

Sixth Form Options Booklet

The Sixth Form Curriculum

Safa Community School aims to provide our post 16 students with a stimulating and purposeful curriculum, leading to qualifications which are internationally recognised and accepted as entry requirements for Higher Education.

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

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

A Levels and International A-Levels

A Levels and International A levels have been written to the highest standard, with the global learner in mind, and are recognised by universities across the world. They offer progression from our GCSEs or International GCSEs and can be taken alongside our BTEC National qualifications to give students a comprehensive choice of subjects. International Advanced Level qualifications are not available to state UK schools but are available in private UK schools.

BTEC Nationals

The BTEC National is a vocational course that we offer up to the equivalent of 2 A levels. It provides a specialist work-related programme of study that covers the key knowledge and practical skills in the subject studied. It offers flexibility and a choice of emphasis through the selection of specialist units. Depending on numbers, we will offer a wide range of BTEC courses.

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

Outstanding Very Good Good Acceptable Weak Very Weak



2016-2017



2017-2018

المعرفة

Knowledge

School Journey for Safa Community School

Sixth Form Study

Studying in the Sixth form is very different from the experience students are used to in Years 7-11 and although Sixth Formers take a much smaller range of subjects, the depth of study required is much greater and more advanced than at GCSE.

Students often find the first few months a challenging, yet rewarding time as they adjust to the pace and demands of their Level 3 courses. Students must be prepared to work hard and prepare themselves fully for their assessments.

For the first time in their academic careers, Sixth Formers are given non-contact periods timetabled into their working week, which provide them with time to undertake independent study to meet the requirements of their courses. This encourages them to become independent, life-long learners and prepares them for further study at university or the world of work. We have created a range of different study spaces designed to inspire our students to use their non-contact time productively.

Exceptional Teaching and Learning

At SCS, we seek to appoint the best teachers available from around the world. All of our teachers are UK trained and have extensive experience of teaching the A level and BTEC curricula. Our teaching staff are highly skilled teaching practitioners with a proven track record in the classroom. We pride ourselves on our caring and friendly staff that know how to engage and motivate students. We offer innovative teaching and learning strategies, which take place in small, intimate classrooms. This means our students receive personalised learning, allowing them to be challenged appropriately and their progress to be monitored accurately, thereby enabling us to maximise their academic potential.

Applications to University

Universities visit us throughout the year and we encourage Year 12 students to begin thinking about university right from the start of the academic year.

Guest speakers from a variety of professions are invited in to talk to our students about their career pathways. We appreciate that students make decisions about their futures at different speeds, but we want everyone to have their mindset upon their future careers as early as possible.

Academic Enrichment

We offer additional sessions in all subject areas to offer opportunities for students to apply and use their subject knowledge. Our students take part in various debating competitions and are currently the winners of the World Scholars' Cup and we offer the Extended Project Qualification (EPQ) for those students who are interested in extending their knowledge of a specific subject. The EPQ provides an opportunity for students to extend their abilities beyond an A level syllabus, and to prepare for university or their future career. The EPQ also provides additional UCAS points as it is worth half an A level, improving a student's chances of gaining a place at university.

Student Wellbeing

At SCS we strive to provide support for our students, creating a safe and supportive learning environment. The pressure of success weighs heavy on some of our young people and we must ensure that our students are supported with a comprehensive network of care and protection. Sixth Form students have access to a fully qualified Student Advisor and all aspects of a student's welfare are consistently monitored.

Islamic Education and Arabic A

Muslim students and students holding Arabic passports will be required to study Islamic Education and Arabic A respectively. Students will then have several non-contact or free periods. Generally, students will have a proportion of those free periods in a supervised classroom where they are encouraged to use the time productively on private study.

Post Sixth Form Pathways

The Sixth Form precedes a period of major change: the end of students' long association with the School and the assumption of formal adult status as they embark on another stage in their lives. Such a significant step requires thorough preparation, as what students decide now will have a major impact on the next stage of their lives. The range of options is considerable and there is much to think about; planning ahead, choosing a course of action from the alternatives available and matching ambitions to abilities is all part of the preparation process.

As part of their Sixth Form studies, students will take part in careers workshops and attend careers coaching sessions to provide them with guidance on the choices available to them. Experienced staff are available to meet with students and parents to discuss the routes available for them to follow when they leave school. Students are encouraged to undertake work experience opportunities to give them first-hand experiences of potential future careers.

The application processes for the different countries will be explained to them and they will be guided through the various application processes, for example, the UCAS system for entry to British universities, or the Common Application Process for the US. Students will be encouraged to investigate the opportunities available to them and we give our full support in the pursuit of their university place.

In Year 12, students will start to think about their future careers. They will have the opportunity to attend career presentations from guest speakers, together with coaching sessions to help guide them with their future career intentions. To assist with course and institution choice, university representatives visit the school on a regular basis and we recommend that students attend these meetings so that they can ask questions. All students at SCS have access to a dedicated software program that enables them to search for relevant courses based on their interests and academic attainment.

The Sixth Form Curriculum Pathways

At Safa Community School we offer three pathways within the Sixth Form. These are the 'Traditional' International A level pathway, Combination (International A level and BTEC) and finally the 'BTEC' pathway.

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

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

The subjects offered at International A Level/A Level are:

Arabic*	Design and Technology	Mathematics
Art & Design	English Literature	Physical Education
Business Studies	French	Physics
Biology	Geography	Psychology
Chemistry	German	Spanish
Computer Science	History	

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

In addition to academic subjects all students within the Sixth Form will follow a programme of Core Physical Education and PRP) Personal Readiness Programme

Personal, Readiness Programme (PRP)

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

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

Physical Education (Core PE)

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

How do I choose ?

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

Entry Requirements

A-Level Pathways offered at SCS Sixth Form

Minimum Entry Requirements

International A-Level Courses. These can be taken with the UK A-Level courses and/or BTEC's. (grades dependant) The International A-level courses have the same credibility for entry to universities. Unlike the UK A-Level courses, some of the international courses are modular and therefore can write-off part of the course as they are moving through Year 12 and 13.

Note also:

Our minimum entry requirement for Safa Sixth Form requires a student to have at least grade 5's in English and Mathematics. However, for some subjects at A Level, they must achieve at least a grade 6 or higher in that chosen subject at GCSE.

To Summarise - Sixth Form Entry

To study any of the following subjects at A-Level students will need to meet the entry criteria above and additionally:

- Grade 7 at GCSE Mathematics to study A-Level Mathematics
- Grade 7 at GCSE Biology to Study A-Level Biology
- Grade 7 at GCSE Chemistry to Study A-Level Chemistry
- Grade 7 at GCSE Physics to Study A-Level Physics
- Grade 7 at GCSE English to Study A-Level English
- Grade 6 at GCSE in a chosen MFL to Study an A-Level MFL
- Grade 7 in Biology - To study A-Level Psychology

A Typical Sixth Form Timetable

6 lessons per week per subject.

Other lessons included during a regular student week

- Core-PE and Careers
- Research and private study time
- UCAS application and university preparation

The Sixth Form – A Crucial Decision

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

The Sixth Form is Different

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

Life in the Sixth Form

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

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

Why Stay On?

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

The Sixth Form tutors will guide you through the complex UCAS and Common App system into higher education, and the vital school reference is based on a detailed knowledge of your achievements to date, your potential in the future and can reflect upon your own personal journey throughout your school career.

Wider School Projects & Community

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

- School Sports Teams
- Charity Events
- Peer Reading Programme within the Primary School
- Foundation Story Time

Support and Guidance

Much emphasis is placed on helping you to cope with the transition from the more structured environment of Key Stage 4 to the greater independence of the Sixth Form. Your Tutor will offer advice and support on academic, personal and career matters and be responsible for your day to day progress and welfare. They will discuss your choices of course and help with higher education applications and discuss any difficulties and review progress generally.

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

Careers Advice

Advice on careers and higher education courses is particularly important in the Sixth Form and each student has an allowance for guidance meetings with a dedicated specialist. University preparation is included in the LIFE programme.

The Application Process :

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

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

STAGE 1: Information Gathering

Attend the Sixth Form option evening. Watch the Year 11 Options video. Take the opportunity to discuss your options with subject specialists, your Form Tutor and your parents.



STAGE 2: The Application Form

Complete the Sixth Form application form, indicating your preferred options and submit. Please ensure that you are realistic in your choices.



STAGE 3: The Interview

Qualifying candidates will be called for a short interview with the Head of Sixth Form to discuss your options further.



STAGE 4: The Decision!

Following your interview, Sixth Form Conditional offers will be issued. Places are held provisionally pending results.

Policy on Year 12 Admissions

1. All admissions are subject to the overriding proviso that we can construct a reasonable timetable. Provisional admission is no guarantee that a reasonable timetable is possible.
2. We reserve the right to refuse entrance to Year 12 or to a particular subject, even if a student is technically qualified if we feel he/she will not cope academically or will get no positive benefit from the course.
3. We reserve the right to refuse entrance to Year 12, even if a student is academically qualified if we feel he/she will be disruptive.
4. In some subjects where there are more students wishing to take the subjects than places available, we may demand higher qualifications (e.g. Grade 5 at GCSE Level, a range of reasonable GCSE Level results). We cannot legislate for this until the demand for places is known.

Examination Fees

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

BTEC

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

Other costs

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

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



Traditional Subject Options

Course Outline

The four themes address a range of content related to society past and present, as well as aspects of the political and artistic culture of the Arabic-speaking world. Themes 1 and 3 focus on aspects of society, while Theme 2 focuses on artistic culture and Theme 4 on political culture. Each theme is broken into two sub-themes and a research subject. Each sub-theme and research subject is divided into a series of aspects.

Students are required to select only one research subject for Paper 1, which must be based on one Arabic-speaking country only. An Arabic speaking country is a country where Arabic is an official language. For their research, students must cover all three aspects of the research subject.

Course Details

<i>Theme 1 : Changes in the Arabic World</i>	<i>Theme 2 : Artistic Culture in Arabic World</i>
The context of the Arabic-speaking world. This theme covers society past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.	The context of the Arabic-speaking world. This theme covers artistic culture, past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.
<i>Theme 3 : Work and Citizenship in Arabic World</i>	<i>Theme 4 : Political Culture in Arabic World</i>
The context of the Arabic-speaking world. This theme covers society past and present. If the research subject is chosen from the theme, it must focus on one Arabic-speaking country.	The context of the Arabic-speaking world. This theme covers political culture past and present. If the research subject is chosen from this theme, it must focus on one Arabic-speaking country.

Assessment Criteria

Paper 1

- Translation into English, Reading Comprehension and Writing in Arabic
- Written Examination
- 2 hours 30 minutes
- 80 marks
- Three sections in the paper

Paper 2

- Translation into Arabic and written response to works
- Written Examination
- 2 hours 40 minutes
- 110 marks
- Three sections in the paper

Paper 3

- Listening, Reading and Writing in Arabic
- Written Examination
- 2 hours 15 minutes
- 60 marks
- Two sections in the paper

Course requirement and progression

This qualification offers a suitable progression route from GCSE, focusing on the development of three language skills: listening, reading and writing. Grammar and the mastering of linguistic features are key elements of this qualification as is the inclusion of authentic written and spoken sources, responding through writing to literature and film, and independent research. Students will be able to apply their knowledge, skills and understanding to authentic real-life contexts. They will develop transferable skills that support the study of other GCE subjects, higher-education study and the transition to employment, together with an understanding and appreciation of Arabic-speaking countries and their cultures.

Course Outline

The Pearson Edexcel Level 3 Advanced GCE in Art and Design consists of two components; both teacher assessed and externally moderated by the examination board.

Course Details

GCSE ART AND DESIGN

Component 1 : Personal Investigation	Component 2 : Externally assessed assignment
<p><i>Internally set, assessed by the teacher and externally moderated.</i> 60% of the total qualification.</p> <p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes. This will require students to address each of the Assessment Objectives given. Students must work within one of the following titles: Art, Craft and Design, Fine Art, Graphic Communication, Textile Design, Three-dimensional Design or Photography.</p> <p>Overview of assessment</p> <ul style="list-style-type: none"> • Incorporates three major elements: supporting studies, practical work, and a personal study. • Supporting studies and practical work will comprise a portfolio of development work and outcomes based on themes and ideas developed from personal starting points. • The personal study will be evidenced through critical written communication showing contextual research and understanding in a minimum 1000 words of continuous prose, which may contain integrated images. The personal study comprises 12% of the total qualification and is marked out of 18. • Work must cover all four Assessment Objectives and be marked using the assessment grid given by the examination board. • Marks available: 90. 	<p><i>Externally set, assessed by the teacher and externally moderated.</i> 40% of the total qualification.</p> <p>This component allows students opportunities to generate and develop ideas, research primary and contextual sources, record practical and written observations, experiment with media and processes, and refine ideas towards producing personal resolved outcomes in response to an externally set theme. This will require students to address each of the Assessment Objectives given. Students must continue to work within the same title as component 1.</p> <p>Overview of assessment</p> <ul style="list-style-type: none"> • Incorporates two major elements: preparatory studies and the 15-hour period of sustained focus. • Preparatory studies will comprise a portfolio of practical and written development work based on the Externally Set Assignment. • During the 15-hour period of sustained focus under examination conditions, students will produce final outcomes extending from their preparatory studies in response to the Externally Set Assignment. • The Externally Set Assignment is released on 1 February and contains a theme and suggested starting points. • Students have from 1 February until the commencement of the final 15-hour period of sustained focus to develop preparatory studies. • The 15-hour period of sustained focus under examination conditions may take place over multiple sessions (a maximum of five, within three consecutive weeks). • Work must cover all four Assessment Objectives and be marked using the assessment grid given by the examination board. • Marks available: 72.

Assessment Criteria

All student work will be assessed against the following Assessment Objectives.

In each criteria the students must::

- (AO1) Develop ideas through sustained and focused investigations informed by contextual and other sources, demonstrating analytical and critical understanding
- (AO2) Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work develops
- (AO3) Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress
- (AO4) Present a personal and meaningful response that realises intentions and, where appropriate, makes connections between visual and other elements.

Course requirement and progression

It is not a prerequisite that a student wishing to study A-Level Art must have completed GCSE Art and Design, however, the student will be expected to produce evidence of ability in drawing and interest in the subject before being accepted onto the course. Entry onto the course will require a Grade 6 at GCSE or evidence of a high-quality portfolio of Art.

Students can progress from this qualification to:

- Further Education courses such as the BTEC Level 3 Foundation Diploma in Art and Design (QCF)
- Higher Education courses such as BTEC Higher National Diplomas in Art and Design subjects, or direct to a BA Honours degree with an Art and Design focus
- Employment in a related sector such as: Architect, Art Historian, Publisher, Gallery Manager, Writer/critic, Game Designer, Stop Motion Animator, Interface Designer, Advertiser, Web Designer, Furniture Designer, Graphic Designer, Illustrator, Interior Designer, Printmaker, Product Designer, Fashion Designer, Video/film/photographer, Sculptor, Teacher, Lecturer and many more besides.

BUSINESS

Business - Edexcel - Level 3 International A Level - XBS11 & YBS11

Course Outline

Students are introduced to business in Themes 1 and 2 through building knowledge of core business concepts and applying them to business contexts to develop a broad understanding of how businesses work. Breadth and depth of knowledge and understanding, with applications to a wider range of contexts and more complex business information, are developed in Themes 3 and 4, requiring students to take a more strategic view of business opportunities and issues.

Course Details

Theme 1 : Marketing and people	Theme 2 : Managing business activities
Meeting customer needs The market Marketing mix and strategy Managing people Entrepreneurs and leaders	Planning a business and raising finance Financial planning Managing finance Resource management External influences
Theme 3 : Business decisions and strategy	Theme 4 : Global business
Business objectives and strategy Business growth Decision-making techniques Influences on business decisions Assessing competitiveness	Globalisation Global markets and business expansion Global marketing Global industries and companies (multinational corporations)

Assessment Criteria

- **Paper 1: Marketing and people**
- Written examination
- Externally assessed
- 25% of the total qualification
- Section A: Short- and extended-response questions based on sources (30 marks). Section B: Same format as Section A, based on different sources (30 marks). Section C: One 20-mark essay question, based on one or more sources (20 marks)
- **Paper 2: Managing business activities**
- Written examination
- Externally assessed
- 25% of the total qualification
- Section A: Short- and extended-response questions based on sources (30 marks). Section B: Same format as Section A, based on different sources (30 marks). Section C: One 20-mark essay question, based on one or more sources (20 marks)
- **Paper 3: Business decision and strategy**
- Written examination
- Externally assessed
- 25% of the total qualification
- Section A: Short and extended-response questions, based on sources (40 marks). Section B: One 20-mark essay question, based on one or more sources (20 marks). Section C: One 20-mark essay question, based on one or more sources (20 marks).
- **Paper 4: Global business**
- Written examination
- Externally assessed
- 25% of the total qualification
- Section A: Short and extended-response questions, based on sources (40 marks). Section B: One 20-mark essay question, based on one or more sources (20 marks). Section C: One 20-mark essay question, based on one or more sources (20 marks).

AO1 Demonstrate knowledge of terms, concepts, theories, methods and models.

AO2 Apply knowledge and understanding of various business contexts.

AO3 Analyse issues within the business, showing an understanding of the impact on individuals. AO4 Evaluate qualitative and quantitative evidence to make informed judgements and propose evidence-based solutions to business issues.

Course requirement and progression

Students can progress from this qualification to:

- Higher education courses such as business management, business administration, accountancy and finance, human resource management, marketing, retail management, tourism management and international business
- A wide range of careers ranging from banking, sales, product management and general management to working in public sector organisations or charities.

BIOLOGY

Biology - Oxford AQA - Level 3 International Advanced Level - 9610

Course Outline

In this course, you will learn about a wide range of biological concepts and techniques, including health and diseases, the theory of DNA replication, the biochemistry of photosynthesis and respiration. You will also discover how you have developed from a simple single cell into a complex, multi-cellular, organism and how the genetic code has allowed such complexity to thrive on Earth. You will also explore how society makes decisions about biology-related issues and how biology contributes to the success of the economy and society.

Course Details

<i>Unit 1 : The Diversity of Living Organisms</i>	<i>Unit 2 : Biological Systems and Disease</i>
<ul style="list-style-type: none">• Biological molecules• Cell and cell structure• Enzymes• Transport in cells and gas exchange• DNA, genes and chromosomes• protein synthesis• Biodiversity	<ul style="list-style-type: none">• Disease, pathogens, lifestyle and genes.• Digestion and absorption• Immunology• Heart• Cell division• Mutation and cancer
<i>Unit 3 : Populations and Genes (A-Level)</i>	<i>Unit 4 : Control</i>
<ul style="list-style-type: none">• Communities and Ecosystems• Variation• Ecology• Photosynthesis• Respiration• Energy transfer• Nutrient cycles• Inheritance	<ul style="list-style-type: none">• Control and nervous systems• skeletal muscles• control systems in plants• homeostasis• Hormones• Control of heart rate• Transcription and translation
Unit 5 : Synoptic Paper (A- Level) - A combination paper looking at practical skills and a combination of the other topics.	

Assessment Criteria

5 Written exams

1 hour 30 minute exams

75 marks per exam.

Each exam is worth 20% of your A level.

AS assessments contribute to 40% of the total marks for the full A level, the remaining 60% comes from the A2 assessments.

AO1: Knowledge and understanding of scientific principles and concepts.

AO2: Application of knowledge and understanding of scientific principles and concepts in both familiar and novel contexts.

AO3: The ability to describe, analyse, interpret and evaluate scientific information presented in different forms.

AO4: The ability to select, describe and evaluate scientific procedures.

Course requirement and progression

A-Level Biology is an ideal subject choice if you plan to study other science-based subjects or progress on to higher-level science courses at university.

- A level Biology can open up doors to university courses for example: Biology, Botany, Zoology, Genetics, Microbiology, Sport and Exercise Science.

Course Outline

A-Level Chemistry opens up a huge range of opportunities in careers such as Chemical Engineering, Analytical Chemistry, Clinical Biochemistry, Pharmacology, Research and Medicine. Preferably taken alongside another science subject, this course is ideal if you enjoy and excel at maths and science. The course will broaden your horizons and see you gain an understanding of the world around you from a molecular perspective such as materials and physical phenomena, and chemistry of living things. The course covers the full range of organic, inorganic and physical aspects of Chemistry.

Course Details

<ul style="list-style-type: none"> Unit 1 : Inorganic 1 Physical 1 Atomic structure Amount of substance Bonding Energetics, Kinetics and chemical equilibria Thermodynamics Acid and bases 	<ul style="list-style-type: none"> Unit 2 : Organic and Physical 1 Periodicity Group 2,7,3 and transition metals, Catalysts Reactions of ions in aqueous solution
<ul style="list-style-type: none"> Unit 3 : Inorganic 2 and Physical 2 Alkanes, halogenoalkanes Alkenes and alcohols Organic analysis Optical isomerism 	<ul style="list-style-type: none"> Unit 4 : Organic 2 and Physical 2 Aldehydes and ketones Carboxylic acids, Aromatic chemistry Amines Polymers
Unit 5 : Practical and Synoptic- This is a practical paper from the required practical list in lessons, as well as the application of the knowledge from all previous units.	

Assessment Criteria

5 Written exams

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AO1: Knowledge and understanding of scientific principles and concepts.

AO2: Application of knowledge and understanding of scientific principles and concepts in both familiar and novel contexts.

AO3: The ability to describe, analyse, interpret and evaluate scientific information presented in different forms.

AO4: The ability to select, describe and evaluate scientific procedures

Course requirement and progression

Chemistry is an excellent basis for progression to a science degree programme. It provides a wide range of career opportunities, including Medical Science, Chemical Engineering, Pharmacology and Research. There are also an increasing number of Higher and Degree Apprenticeship opportunities in sectors such as Chemical Engineering. Former students have gone to the Royal Veterinary College, PhD in Chemistry at Oxford.

COMPUTER SCIENCE

Computer Science - AQA - Level 3 Advanced Level - 7517

Course Outline

This specification has been created to get students working with real-world programming and provides a good understanding of the fundamental principles of computing and computational thinking. This provides an academically challenging specification for students of all ability levels. You can choose from a range of programming languages for non-exam assessment, so you can tailor your specification to the preferences of the students.

Course Details

Computer Science - AS LEVEL	Computer Science - A LEVEL
<i>Fundamentals of programming</i> <i>Fundamentals of data structures</i> <i>A systematic approach to problem-solving</i> <i>Theory of computation</i> <i>Fundamentals of data representation</i> <i>Fundamentals of computer systems</i> <i>Fundamentals of computer organisation and architecture</i> <i>Consequences of uses of computing</i> <i>Fundamentals of communication and networking</i>	<i>Fundamentals of programming</i> <i>Fundamentals of data structures</i> <i>Fundamentals of algorithms</i> <i>Theory of computation</i> <i>Fundamentals of data representation</i> <i>Fundamentals of computer systems</i> <i>Fundamentals of computer organisation and architecture</i> <i>Consequences of uses of computing</i> <i>Fundamentals of communication and networking</i> <i>Fundamentals of databases</i> <i>Big Data</i> <i>Fundamentals of functional programming</i> <i>Systematic approach to problem solving</i> <i>Non-exam assessment - the computing practical project</i>

Assessment Criteria - AS Level

- **AS Level Paper 1:**
- Tests a student's ability to program
- Theoretical knowledge of computer science
- On-screen exams worth 50% of AS
- Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by the exam board.
- **AS Level Paper 2:**
- Written exam worth 50% of AS

Assessment Criteria - A Level

- **A Level Paper 1:**
- Tests a student's ability to program
- Theoretical knowledge of computer science
- On-screen exams
- Students answer a series of short questions and write/adapt/extend programs in an Electronic Answer Document provided by the exam board.
- **A Level Paper 2:**
- Written exam worth 40% of A2
- **Paper 3: Non-exam assessment**
- Assesses a student's ability to use the knowledge and skills gained through the course to solve or investigate a practical problem.
- Students will be expected to follow a systematic approach to problem-solving.

Course requirement and progression

It is not a prerequisite that a student wishing to study A-Level Art must have completed GCSE Computer Science, however, the student will be expected to produce evidence of ability in programming before being accepted onto the course. Entry onto the course will require a Level 6 at GCSE or evidence of high-quality programming skills.

Students can progress from this qualification to:

- Higher education courses such as Computer Science, and many related specialities such as Game Design and Software Analytics and Statistics, Engineering, Physics or related subjects.
- A vast array of jobs exists within the field of Computer Science including Analyst, Programmer and Developer roles. There are opportunities within many sectors such as Telecommunications, Aerospace and Defence, Financial Services, Healthcare and Manufacturing.

DESIGN & TECHNOLOGY

Design & Technology - Product Design
Edexcel - Level 3 Advanced Level

Course Outline

This creative and thought-provoking qualification gives students the practical skills, theoretical knowledge and confidence to succeed in a number of careers. Especially those in the creative industries.

They will investigate historical, social, cultural, environmental and economic influences on design and technology, whilst enjoying opportunities to put their learning in to practice by producing prototypes of their choice.

Students will gain a real understanding of what it means to be a designer, alongside the knowledge and skills sought by higher education and employers.

Course Details

Technical Principles

Materials and their applications

Students are expected to be able to name specific materials for a wide range of applications. They must also be able to provide detailed and justified explanations of why specific materials and combinations are suitable for given applications.

Classification of materials and testing of materials

Students should know and understand the classifications of the following materials and be able to name examples that belong to each category. Students should be able to describe how workshops and industrial tests are set up and what will be tested, measured and compared.

Properties of Woods, Metals and Polymers

Students should be able to identify and understand the properties of a variety of materials and their uses in a range of contexts.

Designing and Making Principles

Design methods and processes iterative design process

Students should be aware of, and able to explain, different approaches to user-centred design. That in approaching a design challenge there is not a single process, but that good design always addresses many issues.

Design Theory

Students should be aware of, and able to discuss, how key historical design styles, design movements and influential designers have helped to shape product design and manufacture.

How technology and cultural changes can impact on the work of designers

Socio-economic influences, Major developments in technology and Social, Moral and Ethical issues.

Product life cycles, design processes and design development.

Assessment Criteria

- **Paper 1 - Technical Principals**
Written exam: 2 hours and 30 minutes
120 marks
50% of A-level
- **NEA task - Practical application of technical principles, designing and making principles**
Substantial design and make project evidenced in an A3 portfolio.
100 marks
50% of A-level

Course requirement and progression

Students are expected to have a Grade 7 or higher in GCSE Design & Technology.

This course is an ideal continuation of the GCSE Design & Technology course allowing students to broaden their technical knowledge and skills whilst applying and investigating to solve real world problems. The standard, size and depth of study will be considerably higher than at GCSE with the expectation that the student will eventually deliver a high-quality project that reflects their understanding of design principles, material knowledge and competence in construction techniques.

ENGLISH & LITERATURE

English Literature - Edexcel - Level 3 Advanced Level - YET01

Course Outline

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

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

International AS Level - English Literature	International A Level - English Literature
UNIT 1 Post 2000 Poetry and Prose Students will study: <ul style="list-style-type: none">• a selection of post-2000 poetry from Poems of the Decade: An Anthology of the Forward Books of Poetry 2002-2011• one post-2000 prose fiction text from a choice of five texts	UNIT 3 Poetry and Prose Students will study: <ul style="list-style-type: none">• post-1900 unseen poetry• two prose fiction texts, from a choice of three texts, covering one theme (choice of four themes).
International AS Level - English Literature	International A Level - English Literature
UNIT 2 Drama Students will study: <ul style="list-style-type: none">• one pre-1900 drama text from a choice of five and• one post-1900 drama text from a choice of five.	UNIT 4 Shakespeare and Pre-1900 Poetry Students will study: <ul style="list-style-type: none">• one Shakespeare text from a choice of four• one specified collection of pre-1900 poems from one literary movement, from a choice of three.

Assessment Criteria

International AS Level - English Literature

UNIT 1

Post 2000 Poetry and Prose

A written paper of 2 hours

Open book exam :

(50% of IAS final grade and 25% of IAL)

UNIT 2

Drama

A written paper of 2 hours

Open book exam:

(50% of IAS final grade and 25% of IAL)

International A Level - English Literature

UNIT 3

Poetry and Prose

A written paper of 2hrs

Open book exam:

(25% of total IA-Level final grade)

UNIT 4

Shakespeare and Pre-1900 Poetry

A written paper of 2 hours

Open book exam:

(25% of total IA-Level final grade)

Course requirement and progression

To follow the English Literature course you would be expected to meet the general requirements for AS Level courses. In addition, because the subject requires higher-level writing and reading skills, only students who achieve a Grade 6 or higher in the IGCSE English Language will be considered.

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

FRENCH

French - AQA - Level 3 Advanced Level - 7652

Course Outline

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

Course Details

Themes and Sub themes	The Individual Research Project
<p>Papers 1 and 3 will be based on content from the following four themes</p> <p>Theme 1 : Les changements dans la société française</p> <p>Theme 2 : La culture politique et artistique dans les pays francophones</p> <p>Theme 3 : L'immigration et la société multiculturelle française</p> <p>Theme 4 : L'Occupation et la Résistance</p> <ul style="list-style-type: none"> The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of France and French-speaking countries. Themes 1, 3, and 4 focus on aspects of society or history of France only. Theme 2 requires students to broaden their knowledge across any Francophone country /countries and/or community/communities Each theme is broken into three sub-themes. These Sub-themes are each exemplified further. A-level students will be expected to have studied the grammatical system and structures of the language during their course. 	<p>The individual research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied.</p> <p>The individual research project must:</p> <ul style="list-style-type: none"> Be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities. Include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet. Enable the student independently to contextualise, analyse and summarise findings. Enable the student to identify at least two written sources, which they can summarise and respond to personally in their presentation.

Assessment Criteria

<ul style="list-style-type: none"> A listening assessment based on a recording, featuring male and female French speakers. Students will respond to comprehension questions based on a variety of contexts and sources. A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions. An unseen passage to be translated from French to English. {40% of final A Level grade 2 hours 80 marks} 	<ul style="list-style-type: none"> Students translate an unseen passage from English into French. Students must write an extended response on either two literary texts or one literary text and one film. {30% of final A Level grade 2 hours 40 minutes 120 marks} 	<ul style="list-style-type: none"> Task one - discussion on a Theme - Students discuss one theme from the specification based on a stimulus containing two different statements. Task two, part A - independent research presentation - Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read. Task two, part B - discussion on independent research Students answer questions on their presentation and then have a wider discussion on their research. {30% of final A Level grade 21-23 minutes 72 marks}

Course requirement and progression

The minimum requirement to continue to AS French is to achieve at least a Grade 6 in French GCSE.

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

GEOGRAPHY

Geography - AQA - Level 3 Advanced Level - 7037

Course Outline

The new AQA specification will excite minds, challenge perceptions and stimulate investigative and analytical skills. The course has been modernised and new units have been added to reflect the world today.

Course Details

Component 1: Physical Geography		
<ul style="list-style-type: none"> Section A: Water and carbon cycles Section B : Hot desert systems and landscapes or Coastal systems and landscapes or Glacial systems and landscapes Section C : Hazards or Ecosystems under stress 	<ul style="list-style-type: none"> Section A: Global systems and global governance Section B: Changing places Section C: Contemporary urban environments or Population and the environment or Resource security 	Students complete an individual investigation which must include data collected in the field. The individual investigation must be based on a question or issue defined and developed by the student relating to any part of the specification content.

Assessment Criteria

<ul style="list-style-type: none"> Written exam: 2 hours 30 minutes 120 marks 40% of A-level Questions Section A: answer all questions (36 marks) Section B: answer either question 2 or question 3 or question 4 (36 marks) Section C: answer either question 5 or question 6 (48 marks) Question types: multiple-choice, short answer, levels of response and extended prose. 	<ul style="list-style-type: none"> Written exam: 2 hours 30 minutes 120 marks 40% of A-level Questions Section A: answer all questions (36 marks) Section B: answer all questions (36 marks) Section C: answer either question 3 or question 4 or question 5 (48 marks) Question types: multiple-choice, short answer, levels of response, extended prose. 	3,000–4,000 words 60 marks 20% of A-level Marked by teachers Moderated by AQA

Course requirement and progression

- ⇒ Higher education courses such as geography, geology, environmental science, international relations, anthropology and many others.
- ⇒ A wide range of careers ranging from utilities, science, town planning, transport planning, government advisory bodies, environmental consultancy and many others.
- ⇒ Huge focus on skills development during this course. Therefore students gain a number of transferable skills which are highly desirable.

Course Outline

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

Course Details

Themes and Sub-Themes

- Papers 1 and 3 will be based on content from the following four themes. Theme 1: Gesellschaftliche Entwicklung in Deutschland, Theme 2: Politische und künstlerische Kultur im deutschen Sprachraum, Theme 3: Immigration und die deutsche multikulturelle Gesellschaft, Theme 4: Die Wiedervereinigung Deutschlands.
- The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Germany and German-speaking countries.
- Themes 1, 3, and 4 focus on aspects of society or history of Germany only. Theme 2 requires students to broaden their knowledge across any German speaking country/countries and/or community/communities. Each theme is broken into three sub-themes. These sub-themes are each exemplified further.
- A-level students will be expected to have studied the grammatical system and structures of the language during their course.

Individual Research Project

- The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied.

The independent research project must:

- Be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities.
- Include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet.
- Enable the student independently to contextualise, analyse and summarise findings.
- Enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

Assessment Criteria

Paper 1 - Listening, Reading and Translating	Paper 2 - Written response to Works and Translation	Paper 3 - Speaking
<ul style="list-style-type: none"> A listening assessment based on a recording, featuring male and female German speakers. Students will respond to comprehension questions based on a variety of contexts and sources. A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions. An unseen passage to be translated from German to English. 40% of final A Level grade 2 hours (80 marks) 	<ul style="list-style-type: none"> Students translate an unseen passage from English into German. Students must write an extended response on either two literary texts or one literary text and one film. 30% of final A Level grade 2 hours 40 minutes { 120 marks } 	<ul style="list-style-type: none"> Task one - discussion on a Theme - Students discuss one theme from the specification based on a stimulus containing two different statements. Task two, part A - independent research presentation - Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read. Task two, part B - discussion on independent research Students answer questions on their presentation and then have a wider discussion on their research. 30% of final A Level grade 21-23 minutes {72 marks}

Course requirement and progression

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

HISTORY

History - Pearson Edexcel- International Advanced Level – YH101

Course Outline

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

Course Details

Unit 1: Depth Study with Interpretations - Russia in Revolution, 1881–1917	Unit 2: Breadth Study with Source Evaluation - South Africa, 1948–2014
<ul style="list-style-type: none">This option comprises a study in depth of the causes and course of revolution in Russia in 1905 and 1917, and the effect on 20th-century Russia and throughout the modern world.Students will gain an in-depth understanding of the changes in Russia in the years 1881 to 1917, the response of successive governments to opposition to their rule, and the reasons for the successful seizure of power by Lenin and the Bolsheviks.	<ul style="list-style-type: none">This option comprises a study in breadth of the transition of South Africa from the apartheid state, born in 1948, to the 'rainbow nation'Students will gain an understanding of the changing relationship between the races of South Africa and South Africa's relationship and position in the world.
Unit 3: Thematic Study with Source Evaluation - Germany: United, Divided and Reunited, 1870–1990	Unit 4: International Study with Historical Interpretations - The World Divided: Superpower Relations, 1943–90
<ul style="list-style-type: none">This option explores the ways in which Germany evolved as a new state in Europe undergoing dramatic changes of fortune. Certain key themes are:<ol style="list-style-type: none">relations with and influence of Germany's neighbourseconomic pressures and influencesauthority and leadershipprotest, dissent and workers' organisationsideologies and political parties	<ul style="list-style-type: none">This option contains a study in depth of historical interpretations on a broad question, namely the reasons for the outbreak and development of the Cold War in the years 1943–53. This is contextualised by, and overlaps with, a study of superpower relations (USA, USSR and China) in the years 1953–90.<ul style="list-style-type: none">The two main themes are confrontation and the threat of war on the one hand, and Détente and the resolution of conflict on the other.

Assessment Criteria

UNIT 1: Depth Study with Interpretations Exam (25% of overall grade)

Assessment Time = 2 hours.

Assessment Marks = 50 marks.

The assessment consists of four questions and students must answer two 25-mark essay questions from the choice of four.

UNIT 2: Breadth Study with Source Evaluation Exam (25% of overall grade)

Assessment Time = 2 hours.

Assessment Marks = 50 marks.

The assessment consists of two sections: A and B. Students must answer two questions: one from Section A and one from Section B.

UNIT 3: Thematic Study with Source Evaluation Exam (25% of overall grade)

Assessment Time = 2 hours.

Assessment Marks = 50 marks.

The assessment consists of two sections: A and B. Students must answer two questions: one from Section A and one from Section B.

UNIT 4: International Study with Historical Interpretations Exam (25% of overall grade)

Assessment Time = 2 hours.

Assessment Marks = 50 marks.

The assessment consists of two sections: A and B. Students must answer two questions: one from Section A and one from Section B.

The specification followed is offered by Pearson Edexcel. All units are equally weighted. Students can complete Units 1-2 to achieve an International AS Level ONLY or Units 1-4 to achieve an International A-Level. Examinations for both the International AS Level and International A-Level are modular and can be sat in the January and/or June examination series.

Course requirement and progression

To follow the History course within the Sixth Form you would be expected to meet the general requirements for A-Level courses. In addition, because the subject is based on developing historical and written skills, a Grade 6 or higher at (I)GCSE History and a Grade 6 or higher in English Language is essential. However, a Grade 7 or higher in the aforementioned subjects is desirable. History is a highly respectable subject for preparing for university applications. It is considered a 'facilitating' subject by the Russell Group (UK Universities). The skills you will obtain through studying History include: Problem Solving; Patience; Organisation; Communication; Attention to detail; Critical Thinking; Analysis; Literacy; Interpersonal Skills.

Studying History prepares you for study in a number of A-Level subjects, including English and Psychology, as well as university degrees in subjects ranging from International Relations, Politics, PPE (Philosophy, Politics & Economics), English, Law, Medicine, Journalism or Marketing.

MATHEMATICS

Mathematics - Edexcel International Advanced Level- WMA1

Course Outline

The course aims to develop students' understanding of mathematics and mathematical processes. Students should develop their ability to reason logically and recognise incorrect reasoning, to generalise and to construct mathematical proofs. Mathematical skills and techniques will be extended and used in more difficult unstructured problems and situations from 'real world' problems will be represented mathematically, allowing the opportunity for these mathematical models to be refined and improved.

Course Details

Unit 1: Pure 1	Unit 2: Pure 2	Unit 3: Statistics 1
Algebra and functions Coordinate geometry in the (x, y) Trigonometry Differentiation Integration	Proof Algebra and functions Coordinate geometry in the (x, y) plane Sequences and series Exponentials and logarithms Trigonometry Differentiation Integration	Mathematical models Representation and summary of data Probability Correlation and regression Discrete random variables Discrete distributions The Normal distribution
Unit 4: Pure 3	Unit 5: Pure 4	Unit 6: Mechanics 1
Algebra and functions Trigonometry Exponentials and logarithms Differentiation Integration Numerical methods Vectors	Proof Algebra and functions Coordinate geometry in the (x, y) plane Binomial expansion Differentiation Integration	Mathematical models in mechanics Vectors in mechanics Kinematics of a particle moving in a straight line Dynamics of a particle moving in a straight line or plane Statics of a particle Moments

Assessment Criteria

Unit Pure 1

Calculator Allowed

Written Exam: 1 Hour 30 Minutes

{ 75 Marks }

33.33% of the International AS Assessment

16.67% of the International A-Level Assessment

Unit Statistics 1

Calculator Allowed

Written Exam: 1 Hour 30 Minutes

{ 75 Marks }

33.33% of the International AS Assessment

16.67% of the International A-Level Assessment

Unit Pure 4

Calculator Allowed

Written Exam: 1 Hour 30 Minutes

{ 75 Marks }

16.67% of the International AS Assessment

Unit Pure 2

Calculator Allowed

Written Exam: 2 Hour 30 Minutes

{ 75 Marks }

33.3% of the International AS Assessment

16.7% of the International A-Level Assessment

Unit Pure 3

Calculator Allowed

Written Exam: 1 Hour 30 Minutes

{ 75 Marks }

16.7% of the International A-Level Assessment

Unit Mechanics 1

Calculator Allowed

Written Exam: 1 Hour 30 Minutes

{ 75 Marks }

33.3% of the International AS Assessment

16.7% of the International A-Level Assessment

Course requirement and progression

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

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

PHYSICAL EDUCATION

Physical Education - AQA - Level 3 Advanced Level - 7582

Course Outline

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

Course Details

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

UNIT 1	UNIT 2
Scientific Principles of Physical Education Topic 1: Applied anatomy and physiology Topic 2: Exercise physiology & applied movement analysis Biomechanics is embedded within the content of Topics 1 and 2	Psychological and Social Principles of Physical Education Topic 3 : Skill acquisition Topic 4: Sport psychology Topic 5: Sport and society
UNIT 3	Unit 4
Practical Performance Skills performed in 1 physical activity as a player/performer Or Skills performed in one physical activity as a coach	Performance Analysis and Performance Development Programme In the role of player/performer or coach analyse two components of physical activity (one physiological component and either a tactical or technical component). In the role of player/performer or coach analyse, implement and evaluate a Performance Development Programme.

Assessment Criteria

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

Unit 1

A written paper of 2hr 30 mins
 Assessment comprises 2 sections as above with short and long answers and extended answer questions. ONE extended-answer question required students to use their knowledge and understanding from across the course of study in their answer. 40% of final grade

Unit 3

Practical Assessment
 One Physical Activity
 15% of final grade
 Internally assessed, externally moderated

Unit 2

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

Unit 4

Non-examined assessment
 Internally assessed, externally moderated
 15% of final grade

Course requirement and progression

To follow the Physical Education course within the Sixth Form students should have completed the GCSE Physical Education course (or equivalent) and achieved a minimum of a grade 5 in GCSE (on the theory paper). Students that have a keen interest in sport and how theoretical aspects relate to practical involvement would find the course appealing and we would be very willing to consider these students, even if they have not studied GCSE PE.

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

PHYSICS

Physics - Oxford AQA - Level 3 International
Advanced Level - 9630

Course Outline

A level Physics gives the opportunity to explore the phenomena of the universe and to look at theories that explain what is observed. This subject combines practical skills with theoretical ideas to develop hypotheses to describe the physical universe. You will learn about everything from kinematics to cosmology and many recent developments in fascinating topics, such as particle physics if you are interested in the limits of space.

Course Details

UNIT 1: Mechanics, Materials and Atoms	UNIT 2: Electricity, Waves and Particles
<ul style="list-style-type: none"> Scalars, vectors and moments Newton's law of motion Work, energy and power Conservation of energy Radioactivity 	<ul style="list-style-type: none"> Current- voltage and resistance Circuits Electromotive force Oscillating waves Longitudinal waves Interference Diffraction Refraction
UNIT 3: Fields and their consequences	Unit 4: Energy and Energy Resources
<ul style="list-style-type: none"> Gravitational fields and satellites Electric fields Exponential change Magnetic fields Altering currents 	<ul style="list-style-type: none"> Thermal physics Energy transfer Ideal gases Kinetic theories Radius of a nucleus Mass and energy
Unit 5: Physics in Practice : Looking at the practical application of physics in real-world scenarios,	

Assessment Criteria

- 5 Written exams
- 1 hour 30 minute exams
- 75 marks** per exam
- Each exam is worth 20% of your A level
- AS assessments contribute to 40% of the total marks for the full A level
- Remaining 60% comes from the A2 assessments.
- AO1 : Knowledge and understanding of scientific principles and concepts.
- AO2 : Application of knowledge and understanding of scientific principles and concepts in both familiar and novel contexts.
- AO3 : The ability to describe, analyse, interpret and evaluate scientific information presented in different forms.
- AO4 : The ability to select, describe and evaluate scientific procedures

Course requirement and progression

To follow the Physics course within the Sixth Form you would be expected to meet the general requirements for AS Level courses. You need to have achieved at least a Grade 7 in GCSE Physics and at least one Grade 6 or better from GCSE Chemistry or Biology. In addition, as the subject is based on developing numerical and analytical skills a Grade 6 or higher at (I)GCSE Mathematics is required.

Students that have studied GCSE Science and Additional Science should have achieved at least a Grade 7/6. Those students applying who have not studied GCSEs will be considered on a case by case basis.

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

PSYCHOLOGY

Psychology - Edexcel - Level 3 Advanced Level - 9PS0

Course Outline

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

Course Details

UNIT 1 : Topics in Psychology	UNIT 2 : Applications of Psychology
<ul style="list-style-type: none">• Topic 1: Social psychology• Topic 2: Cognitive psychology• Topic 3: Biological psychology• Topic 4: Learning theories	<ul style="list-style-type: none">• Topic 5: Clinical Psychology Optional topics (students must study one)• Topic 6: Criminal Psychology• Topic 7: Child Psychology• Topic 8: Health Psychology
Unit 3 : Psychological Skills	Unit 4 : Research and Practicum
<ul style="list-style-type: none">• Methods• Synoptic Review of Studies• Issues and Debates	<ul style="list-style-type: none">• To measure course progression, students will be required to complete practicum and research on each topic

Assessment Criteria

Paper 1: Introductory topics in Psychology

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

Paper 2: Applications of Psychology

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

Paper 3: Psychological Skills

- Written exam of 2 hours
- 33.3% of final A-Level grade
- Combination content across all four themes

Course requirement and progression

Psychology draws on skill sets from different subject areas. The subject is rigorously scientific and a Grade 7 in GCSE Biology is the minimum to understand the nature of experimental procedures, research methods and drawing conclusions from evidence.

The subject also requires a considerable volume of extended written work and candidates will also need a Grade 6 in any GCSE subject requiring extended writing: preferably English, but Geography or History would be suitable alternatives.

Psychology is a challenging, fascinating, and strongly academic, subject.

Psychology is an excellent general complement to other sciences at A-Level.

It is an opportunity to include a "human" science for those of a more English / Humanities nature who don't feel completely comfortable with conventional sciences but wish to show Curriculum Vitae range.

It is a rapidly expanding subject with strong career potential – the science of the 21st Century.

Realistic careers include Management, Marketing, Advertising, Profiling, Recruitment, Education, Coaching / Training, Healthcare, Forensic Law, Forces Officership, Counselling / Therapy, and Research work.

Course Outline

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

Course Details

Themes and Sub themes	The Individual Research Project
<ul style="list-style-type: none"> Papers 1 and 3 will be based on content from the following four themes. Theme 1: <i>La evolución de la sociedad española</i>, Theme 2: <i>La cultura política y artística en el mundo hispanohablante</i>, Theme 3: <i>La inmigración y la sociedad multicultural española</i>, Theme 4: <i>La dictadura franquista y la transición a la democracia</i> The four themes address a range of social issues and trends, as well as aspects of the political and artistic culture of Spain and Spanish-speaking countries. Themes 1, 3, and 4 focus on aspects of society or history of Spain only. Theme 2 requires students to broaden their knowledge across any Spanish-speaking country/countries and/or community/communities. Each theme is broken into three sub-themes. These sub-themes are each exemplified further. A-level students will be expected to have studied the grammatical system and structures of the language during their course. 	<ul style="list-style-type: none"> The independent research project may be based on any of the four themes of study or on a subject of interest of the student's choosing, but must relate to the cultural and social context of the language studied. The independent research project must: Be based on a question or statement defined and developed by the student individually to investigate a particular area of interest specifically related to the culture and/or society of one of the target language countries or communities. Include evidence of the student's research findings, investigated independently, from a range of authentic sources, including the internet. Enable the student independently to contextualise, analyse and summarise findings. Enable the student to identify at least two written sources, which they can summarise and give a personal response to in their presentation.

Assessment Criteria

Paper 1 - Listening, Reading and Translating	Paper 2 - Written response to Works and Translation	Paper 3 - Speaking
<ul style="list-style-type: none"> A listening assessment based on a recording, featuring male and female German speakers. Students will respond to comprehension questions based on a variety of contexts and sources. A reading assessment based on a variety of text types and genres where students will have to respond to comprehension questions. An unseen passage to be translated from German to English. 40% of final A Level grade 2 hours (80 marks) 	<ul style="list-style-type: none"> Students translate an unseen passage from English into Spanish. Students must write an extended response on either two literary texts or one literary text and one film. 30% of final A Level grade 2 hours 40 minutes { 120 marks } 	<ul style="list-style-type: none"> Task one - discussion on a Theme - Students discuss one theme from the specification based on a stimulus containing two different statements. Task two, part A - independent research presentation - Students present a summary of at least two of the written sources they have used for their research and give a personal response to what they have read. Task two, part B - discussion on independent research Students answer questions on their presentation and then have a wider discussion on their research. 30% of final A Level grade 21-23 minutes {72 marks}

Course requirement and progression

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



BTEC

Subject Options

BUSINESS STUDIES

BTEC - Business
Pearson International
Level 3
Qualification

Course Outline

The BTEC International Diploma is a qualification that is designed to provide specialist work-related qualifications. It gives learners the knowledge, understanding and skills that they need to prepare them for employment.

The four core units give learners an introduction to and understanding of business activity, management of resources, marketing and communication which are all fundamental to the success of business organisations.

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

Course Details

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

Core units — all five units must be taken

- 1} **Exploring Business**
- 2} **Research and plan a marketing campaign**
- 3} **Business Finance**
- 4} **Managing an event**
- 7} **Business decision making**

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

Course requirement and progression

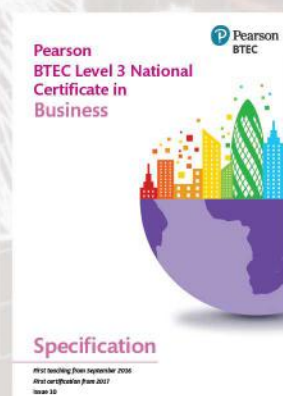
To follow this course within the Sixth Form you would be expected to meet the general requirements for A Level courses, including a Grade 5 or higher at GCSE Mathematics and English Language.



Pearson edexcel



AQA



APPLIED SCIENCE

BTEC Applied Science
Pearson International -
Level 3
Qualification

Course Outline

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

	Mandatory Units	Optional Units
Pearson BTEC International Level 3 Subsidiary Diploma in Applied Science	Unit 1 : Principles and Applications of Biology I	These units will be decided based on the interests of the students taking the course in Y12. They can take a biology, chemistry, physics or environmental route.
	Unit 2 : Principles and Applications of Chemistry I	
	Unit 3: Principles and Applications of Physics I	

Assessment Criteria

Pearson BTEC International Level 3 Subsidiary Diploma in Applied Science	360 GLH Equivalent in size to one International A Level. Six units of which three are mandatory and assessed using Pearson Set Assignment. Mandatory content (50%)	This qualification is designed to support learners who are interested in learning about the science industry alongside other scientific fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in science-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.
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Course Progression

This qualification supports progression to job opportunities in the science industry at a variety of levels. Jobs available in these areas include: • Chemical Technician • Biomedical Scientist • Clinical Scientist • Environmental Scientist. After achieving this qualification, while learners can progress directly to entry-level science roles, it is likely that many will do so via higher study. This qualification is recognised by higher-education institutions as fully meeting admission requirements to many relevant courses in a variety of areas of the science sector, for example: • BSc (Hons) in Chemistry with Analytical Science • BSc (Hons) in Bioscience • BSc (Hons) in Environmental Science • Higher National Diploma (HND) in Applied Science.



HOSPITALITY

**BTEC Hospitality
Edexcel -
Level 3
Qualification**

Course Outline

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

	Mandatory Units	Optional Units
Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality Learners must complete at least three optional units.	Unit 1: The Hospitality Industry	Asian Cuisine Industry-related Project in Hospitality Work-related Learning in Hospitality Marketing for Hospitality Menu Development for Specialist Requirements Events in Hospitality Luxury Hospitality European Cuisine The Cuisine of Your Country Contemporary Global Cuisine Supervision of Food Safety in Hospitality Supervise Food and Beverage Service Supervise Food Service Operations
	Unit 2: Environment and Sustainability in the Hospitality Industry	
	Unit 3: Customer Service Provision in Hospitality	
Pearson BTEC International Level 3 Foundation Diploma in Hospitality Learners must complete at least five optional units.	All units above, plus: Unit 4: The principles of Leadership and Supervision	
Pearson BTEC International Level 3 Diploma in Hospitality Learners must complete at least seven optional units	All units above, plus: Unit 5: Cost control for Hospitality Supervisors	

Assessment Criteria

Pearson BTEC International Level 3 Subsidiary Diploma in Hospitality	360 GLH Equivalent in size to one International A Level. Three mandatory units, of which two are assessed using a Pearson Set Assignment. Mandatory content (50%)	A broad basis of study for the Hospitality sector. Designed to support progression to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International
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<p>Pearson BTEC International Level 3</p> <p>Foundation Diploma</p> <p>in Hospitality</p>	<p>540 GLH Equivalent in size to 1.5 International A Levels. Four mandatory units, of which three are assessed using a Pearson Set Assignment. Mandatory content (44.4%).</p>	<p>Designed as a one-year, full-time course, covering the fundamentals in the hospitality industry, which can support progression to a work-based learning qualification in the hospitality industry or a further year of study at Level 3. It supports progression to higher education if taken as part of a programme of study that includes other BTEC International Level 3 qualifications or International A Levels.</p>
<p>Pearson BTEC International Level 3</p> <p>Diploma</p> <p>in Hospitality</p>	<p>720 GLH Equivalent in size to two International A Levels. Five mandatory units, of which four are assessed using a Pearson Set Assignment. Mandatory content (41.7%).</p>	<p>For learners who want to prepare for roles in hospitality business operations in this sector. For example, working in hotels or front office operations in restaurants. Designed to be the substantive part of a 16–19 study programme for learners who want a strong core of sector study and a focus on hospitality supervision. Other vocational or academic qualifications or non-qualification elements can complement it to support progression to specific job roles in hospitality, or to higher education courses in hospitality management.</p>

Course Progression

This qualification supports progression to job opportunities in the hospitality sector at a variety of levels. Jobs available in these areas include Chef de Partie, Restaurant supervisor, Bar supervisor or Events organiser. This qualification also supports learners who are following an apprenticeship in hospitality and who are looking to progress and work in the sector. The jobs available to them will be based on their ability in the hospitality industry and will be supported by their achievement of these qualifications



INFORMATION TECHNOLOGY

Course Outline

The Pearson BTEC International Level 3 qualifications in Information Technology are intended to support progression to further study with the primary purpose of supporting post 16 learners' access to Higher Education within the Information Technology sector. The purpose reflects the shift towards increased graduate employment within the industry. 360 GLH Equivalent in size to one International A Level. Two mandatory units that include a Pearson Set Assignment. Mandatory content (50%). Learners complete remaining optional units to the value of 180 GLH.

**BTEC Information
Technology
Edexcel - Level 3
Qualification**

	Mandatory Units	Optional Units
Pearson BTEC International Level 3 Subsidiary Diploma in Information Technology	Unit 1: Information Technology Systems – Strategy, Management and Infrastructure	Unit 3: Using Social Media in Business
	Unit 6: Website Development	Unit 4: Programming
Pearson BTEC International Level 3 Diploma in Information Technology	Unit 1: Information Technology Systems – Strategy, Management and Infrastructure Unit 6: Website Development	Unit 2: Creating Systems to Manage Information
		Unit 3: Using Social Media in Business
		Unit 4: Programming
		Unit 5: Data Modelling
		Unit 11: Cyber Security and Incident Management
		Unit 18: Internet of Things
		Unit 19: Enterprise in IT

Assessment Criteria

Pearson BTEC International Level 3 Subsidiary Diploma in Information Technology	360 GLH Equivalent in size to one International A Level. Two mandatory units that include a Pearson Set Assignment. Mandatory content (50%). Learners complete remaining optional units to the value of 180 GLH.	A broad basis of study for the information technology sector. This qualification is designed for learners who are interested in an introduction to the study of creating information technology systems to manage and share information, alongside other fields of study, which may include other vocational or general qualifications, with a view to progressing to a wide range of higher education and employment opportunities, not necessarily in information technology.
Pearson BTEC International Level 3 Diploma in Information Technology	720 GLH Equivalent in size to two International A Levels. Two mandatory units that include a Pearson Set Assignment. Mandatory content (25%). Learners complete remaining optional units to the value of 540 GLH.	This qualification is designed to support learners who wish to study information technology alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. It supports progression to higher education and employment opportunities if taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

Course Progression

These qualifications give learners the opportunity to progress to higher education to study a BTEC Higher National in Computing, a degree in an information technology discipline or a degree where information technology related skills and knowledge may be advantageous, such as business studies. They also support learners who want to develop knowledge and skills needed for vocational apprenticeship roles, and allow for progression to job opportunities at trainee/entry levels. Jobs available in these areas include: • Software Developer • Web/Content Developer • Mobile App Designer • Games Designer • Programmer • IT/Business Analysis Support



TRAVEL AND TOURISM

BTEC

Travel and Tourism

Edexcel - Level 3

Qualification

Course Outline

The Pearson BTEC International Level 3 qualifications in Travel and Tourism are intended to support progression to further study with the primary purpose of supporting post 16 learners' access to Higher Education within the Leisure, Travel and Tourism sector. The purpose reflects the shift towards increased graduate employment within the industry, with roles at Level 3 and below generally occurring in allied industries such as customer service and business administration.

	Mandatory Units	Optional Units
Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism	Unit 1: The Travel and Tourism Industry	Unit 7: Sustainable Tourism
	Unit 2: Worldwide Travel and Tourism Destinations	Unit 9: Visitor Attractions
	Unit 3: Marketing Travel and Tourism to Domestic and International Customers	
	Unit 4: Customer Service in Travel and Tourism	
Pearson BTEC International Level 3 Diploma in Travel and Tourism	Unit 1: The Travel and Tourism Industry	Unit 7: Sustainable Tourism
	Unit 2: Worldwide Travel and Tourism Destinations	Unit 9: Visitor Attractions
	Unit 3: Marketing Travel and Tourism to Domestic and International Customers	Unit 16: My Country as a Tourist Destination
	Unit 4: Customer Service in Travel and Tourism	Unit 13: Work Experience in Travel and Tourism

Assessment Criteria

Pearson BTEC International Level 3 Foundation Diploma in Travel and Tourism	510 GLH Equivalent in size to 1.5 International A Levels. At least six units, of which four are mandatory and two are assessed by set assignment. Mandatory content (76%).	This qualification is designed to support learners who want to study travel and tourism as a one-year, full-time course, or for those wanting to take it alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualification or International A Levels.
Pearson BTEC International Level 3 Diploma in Travel and Tourism	720 GLH Equivalent in size to two International A Levels. At least nine units, of which five are mandatory and two are assessed by set assignment. Mandatory content (67%).	This qualification is designed to support learners who want to study travel and tourism as the main element alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. The qualification would support progression to higher education if taken as part of a programme of study that included other BTEC International Level 3 qualifications or International A Levels.

Course Progression

These qualifications give learners the opportunity to progress to higher education to study a BTEC Higher National in International Travel and Tourism Management, a degree in a Travel and Tourism discipline or a degree where travel and tourism-related skills and knowledge may be advantageous. The qualifications will also prepare learners for direct employment in the travel and tourism sector, and is suitable for learners who wish to enter a particular specialist area of work, such as:

- Travel customer services executive
- Personal sales executive
- Cruise sales executive.

SPORTS

Course Outline

This is a 2-year course built around a central qualification of a BTEC Level 3 National Diploma in Sport. During the two years, you will cover topics such as:

- ***Fitness Training and Programming***
- ***Leadership and Sport***
- ***Sports Coaching***
- ***Outdoor and Adventurous Sport***
- ***Health and Nutrition for Athletes***
- ***Sports Injuries***

There are 20 modules taught over the two year period. Each unit is assessed between two and five assignments allowing you to pace your workload throughout the two years.

Title	Size and Structure	Summary Purpose
Pearson BTEC Level 3 National Subsidiary Diploma in Sport 360 GLH	Equivalent in size to one A-Level.	This is intended as an Applied General qualification, equivalent in size to one A-Level. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.
Pearson BTEC Level 3 National Diploma in Sport 720 GLH	Equivalent in size to two A-Levels. 9 units of which 6 are mandatory and 3 are external. Mandatory content (75%). External assessment (45%).	This is intended as an Applied General qualification, equivalent in size to two A-Levels. It has been designed as part of a two-year programme, normally in conjunction with one or more qualifications at Level 3. This qualification is aimed at learners looking to progress to higher education in this sector.

**BTEC Sport
Edexcel
Level 3
Qualification**





Examination Agreement Form
Sixth Form Contract

EXAMINATION AGREEMENT FORM

Name of Child :

Year Group and Class :

I HEREBY confirm that I have fully read and accept the terms and conditions as indicated in the Examination Guidebook that is available on the Safa Community School Website and on the SCS Electronic Communicator.

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

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

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

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

Name of Parent :

Signature :

Date :

SIXTH FORM CONTRACT

Student Name

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

- Attend all school lessons regularly and other activities within the Sixth Form timetable regularly and punctually.
- Be present for every registration session by 7.35 at the latest and attend assemblies as required.
- Use non-timetabled time appropriately.
- Not leave the school site during lesson time unless previously agreed and discussed with the Key Stage Leader.
- Adhere to the Sixth Form dress code by being smart and presentable at all times.
- Meet all deadlines set for homework and coursework for all subjects.
- At all times set a good example to the younger students in the school.
- Behave in an exemplary manner in accordance with the school's Code of Conduct.
- Respect the school surroundings and recognise the right of other students to study undisturbed.
- Notify the school in case of absence.

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

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

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

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

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

Signed and Date (Student)

Signed and Date (Parent)

Signed and Date (Tutor)







SAFA COMMUNITY SCHOOL SIXTH FORM

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Dubai - UAE

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