles of the subject. The specification builds on the (I)GCSE course and covers essential topics for progression to post A Level course in Physics. The course introduced all the expected topics and allow more flexibility on how practical work is delivered as well as including topics on energy sources covering some of the option topics from the old AQA course. The course also allows students to take or retake modules at specific different times during the year.

SKILLS REQUIRED

A Level Physics requires a solid foundation of prior learning at GCSE. Proficiency in Mathematics, especially algebra is essential. The ability to apply Mathematics to physical scenarios that you have not previously encountered is necessary to excel. Candidates should be familiar with basic lab equipment, and should be able to take accurate measurements using a range of different tools, as practical work is an important part of the course. Successful candidates are able to solve problems quickly and reliably, and are also able to record and manipulate data in their analogue or digital form. High quality candidates will possess an innate curiosity about the physical nature of world we live in and do not limit their reading to the confines of the specification.

FUTURE CAREERS AND OPPORTUNITIES

Physics is a requirement for many university courses including the various branches of Engineering and Physics. It is also recommended for some Architecture, Science and Medical courses.

Median annual earnings, and employment rates of 25-29 year olds with a university degree in Engineering are statistically among the highest compared with graduates in other fields.

COURSE CONTENT

- Measurements and their errors (AS and A Level)
- Particles, radiation and radioactivity(AS and A Level)
- Mechanics and materials (AS and A Level)
- Electricity (AS and A Level)
- Oscillations and Waves (A Level)
- Further mechanics and thermal physics (A Level only)
- Fields and their consequences including Exponential change(A Level only)
- Nuclear physics (A Level only)
- Energy resources (A Level only)

Refer to the full specification published on the AQA website for more details.



“The significant problems we have, cannot be solved at the same level of thinking with which we created them.”

Albert Einstein,
Physicist

“Even if it turns out that time travel is impossible, it is important that we understand why it is impossible.”

Stephen Hawking,
Physicist and
Cosmologist

POLITICS*

COURSE DETAILS

Exam Board: AQA

Specification Code(s): Politics 7152

Recommended GCSE Requirement: Grade 6 in History/English/Business Studies

Additional Recommendations: Politics works well alongside History, Geography & Economics. An interest in current affairs is essential.

COURSE INTRODUCTION

Politics, whether you regard the connotations of the word to be exciting, boring or intriguing, is inescapable. We are all citizens of the world and as such are involved in politics, whether on a local, national or international scale. The study of Government and Politics has never been more important and relevant. As the interaction of people becomes increasingly globalised in the 21st century and our futures are being decided by leaders and groups in countries that we may never have been to or studied, it is vital that we have an understanding of how political ideas have evolved and which concepts are currently dominating the political landscape.

SKILLS REQUIRED

Students will be expected to work with enthusiasm and to enjoy both independent study and collaborative assignments. No prior knowledge of UK or US Politics is necessary, though having a keen interest in the world around them is a must. The text books and guides are helpful, but the biggest resource will be access to a range of news outlets and journals. Strong essay writing technique, source analysis and an ability to explain ideas concisely is important. There must also be an enthusiasm for debate and a willingness to challenge peers and be challenged by them in a respectful environment.

FUTURE CAREERS AND OPPORTUNITIES

Degree courses include Politics, International Relations, Law, Economics, History, Geography, Journalism and Political Science. Future career paths can include working within the Civil Service, Law, Journalism, Political Parties and even the United Nations. Politics combines particularly well with History, Geography, Economics, and Business Studies and anyone with an interest in current affairs should consider the subject as a gateway to a better understanding of the world around us.

COURSE CONTENT

Candidates for AQA Government & Politics AS Level study the following topics:

Government of The UK:

British Constitution, Role of Parliament & Prime Minister, The Judiciary, Devolution

Politics of The UK:

Participation & Democracy, Elections & Referendums, Political Parties, Pressure Groups and The European Union

Candidates for AQA Government & Politics A-Level study the above and also the following topics:

Political Ideologies: Liberalism, Conservatism, Socialism, Nationalism, Feminism & Anarchism

Comparative US Politics: US Constitution, Role of President & Congress, The Supreme Court, Participation & Democracy, Elections & Voting Behaviour and Pressure Groups.

*Note: No coursework is required



“At his best, man is the noblest of animals; separated from law and justice he is the worst.”

Aristotle

“When a law is unjust it is only right to disobey.”

Mahatma Ghandi

“I believe that government is the servant of the people and not their master.”

David Rockefeller,
Banker

PSYCHOLOGY

COURSE DETAILS

Exam Board: Oxford-AQA International AS and A-Level

Specification Code: 9685

Recommended GCSE Requirement: Grade 6+ in Science, Maths or English

Additional Recommendations: None

COURSE INTRODUCTION

Psychology is fascinating because many people are interested in why we think and behave the way we do. Is behaviour influenced by our biology or our environment? How much choice do we have in what we do? How can we study human behaviour scientifically? Is Psychology even a science? These are some of the questions explored across a number of fascinating topics.

SKILLS REQUIRED

Students analyse and evaluate data, develop critical thinking, essay writing skills and research investigation. Knowledge and understanding of research methods, practical research skills and mathematical skills are key. These skills are developed through study of the specification content and through ethical practical research activities, involving data handling and analysis.

FUTURE CAREERS AND OPPORTUNITIES

Studying psychology gives individuals a broad range of skills that span the sciences, humanities and arts, opening up a variety of opportunities with employers. Students can study Psychology at university and can then specialize into a range of psychologists in a PhD such as: clinical, educational, forensic or occupational psychologist. Students can also take a variety of courses to become counsellors or work within the mental health field.

COURSE CONTENT

Candidates for O-AQA Psychology will study Introductory Topics in Psychology which includes;

- Social Influence
- Memory
- Cognitive Development
- Biopsychology
- Psychopathology
- Research methods

In year 2 and A Level students will cover Advanced Topics and Research Methods 2 which includes;

- Scientific Approaches in Psychology
- Further Research Methods
- The Psychology of Sleep
- Schizophrenia
- Issues and Debates in Psychology
- Applied Psychology; Work and the Individual

Candidates can be entered for examinations in Year 12 and Year 13.

NOTE: No coursework is required



“The shoe that fits one person pinches another; there is no recipe for living that suits all cases.”

Carl Jung, Founder of Analytical Psychology

“The brain is built to change in response to experience.”

Richard Davidson,
Professor of Psychology
and Psychiatry



SPANISH

COURSE DETAILS

Exam Board: AQA

Specification Code: 7692

Recommended GCSE Requirement: Grade 6 in Spanish

Additional Recommendations: None

COURSE INTRODUCTION

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

SKILLS REQUIRED

Students will be expected to work independently to improve vocabulary and grammar. They will also have to come to lessons having researched specific topics and themes and be prepared to discuss thoughts and ideas with teachers and fellow students. Spanish will be the main language of instruction and so students must be prepared to present their work in Spanish and maintain a high level of fluency when expressing themselves.

FUTURE CAREERS AND OPPORTUNITIES

Language skills alone are already an advantage in potential employers' eyes, but Spanish even more so, as it's so widely spoken. Many British and American companies conduct business in Spanish-speaking countries, and with over 30 million Spanish speakers in the US alone, it's a great skill to have if you're looking to work abroad.

The study of Spanish at A Level can lead to a variety of different university courses and careers including, Translation, Travel and Tourism, Marketing, Law, European Studies, Teaching, Business Studies and many more.

COURSE CONTENT

Theme 1: Social Issues and Trends

- Modern and traditional values (Los valores tradicionales y modernos)
- Cyberspace (El ciberespacio)
- Equal rights (La igualdad de los sexos)
- Immigration (La inmigración)
- Racism (El racismo)
- Integration (La convivencia)

Theme 2: Political and Artistic Culture

- Modern day idols (La influencia de los ídolos)
- Spanish regional identity (La identidad regional en España)
- Cultural heritage (El patrimonio cultural)
- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
- Monarchies and dictatorships (Monarquías y dictaduras)
- Popular movements (Movimientos populares)

ASSESSMENT:

The assessment consists of three papers:

Paper 1: Listening, Reading and Writing

Paper 2: Writing

Paper 3: Speaking



“No es verdad que la gente deja de perseguir sus sueños porque envejece, envejecen porque dejan de perseguir sus sueños.”

“It is not true that people give up on their dreams because they get old; it is because people give up on their dreams that they get old.”

Gabriel García Márquez,
Novelist

SPORT BTEC*

COURSE DETAILS

Exam Board: Pearson

Specification Code: DJJJ5

Recommended GCSE Requirement: Grade 5 in GCSE PE or equivalent in Biology

Additional Recommendations: A keen interest in the sports industry and a background of taking part in sport outside of school would be beneficial.

COURSE INTRODUCTION

This course is equivalent in size to one International A Level. The International BTEC qualification is a two-year vocational qualification that involves a learning and assessment style that is different to traditional GCSE and A Level courses as there are no external examinations to write for this course. This qualification combines academic knowledge and practical application, which allows you to progress to higher education or go straight into employment. The Sport pathway is designed to provide an overview of the sector, giving learners the opportunity to gain a broad understanding of the sport industry. Learners will study a range of mandatory units such as Health, Wellbeing and Sport.

SKILLS REQUIRED

BTEC Sport requires students to engage in both practical and theory related study. A keen interest in the sports industry and a background of taking part in sport will be beneficial to students in this subject. Students should be able to apply their sporting knowledge to theory content and be able to analyse and evaluate in depth. The ability to work independently to carry out further research will be required to develop breadth of knowledge.

FUTURE CAREERS AND OPPORTUNITIES

The BTEC Sport course is a career-focused qualification that equips learners with the employability skills needed to progress to employment or further education. Career opportunities and pathways that students can pursue upon completion of this course are: Physical Education Teacher, Sports Coach, Strength and Conditioning Coach, Sports Analyst, Sports Nutritionist, Sports Psychologist, Sports Development Officer and many other jobs within the ever growing sports industry.

COURSE CONTENT

This course is equivalent in size to one International A Level.

This is a two-year course where you will study five units of which one is mandatory and at least one is assessed using a Pearson Set Assignment (PSA). Students must complete and pass all components of the course through the completed portfolios of course work evidence.

Year 12

Unit 1: Health, well-being and Sport	Mandatory unit Pearson set assignment (PSA) 90 GLH
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Year 12

Unit 26: Nutrition for Physical Performance*	Optional unit Internal assessment 60 GLH
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Year 12

Unit 27: Sports Psychology*	Optional unit Internal assessment 60 GLH
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Year 13

Unit 24: Applied Sports Anatomy & Physiology	Optional unit Internal assessment 90 GLH
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Year 13

Unit 28: Fitness Testing	Optional unit Internal assessment 60 GLH
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*There is potential for some changes to the optional units studied

GLH = guided learning hours

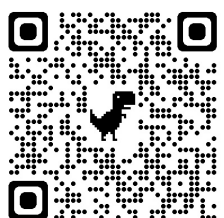
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“ If my mind can conceive it, and my heart can believe it—then I can achieve it.”

Mohammed Ali,
Boxer

USEFUL WEBSITES AND FURTHER INFORMATION

Please contact your child's Tutor in the first instance if you wish to discuss anything in this booklet. They may put you in touch with individual Subject Teachers or Heads of Department as required. Your child's Tutor is always the first point of contact, and should be fully in the loop regarding all aspects of subject selection.



AQA Exam Board
(Assessment and
Qualifications Alliance)



DfE
(UK Govt Department
of Education)



CAIE Exam Board
(Cambridge Assessment
International Education)



Pearson Edexcel Exam Board
(Operated by Pearson
Qualifications)



JCQ
(Joint Council for Qualifications)



For further information regarding Admissions to Cranleigh Abu Dhabi Senior School, please contact admissions@cranleigh.ae /+971 (0)2 497 0000

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