



Sixth Form (Key Stage 5)

Prospectus

Sixth Form Prospectus (Year 12 and Year 13)

Welcome to the Sixth Form at ICS, the global home of [#themonalisaeffect](#).

This prospectus contains much of the information needed to help you understand why our Sixth Form is the perfect choice for you. However, if you do have any further questions, we will be very happy to answer them personally.

School Mission

The International Community School provides a personalised, high quality education, drawing on the best of British and international practice. We will continue to nurture and invest in an inclusive and diverse learning community of happy, confident and creative global citizens.

School Vision

ICS is a school where every child can thrive.

www.ics.edu.jo

© International Community School,
Amman, Jordan



The Sixth Form at ICS

The Sixth Form at ICS

Welcome to the Sixth Form at the International Community School. Joining our Sixth Form is a crucial step in your journey to university and beyond.

In the Sixth Form at ICS, you will:

- Be welcomed quickly into our warm, strong and supportive community;
- Pursue a personalised programme of study and be taught by teachers who can respond to your individual needs;
- Be taught in small groups where you will experience, through the #themonalisaeffect, fully personalised learning and teaching;
- Choose from a range of interesting and engaging subjects, building on the skills and knowledge you have acquired already, and preparing for your future choices too;
- Develop a range of essential life skills, including teamwork, organisation and time management, as well as growing your leadership potential;
- Benefit from expert guidance and advice to assist you with your university and career options and choices;
- Take part in a range of enrichment projects and activities to develop beyond the confines of the classroom.

Independent Learning

Independent learning is an important aspect of life in our Sixth Form. You will have a number of study periods each week, and you are expected to use the library, the ICT facilities and the Sixth Form Study Area responsibly to complete your independent study. The ability to show initiative and work independently is equally essential in the worlds of work and higher education today.

Pastoral Care

The transition into the Sixth Form is more than simply becoming a year older. As a student in Year 12, you are moving closer to leaving full-time education and will have already begun to think about the choices

ahead of you, be they in relation to university or the world of work beyond. You will work closely with your Form Tutor and with the Head of Sixth Form, who will guide you at each and every step. Informally, support and guidance are never far away, due to the warm and positive relationships that exist between staff and students at ICS. The Sixth Form team will support you with your university applications, both in the UK and throughout the world, and you will also have access to an online platform called UNIFROG that will be a valuable resource for you during this process.

Learning Reviews

Every student at ICS will be involved in regular reviews of their achievement and progress, which are closely monitored by their subject teachers, the Head of Sixth Form and the Secondary School Leadership Team (SSLT). You will receive regular feedback and academic reports, as well as individual interviews with your Form Tutor and the Head of Sixth Form at various times of the year to discuss your progress. The monitoring process will help the school to identify any difficulties early and offer advice. Your parents will be invited to discuss your progress at our regular Family Teacher Consultations, but there is no reason to wait for these, as appointments can also be scheduled at any time of the year. We want you to enjoy your time in the Sixth Form, and seek to address any issues before they have any effect on your achievement, progress or wellbeing.

Curriculum Choices

You will need to choose which courses you wish to study, using the information in this booklet and taking into account your interests and strengths. It is important that, as an individual, you carry out independent research into the different education and employment paths ahead of you - it is your future and it is important that you take a major role in planning for it. However, we will also work closely with you to help you make the right choices, and to ensure that you open the necessary doors for your future. Please note that, for some courses, there is a minimum number of students needed for the course to run.

Entry Requirements

We will be offering three main pathways of study in Year 12, plus a range of additional options. Each pathway will have its own entry requirements. It is, of course, possible to mix and match courses in different pathways, but the entry requirements for each pathway will apply to all subjects in that pathway. The choice of subjects and the entry requirements for each pathway are shown below:

Pathway	Entry Requirements
STEM Pathway	A minimum of 5 (1)GCSEs at Grade 5 or above, including a minimum of a Grade 4 in Maths (and in English First Language*) and a Grade 5 or above in any A Level subject selected which was studied at GCSE
General Pathway	A minimum of 5 (1)GCSEs at Grade 5 or above, including a minimum of a Grade 4 in English First Language**
Btec Pathway	A minimum of 4 (1)GCSEs at Grade 4 or above, including a minimum of a grade 4 in English First or Second Language

*for Biology, Psychology, Sociology and Economics
** English Second Language accepted for A Level Arabic

Subject Option Blocks

Subjects are divided into four different option blocks.

OPTION A	OPTION B	OPTION C	OPTION D
MATHS	BIOLOGY	CHEMISTRY	PHYSICS
GEOGRAPHY	ECONOMICS	HISTORY	PSYCHOLOGY
ENGLISH LITERATURE	ARABIC	ART	SOCIOLOGY
BTEC L3 ICT	BTEC L3 Creative Media Production	BTEC L3 Business	BTEC L3 Performing Arts

Additional Options:

IELTS - International English Language Testing System (required for some UK universities).
EPQ - Extended Project Qualification (carries UCAS points)
DELF/DELE - Basic language qualifications in French or Spanish
IGCSE retake* - Students will have the opportunity to retake one (1)GCSE per year in English, Maths or Science.

*There is an expectation that all students will leave the Sixth Form with GCSE Maths AND English Language at grade 4 or above

All students will be asked to choose a minimum of four options but the makeup of those four options will be decided individually with students.

Linear and Modular A Level Courses

Most A Level subjects follow a linear programme, with examinations at the end of Year 13 only. However, there are some courses that still follow a modular, A Level programme, with formal examinations at the end of Year 12 (AS) and Year 13 (A2), both sets of exams counting towards the final A Level grade. The format of each course is clearly listed in the course descriptions in the following pages. Any course chosen from the additional options will be a one year course and another course can be selected in Year 13 as appropriate.

Number of A Level Subjects

Students usually choose a maximum of four A Level subjects in Year 12.

In Year 13, most students will pursue three of the original four subjects (and in exceptional cases, can continue with all four subjects). It is the final grades for these three subjects that will facilitate entry to chosen courses at undergraduate level. The range of passing grades awarded for A Level courses is A*-E.

BTEC Courses

Students may choose to study a full BTEC programme (three BTEC courses plus a subject from the additional options), or to combine a BTEC subject(s) with their A level(s). These courses are more vocational in nature and are assessed through a number of pieces of coursework completed throughout the year. There are fewer exams for BTEC courses and, therefore, they are very well suited to students who prefer ongoing assessments to terminal examinations.

ICS offers four Level 3 BTEC courses. Level 3 courses are equivalent to either a full A Level (if followed as a two-year course) or an AS Level (if followed as a one-year course).

BTEC courses are graded as **Pass**, **Merit** or **Distinction**, and most universities accept BTEC qualifications in place of A Levels for many courses.



What will happen after the Sixth Form?

Tawjihi Equivalency

For students who wish to gain their Tawjihi qualification, ICS programmes of study enable students to follow either the literary stream or the scientific stream. Many of our students have successfully obtained their Tawjihi qualification whilst studying with us.

Applying to Universities in the UK

Admission to UK universities relies upon predicted A Level or BTEC grades, as well as a detailed personal statement and a reference from the school. For the most competitive courses, IGCSE results also become an important factor. It is important to note that some universities have minimum IGCSE requirements, some require that there are no re-sits, and some require passes in certain subjects.

Universities set minimum grade requirements for each of their courses, which are readily available on the university's own website, as well as on the UCAS website. Some universities enjoy the prestige that comes through academic attainment and, therefore, will have higher grade requirements: this form of selection enables universities to enrol the right student for the right course. If you are unsure of your future career path, it is recommended that you take at least two 'facilitating' subjects at A Level. These are the subjects that are required most often and, therefore, will not limit you in your choice of course. The facilitating subjects include: Mathematics, Further Mathematics, Physics, Chemistry, Biology, History, English Literature and a Modern Foreign Language.

IGCSEs in both Maths and English (or their equivalent) are also compulsory for entry to a UK University. As described previously, students will have the opportunity to retake these important qualifications in the Sixth Form. The International English Language Testing System (IELTS) is the English Language exam favoured by UK universities and, depending on your circumstances, we may recommend that you also study for this qualification.

Applying to Universities Outside the UK

Students wishing to apply to American universities are advised to study for and sit the SAT, offered throughout each year by the College Board in the

USA. These are currently taken externally at a recognised centre. An increasing number of US institutions accept candidates on the strength of A Level performance alone, and all recognise the value and strength of A-Level qualifications; indeed, in many subjects, students gain credits at university for high A-Level passes. American universities also typically require a number of application 'essays', and the school will help students use these to show themselves in the best light possible.

Students need to research different universities; the Sixth Form team will assist in this complex process and in the application procedures themselves, which vary from institution to institution.

European Universities outside the UK, and those in other countries such as Canada and Australia, are also likely to be popular destinations. Individual universities and colleges have different entry requirements and application procedures with which the school can advise and provide assistance. Universities in over 80 countries recognise both A Level and BTEC grades as suitable entry qualifications for higher level studies, and will make a conversion similar to the UK grade requirement entry system.

What You Make of It

We want you to enjoy your time at ICS and to take away with you a wealth of academic and extracurricular skills. Our Year 12 and 13 students throw themselves into every aspect of life at ICS, from sporting to academic, from creative to community, and everything else in between. Indeed, we will expect you to contribute to the school community, acting as a role model to younger students and contributing to the success of the whole school. You will be encouraged to get involved and to find your niche in the school. We will provide opportunities for your involvement, but it is what you put into this that will make a thriving Sixth Form.

You could participate in helping to run House events, be involved with helping younger students through peer mentoring or take on supervision responsibilities. Perhaps you will choose to develop your leadership skills through our Student Voice programme, supporting local charities or organising social events for your other students in the school. Or maybe you would like to captain a sports team, take a leading role in a school production, or join our MUN or World Scholar's Cup squads. The opportunities are endless.

However you choose to be involved, your contribution to life in our Sixth Form will be recognised in the application process when you move into either higher education or employment. The information you are able to provide about your personal development beyond the classroom will form the basis of your personal statement and the rest of your applications.

We are proud of the warm and strong working relationship between our students and teachers, and there is every opportunity for you to excel within the Sixth Form community at ICS.

A Final Word

As an individual growing up in an international community, you must be prepared to become actively involved in your own education and future. Your teachers, in cooperation with your parents, can give you a wealth of advice and knowledge, but you will need to actively participate in everything that ICS has to offer, and this drive, motivation and commitment must come from you. If you are prepared to participate fully and embrace everything we have to offer, you can look forward to a happy and successful time here. We look forward to welcoming you as you embark on the next stage of your education.



Frequently Asked Questions

Choosing the right subjects is a complicated process. For this reason, we have answered below some of the most common questions asked by students:

How do I choose my courses?

First of all, consider which subjects you have enjoyed at school and try to understand what you have liked about them. Personal interest and motivation is a good starting point. You should consider whether there are any new subjects that you would like to study and research the likely content of these courses. Ideally, you should aim to pick a healthy balance. If you are going to study new subjects, you should combine these with more familiar subjects or those you have also studied at (I)GCSE.

Secondly, consider which subjects you have been good at. You will have to show ability and potential if you are going to succeed at A level or on a BTEC course.

Thirdly, think about your future. A Levels and BTEC courses are a stepping stone into University and the world of work beyond. Think about where you want to go with your qualifications and know that there are some careers where your choices will decide your future. For example, Chemistry is a prerequisite for those who wish to study Medicine, Pharmacy and Veterinary Science in the UK, whilst some countries also require Physics. Physics and Maths are necessary for Engineering, with some universities also preferring Further Maths for certain courses. English or History are often required for Law. The school can provide guidance about choices if necessary. BTEC courses are increasingly accepted as entry qualifications to vocational or applied degrees such as Administration, Finance, Business, IT and those focused on Creative Media.

Finally, think about how your choices will combine to give you an educational experience that is broad and balanced, relevant and enjoyable. Take your time, discuss it with friends, family and other students, and, most importantly of all, with the teachers at ICS.

What sort of students are we looking for?

We are looking for motivated, positive students who are determined to achieve academic success and to maximise their potential. Our Sixth Form is made up of all types of students, with different ideas, learning preferences and needs, but they all share

the common goal of wanting to do well in their Sixth Form courses.

What are ICS' entry requirements for A Level courses?

While we try to give everyone the opportunity to succeed, it is important for prospective Sixth Form students to understand that all Sixth Form courses demand a high level of academic attainment and ability. In addition to being able to write fluently in English, you will be expected to have:

- Achieved the entry requirements for the courses you wish to study (see above)
- Satisfied the respective Heads of Faculty that your chosen course is appropriate for you;
- Shown previous success in your chosen subjects, when applicable.

There are some A-Level subjects that candidates can take without any previous experience, notably: Geography, Economics, Sociology and Psychology. It would be helpful to have a (I)GCSE or Level 2 BTEC in a similar subject if you are choosing any of the Level 3 BTEC courses.

What if my actual IGCSE grades are different from my predicted grades?

Students will be guaranteed a place at ICS for the next academic year before the end of June, but enrolment into our Sixth Form will be finalised in August after the (I)GCSE results are published. All prospective students and new students will be invited into school to review (I)GCSE results and finalise course choices. Students who do not meet our minimum entry requirements will be offered the opportunity to retake Year 11*.

Who should I speak with if I have another question?

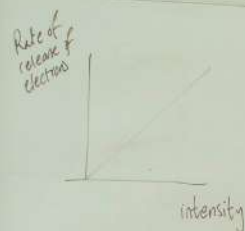
You are very welcome to come and speak with any member of the Secondary School Leadership Team, who can be reached via email as follows:

- Secondary Headteacher – Susan Havis
[\[s.havis@ics.edu.jo\]](mailto:s.havis@ics.edu.jo)
- Deputy Head of Secondary – Chris Wheeler
[\[c.wheeler@ics.edu.jo\]](mailto:c.wheeler@ics.edu.jo)
- Head of Sixth Form – Fatima Al Nasser
[\[f.nasser@ics.edu.jo\]](mailto:f.nasser@ics.edu.jo)

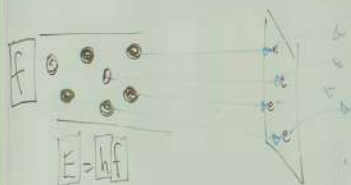
Existing students can also contact their form tutor or subject teachers at any time.

Parents are also invited to contact the school to make an appointment should they have any further questions. Appointments can be made through Haneen Qulaghassi, the Secondary Headteacher's PA, via email [\[h.qulaghassi@ics.edu.jo\]](mailto:h.qulaghassi@ics.edu.jo)

* If a student does not achieve the minimum entry requirements for any of our pathways in the Sixth Form and is unwilling to retake Year 11, the school reserves the right to revoke admission for the academic year 2019–20 and to reimburse in full any and all fees paid.



But: intensity \nrightarrow KE of electrons



International A Level Arabic

Examinations Board
Pearson Edexcel

Syllabus Code
YAA01

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (I)GCSEs including a minimum of a grade 4 in English First or Second Language;
- Read and respond to a variety of Arabic-language written texts, including authentic sources, covering different contexts, registers, styles and genres;
- Adapt their written Arabic language appropriately for different situations and purposes;
- Use the Arabic language accurately to express facts and ideas, and to present explanations, opinions and information in writing;
- Understand and apply the grammatical system and a range of structures of the Arabic language as detailed in Arabic unit content: Grammar list.

What will I learn?

This International Advanced Subsidiary (IAS) and the International Advanced Level (IAL) Arabic course will enable students to understand a wide variety of complex reading texts for different purposes, and understand standard written language on both unfamiliar and familiar topics normally encountered in personal, social, academic or vocational contexts. It will also enable students to write clear, well-structured texts using an appropriate style, highlighting relevant salient issues, expanding and supporting points of view with supporting arguments and showing controlled use of organisational patterns, connectors and cohesive devices. In addition, it will enable them to express themselves fluently, spontaneously and appropriately in a range of written contexts.

Skills, Knowledge and Understanding

The knowledge and understanding requirements of this International Advanced Subsidiary (IAS) and International Advanced Level (IAL) course

are inextricably linked to the two language skills of reading and writing in Arabic in line with the requirements of the subject criteria. Although speaking and listening skills are not directly assessed, it is anticipated that these will be developed in the course of general teaching to support this specification.

You are required to show an understanding of:

- The nature of language in different cultural contexts in order to build up competence in written communication;
- How you can craft your writing to suit different forms, audiences and purposes;
- The skills necessary to write and reflect upon your own work in a selected genre,
- A research focus topic from one of five different areas (Youth Matters, Lifestyle, Health and Fitness, Environment and Travel, and Education and Employment).

Examination Structure

This course is modular, meaning that assessment for IAS component will take place at the end of Year 12 and the assessment for IAL component will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
IAS Unit 1: Understanding and Written Response	<p>This unit consists of three sections:</p> <p>Section A (Reading): Students will need to understand, retrieve and convey information from a short series of different Arabic-language texts. They will be required to provide a mix of non-verbal and Arabic-language responses. In addition, marks will be given for vocalisation of text produced in response to one of the questions.</p> <p>Section B (Grammar): Students will be assessed on their ability to manipulate Arabic language, grammar and lexis. They will be assessed on their ability to vocalise Arabic vowels and select the right word form over three distinct tasks focusing on a topic area to provide contextualisation.</p> <p>Section C (Essay): Students will write a 240–280 word essay, in Arabic, in response to a short Arabic language stimulus and related bullet points. The assessment rewards learners for communicating relevant information effectively as well as for the quality of the Arabic language produced.</p>	50%	2 hours 30 minutes

Component	Assessment Method	Weighting (%)	Exam Dur.
IA2 Unit 2: Writing and Research	<p>Section A (Translation): Students will be expected to undertake a short translation from English into Arabic.</p> <p>Section B (Creative/Discursive Essay): Students will write a 240–280 word essay, in Arabic, in response to a short Arabic-language stimulus. Students will choose to write creatively or discursively on the topic through two options provided. The assessment rewards students for communicating relevant information effectively as well as for the quality of the Arabic language produced.</p> <p>Section C (Research-based Essay): Students must answer one question, in Arabic, that each relate to a topic or a text chosen from the prescribed list featured in Section 2.4 (Set topics, texts and films). A choice of two questions will be offered for each of the prescribed topics and texts. Students should write 300–400 words.</p>	50%	3 hours

Higher Education & Career Opportunities

This course will give better opportunity to students who want to study subjects at university such as: languages, media, law, and business. Also, it opens strong opportunities to students wanting careers in teaching languages, public relations, tourism, or employment, either in Arabic-speaking countries or where Arabic is used as the main medium of communication for business and commerce.

International AS/A Level Art and Design – Fine Art

Examinations Board
Cambridge International Examinations (CIE)

Syllabus Code
9479

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (I) GCSEs including a minimum of a grade 4 in English First Language;
- Be happy to commit substantial portions of your free time to work independently and develop ideas that create a personal response;
- Be interested in Art and Design, learning new skills, visiting exhibitions and have an appreciation of culture;

- Be comfortable with working practically and presenting informed personal views that use articulate judgements.

What will I learn?

Students following a course of study in A level Art and Design, will seek to develop and learn how to use painting and related media. Their work may include still life, portraiture, landscape studies or abstract and figurative compositions. It may either express, or it may record a response to the visual world. Candidates should have a broad understanding of the history of painting and other channels of visual communications. The resources of museums, galleries, local collections or exhibitions should be used to make a first-hand study of paintings wherever possible.

Skills, Knowledge and Understanding

The core skills being developed in this qualification are:

- Communication skills, especially the ability to communicate concepts and feelings;
- How to record from direct observation and personal experience;
- The ability and confidence to experiment, be innovative, intuitive and imaginative;
- The language and technical terms used in art and design;
- Research and evaluation skills; an appreciation of practical design problems and how to solve these.

Examination Structure

For candidates who take a staged route as AS Level examination in 2019 and A Level examination in 2020.

Cambridge International **A Level:** Candidates take all three components. They will take Components 1 and 2 during Year 12 (Components 1 & 2 will be taken as A2) and component 3 during Year 13, or take all components at the same time.

Cambridge International **AS Level:** AS candidates take; Components **1 and 2 only**. (end of Year 12).

Component	Assessment Method	Weighting (%)	Exam Dur.
Component 1: Coursework [Year12]	<ul style="list-style-type: none">• One Coursework Portfolio: A folder of up to five sheets (both sides) of supporting work (maximum A2 size), plus a sketchbook.• A final outcome (A2 size, larger work must be photographed and mounted).• Emphasis on the resolution of the final piece as well as research and development.• Show critical evaluation and historical, contemporary and cultural influences.• Must show the 'journey'.• Internally set and externally assessed by Cambridge.	50% of qualification AS) 25% of qualification [A Level]	Coursework
Component 2: Externally Set Assignment [Year12]	<ul style="list-style-type: none">• Minimum three weeks preparation time.• Starting point must be directly from primary sources.• Supporting Studies – three sheets (both sides) no larger than A2. and• A Final Outcome (A2 size, larger work must be photographed and mounted). Externally set and assessed by Cambridge.	50% of qualification AS) 25% of qualification [A Level]	15 hour Controlled Test (Usually set over three days)

Component	Assessment Method	Weighting (%)	Exam Dur.
Component 3: Personal Investigation [Year 13]	<ul style="list-style-type: none"> • A detailed study of any aspect of the visual arts. Investigating a theme, idea, concept or process that is personal to them. • First-hand experience of the work must form at least part of the Personal Study. • Any appropriate presentation E.g. a focused investigation of cultural significance.. • Practical work • Written analysis (no more than 1,000-1,500 words) • Maximum A2 size (larger work must be photographed and mounted). • Students complete and submit an Outline Proposal Form. <p>Externally assessed by Cambridge.</p>	50% of qualification (A Level)	Coursework

Higher Education & Career Opportunities

The course is a suitable foundation for the study of Art and Design or related courses in higher education. Opportunities for careers in Art and Design include: Book Illustrator, Fine Artist (painter), Commercial Artist, Museum Curator, Gallery Owner/Assistant, Art Dealer, Art Historian, Art Critic, Arts and Cultural Planner.





A Level Biology

Examinations Board
Edexcel

Syllabus Code
9BIO

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1)GCSEs including a minimum of a grade 4 in Maths, a grade 4 in English language and a grade 5 in combined science or biology;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

A Level topics include:

Biological Molecules; Cells, Viruses and Reproduction of Living Things; Classification and Biodiversity; Exchange and Transport; Energy for Biological Processes; Microbiology and Pathogens; Modern Genetics; Origins of Genetic Variation; Control Systems; Ecosystems.

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Analyse, interpret and evaluate a range of

scientific information, ideas and evidence using their knowledge, understanding and skills;

- Undertake a range of activities, including the ability to recall, describe and define, as appropriate;
- Mathematical skills throughout the content;
- Handling apparatus competently and safely;
- Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions;
- One important aspect of practical work is the ability to evaluate and manage potential risks.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Paper 1: Advanced Biochemistry, Microbiology and Genetics [9BIO/01]	Written	30%	1 hour 45 minutes
Paper 2: Advanced Physiology, Evolution and Ecology [9BIO/02]	Written	30%	1 hour 45 minutes
Paper 3: General and Practical Principles in Biology [9BIO/03]	Written	40%	2 hours 30 minutes
Science Practical Endorsement**	Practical	The Endorsement will not contribute to the overall grade for this qualification, but the result will be recorded on the student's certificate.	16 core practicals over the course

Higher Education & Career Opportunities

Biology prepares students for higher education courses in all fields of medicine and health (including Dentistry, Pharmacology and Physiotherapy). It is also suitable for those intending to study Sport and Sport Science, Environmental and Land Management, Marine Biology, Biotechnology and Microbiology. Additionally it enables high level entry into science-related industrial and management training programmes.

A Level Chemistry

Examinations Board
Edexcel

Syllabus Code
9CHO

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in Maths and a grade 5 in combined science or chemistry;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

A Level topics include:

Atomic Structure and the Periodic Table; Bonding and Structure; Redox; Inorganic Chemistry and the Periodic Table; Formulae, Equations and Amounts of Substance; Organic Chemistry; Modern Analytical Techniques; Energetics; Kinetics; Equilibrium; Acid-base Equilibria; Transition Metals

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Analysis, interpretation and evaluation of a range of scientific information, ideas and evidence using

their knowledge, understanding and skills;

- Undertake a range of activities, including the ability to recall, describe and define, as appropriate;
- Mathematical skills throughout the content;
- Handling apparatus competently and safely;
- Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions;
- One important aspect of practical work is the ability to evaluate and manage potential risks.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Paper 1: Advanced Inorganic and Physical Chemistry (9CHO/01)	Written	30%	1 hour 45 minutes
Paper 2: Advanced Organic and Physical Chemistry (9CHO/02)	Written	30%	1 hour 45 minutes
Paper 3: General and Practical Principles in Chemistry (9CHO/03)	Written	40%	2 hours 30 minutes
Science Practical Endorsement**	Practical	The Endorsement will not contribute to the overall grade for this qualification, but the result will be recorded on the student's certificate.	16 core practicals over the course

Higher Education & Career Opportunities

Chemistry gives you the skills to complement many other academic disciplines, whether it be in the Arts or the Sciences. It should be mentioned that Chemistry is a compulsory entry requirement for many medical based degree courses such as Pharmacy, Medicine, Dentistry and Veterinary Science. It is an excellent preparation for any Science degree and would be useful for students intending to enter industrial and management training programmes.

A Level Physics

Examinations Board
Edexcel

Syllabus Code
9PHO

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in Maths and a grade 5 in combined science or physics;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

A Level topics include:

Working as a Physicist, Materials, Waves and Particles, Nature of Light, Thermodynamics, Space, Nuclear Radiation, Gravitational Fields, Oscillations, Mechanics, Electric Circuits, Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Analyse, interpret and evaluate a range of scientific information, ideas and evidence using their knowledge, understanding and skills;

- Undertake a range of activities, including the ability to recall, describe and define, as appropriate;
- Mathematical skills throughout the content;
- Handling apparatus competently and safely;
- Using a variety of apparatus and techniques, they should be able to design and carry out both the core practical activities and their own investigations, collecting data which can be analysed and used to draw valid conclusions;
- One important aspect of practical work is the ability to evaluate and manage potential risks.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Paper 1: Advanced Physics I [9PH0/01]	Written	30%	1 hour 45 minutes
Paper 2: Advanced Physics II [9PH0/02]	Written	30%	1 hour 45 minutes
Paper 3: General and Practical Principles in Physics [9PH0/03]	Written	40%	2 hours 30 minutes
Science Practical Endorsement**	Practical	The Endorsement will not contribute to the overall grade for this qualification, but the result will be recorded on the student's certificate.	16 core practicals over the course

Higher Education & Career Opportunities

You will be able to explore ideas that most people do not even know exist. Physics understanding and thinking skills you acquire are highly sought after by the best universities and most competitive professions; from engineering to medicine, and scientific research to international banking and finance, good physicist are sought out by the best companies. If you enjoy being creative and experimental, physics is a great choice.







I know

What is Driving the Increasing Internationalization of Business?

- a) Spreading the countries/regions
- b) Pull factors
- c) Possibilities
- d) Every multinational
- e) Maintaining competitive

What is driving the increasing internationalization of business?	What are the main reasons for the increasing internationalization of business?	What are the main reasons for the increasing internationalization of business?
1. Globalization	2. Internationalization	3. Globalization
4. Internationalization	5. Globalization	6. Internationalization
7. Globalization	8. Internationalization	9. Globalization
10. Internationalization	11. Globalization	12. Internationalization
13. Globalization	14. Internationalization	15. Globalization
16. Internationalization	17. Globalization	18. Internationalization
19. Globalization	20. Internationalization	21. Globalization
22. Internationalization	23. Globalization	24. Internationalization
25. Globalization	26. Internationalization	27. Globalization
28. Internationalization	29. Globalization	30. Internationalization
31. Globalization	32. Internationalization	33. Globalization
34. Internationalization	35. Globalization	36. Internationalization
37. Globalization	38. Internationalization	39. Globalization
40. Internationalization	41. Globalization	42. Internationalization
43. Globalization	44. Internationalization	45. Globalization
46. Internationalization	47. Globalization	48. Internationalization
49. Globalization	50. Internationalization	51. Globalization
52. Internationalization	53. Globalization	54. Internationalization
55. Globalization	56. Internationalization	57. Globalization
58. Internationalization	59. Globalization	60. Internationalization
61. Globalization	62. Internationalization	63. Globalization
64. Internationalization	65. Globalization	66. Internationalization
67. Globalization	68. Internationalization	69. Globalization
70. Internationalization	71. Globalization	72. Internationalization
73. Globalization	74. Internationalization	75. Globalization
76. Internationalization	77. Globalization	78. Internationalization
79. Globalization	80. Internationalization	81. Globalization
82. Internationalization	83. Globalization	84. Internationalization
85. Globalization	86. Internationalization	87. Globalization
88. Internationalization	89. Globalization	90. Internationalization
91. Globalization	92. Internationalization	93. Globalization
94. Internationalization	95. Globalization	96. Internationalization
97. Globalization	98. Internationalization	99. Globalization
100. Internationalization	101. Globalization	102. Internationalization

I can. I will. One of them.

A Level Economics

Examinations Board
Edexcel

Syllabus Code
9ECO

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1)GCSEs including a minimum of a grade 5 in Maths and a grade 4 in English First Language;
- Make a commitment of at least 5 hours of private and independent study per week;
- Have an interest in how the markets, governments and economies function.

What will I learn?

Economics doesn't revolve solely around wealth creation or the financial markets and business performance. It has a huge impact on our everyday lives, through interest rate fluctuations, taxation levels, unemployment, migration and even entertainment.

The syllabus will give you all that knowledge and more. You'll look at large economies and determine the factors that result in success or failure, and learn about the role of government intervention. In the study of macroeconomics, you'll learn how countries manage their economies and how they impact on the global economy.

Skills, Knowledge and Understanding

You are required to show an understanding of economic concepts and principles; economic theory and modeling approaches, and their competent use; economic data and the appropriate methods of analysis to interpret that data; how to apply economic reasoning to policy issues in a critical manner; how many economic problems may have more than one approach and may have more than one solution. You will also be expected to design, conduct and interpret research and statistical analysis, apply an evidence-based approach to problems and communicate findings using models, charts and graphs.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Paper 1: Markets and Business Behaviour	Written	35%	2 hours
Paper 2: The National and Global Economy	Written	35%	2 hours
Paper 3: Microeconomics and Macroeconomics	Written	30%	2 hours

Higher Education & Career Opportunities

This course lends itself well to careers and further study in Economics, Business, Politics, Journalism and Corporate Law.

BTEC Level 3 Business Studies

Examinations Board
Edexcel BTEC

Syllabus Code
500/6748/5

Course Expectations

- Achieve a minimum of 4 grade 4 [1] GCSEs including a minimum of a grade 4 in English Language (including English Second Language).
- Learners should have an interest in business and will want to investigate career options within the specialist areas of finance, management, marketing, law, administration and human resources.

Additionally you will need to demonstrate the following skills throughout your course:

- Team Work
- Self-Management
- Creativity
- Independent Enquiry
- Effective Participation

What will I learn?

You will develop your knowledge and skills in business environment, business resources, marketing and business communication. You will study four mandatory units as well as additional optional units, the number of which vary dependent on the qualification chosen.

Mandatory Units:

- Unit 1- The Business Environment;
- Unit 2- Business Resources;
- Unit 3- Introduction to Marketing;
- Unit 4- Business Communication.

The optional units are subject to consultation with the interested students and parents as the course will be designed to suit the needs of those students.

Skills, Knowledge and Understanding

You are required to show an understanding of:

- The range of different businesses and their ownership;
- How businesses are organised to achieve their purposes;
- The impact of the economic environment on businesses;
- How political, legal and social factors impact on business;
- How human resources are managed;
- The purpose of managing physical and technological resources;
- How to access sources of finance;
- Interpreting financial statements;
- The role of marketing in organisations;
- The use marketing research and marketing planning;
- How and why customer groups are targeted;
- How to develop a coherent marketing mix;
- The different types of business information;
- How to present business information effectively;
- The issues and constraints in relation to the use of business information in organisations How to communicate business information using appropriate methods.

How will I be assessed?

Assignments will be set for students to complete throughout the duration of the course. These may take the form of projects where you research, plan, prepare, make and evaluate a piece of work or an activity, case study or presentation.

Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria;
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria;
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Higher Education & Career Opportunities

The BTEC qualification in Business provides a route to employment or university level study in many diverse areas of business.

These include the specialist areas such as Business Management, Marketing, Finance, Customer Service and Human Resources.

, Marketing, Finance, Customer Service and Human Resources.

A Level English Literature

Examinations Board
Edexcel

Syllabus Code
9ETO

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in English First Language;
- Make a commitment of at least 5 hours of private and independent study per week;
- Show a genuine love and enthusiasm for literature.

What will I learn?

Students of the Edexcel A level in English Literature will engage creatively with a substantial body of texts and develop their knowledge of literary analysis and evaluation in speech and writing. They will explore the contexts of texts and interpretations of them, and deepen their understanding of the changing traditions of literature in English.

Skills, Knowledge and Understanding

You are required to show an understanding of:

- A wide range of independently set texts and others that you have selected for yourself;
- How to engage critically and creatively with a substantial body of texts and ways of responding

- to them;
- How to effectively apply your knowledge of literary analysis and evaluation;
- The contexts of the texts you are reading and others’ interpretations of them;
- Appreciation and understanding of English literature, including its changing traditions.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Drama	Exam	30%	2 hours 15 minutes
Prose	Exam	20%	1 hour
Poetry	Exam	30%	2 hours 15 minutes
Non-examination assessment	Essay	20%	2500-3000 words

Higher Education & Career Opportunities

English Literature is very highly regarded by all universities. It shows that you have a range of valuable skills and that you are a strong written communicator. A Level students often go on to study English, History, Law, Media, Marketing, Economics, Politics or International Relations at university. Popular careers after university include; broadcasting, journalism, education, marketing, publishing, and diplomacy.

A Level History

Examinations Board
CIE (Cambridge International Exam Board)

Syllabus Code
9389

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in English First Language;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

There are 4 units to the A Level:

Unit 1: Document question (source based)
The Origins of the American Civil War 1846 – 1861

Students will study the major long and short-term events that led to the outbreak of the Civil War, and about the significance of Abraham Lincoln.

Unit 2: Outline study (essay based) – The History of the USA 1840 – 1941

Students will learn about the rise of the USA through Westwards Expansion, imperialism and relations with other powers.

Unit 3: Interpretations question (source based) – The Origins and Development of the Cold War 1941 – 1950

Students will study primary and secondary source documents from America and Russia to ascertain how the Cold War started and who or what was most to blame for it spreading.

Unit 4: Depth Study (essay based) – The History of the USA 1945 – 1990

Students will investigate the nature of the dictatorships of Lenin, Stalin, and Mussolini with the overarching question of ‘how totalitarian were they?’.

Skills, Knowledge and Understanding

The aim of this course is to enable students to:

- Evaluate the people, circumstances, actions and beliefs that cause consequential events to happen.
- Understand patterns of change and continuity over time.
- Identify the characteristic features of an era.
- Address the significance of historic figures.
- Interpret important primary and secondary documents from both public and private sources.
- Describe political, social and economic developments over time.

Examination Structure

This course is modular, so Units 1 and 2 are assessed in an AS level examination at the end of the first year of study; and Units 3 and 4 are assessed in an A2 level examination at the end of the second year of study.

Component	Assessment Method	Weighting (%)	Exam Dur.
Paper 1: The Origins of the American Civil War (1840 – 1941)	Written exam at the end of Year 12	20%	1 hour
Paper 2: The History of the USA (1840 – 1941)	Written at the end of Year 12	30%	1 hour 30 minutes
Paper 3: The Origins and Development of the Cold War	Written at the end of Year 13	20%	1 hour
Paper 4: The History of the USA (1945 – 1990)	Written at the end of Year 13	30%	1 hour 30 minutes

Higher Education & Career Opportunities

Students who gain History at A Level have many transferable skills that are welcomed by all universities. History is seen as especially desirable in the following degree courses or career areas: Politics, Civil Service, Law, Journalism, Broadcasting, Advertising & Public Relations, Policing and Education.

A Level Geography

Examinations Board
Edexcel

Syllabus Code
YGE01

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in English First Language;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

Unit 1. Global Challenges

Students study two topics: World at Risk, which covers natural hazards and Going Global, which covers the causes and consequences of globalisation.

Unit 2. Geographical Investigations

Students study two topics: Crowded Coasts, which is

about the physical process and systems in coastal environments, and Urban Problems, Planning and Regeneration which is about the challenges of the growing population and size of urban areas. In both topics, students will carry out local geographical investigations.

Unit 3. Contested Planet

Students study two compulsory topics: Atmosphere and Weather Systems and Biodiversity Under Threat. The focus here is on physical processes and human management.

Students then study a choice of Energy Security or Water Conflicts and a choice of Superpower Geographies or Bridging the Development Gap.

Unit 4. Researching Geography

This is an opportunity to study one option in depth through an independent study. Students must select and study one of the following:

- Tectonic Activity and Hazards
- Feeding the World's People
- Cultural Diversity: People and Landscapes

- Human Health and Disease

Skills, Knowledge and Understanding

The aims and objectives of this course are to:

- Develop knowledge of locations, places, processes and environments across a range of scales;
- Develop an in-depth understanding of selected geographical patterns, processes and issues at a range of scales;
- Recognise and be able to analyse the complexity of people-environment interactions;
- Develop the knowledge and ability to engage, as global citizens, with some of the biggest issues facing our world today;
- Become confident and competent in selecting, using and evaluating a range of quantitative and qualitative skills and approaches;
- Become skilled in planning, undertaking and evaluating fieldwork and carrying out independent geographical research.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Unit 1. Global Challenges	Written exam	30%	1 hours 45 minutes
Unit 2. Geographical Investigations	Written exam	20%	1 hours 30 minutes
Unit 3. Contested Planet	Written exam	30%	2 hours
Unit 4. Researching Geography	Written exam	20%	1 hours 30 minutes

Higher Education & Career Opportunities

Geography is highly respected by Universities and employers. The subject covers many transferable skills and can therefore be useful for a wide range of undergraduate qualifications and careers. An A Level in Geography could support undergraduate study in Archaeology, Geology, Humanities, Biology, Chemistry, Sociology, Economics, Business, Law, Politics, Environmental Management and International Relations.



International A Level Mathematics

Examinations Board
Edexcel

Syllabus Code
YMA01

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (I)GCSEs including a minimum of a grade 5 in Maths;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

This syllabus will explore three overarching themes: Mathematical argument, language and proof; Mathematical problem solving; Mathematical modelling. You will be expected to apply these themes as you investigated and extend your learning in pure mathematics as well as statistics and mechanics.

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Algebraic proof and functions;

- Coordinate geometry in the (x, y) plane;
- Sequences and series;
- Trigonometry;
- Exponentials and logarithms;
- Differentiation/Integration;
- Numerical methods;
- Vectors; Statistical sampling;
- Data presentation and interpretation;
- Probability and distributions;
- Statistical hypothesis testing; Kinematics;
- Forces and Newton’s laws;
- Moments.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Pure Mathematics 1	Written	16.67 %	1 hour 30 minutes
Pure Mathematics 2	Written	16.67 %	1 hour 30 minutes
Pure Mathematics 3	Written	16.67 %	1 hour 30 minutes
Pure Mathematics 4	Written	16.67 %	1 hour 30 minutes
Statistics 1	Written	16.67 %	1 hour 30 minutes
Mechanics 1	Written	16.67 %	1 hour 30 minutes

Higher Education & Career Opportunities

An A Level in Mathematics is highly regarded by the majority of employers and universities, precisely because of the demands it makes and the skills it develops. Some go straight into employment, with fields such as accountancy and finance, whilst many go on to degree courses. The skills learnt are highly transferable and are applicable to a range of career choices such as engineering architecture, economics as well as politics and law.

International A Level Further Mathematics

Examinations Board
Edexcel

Syllabus Code
9FMA0

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (I)GCSEs, including a minimum of a grade 8 in Maths;
- Make a commitment of at least 5 hours of private and independent study per week.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Further Pure Mathematics 1	Written	16.67 %	1 hour 30 minutes
Further Pure Mathematics 2	Written	16.67 %	1 hour 30 minutes
Further Mathematics Option 1, Select One of: A: Further Pure Mathematics 3 B: Further Statistics 2 C: Further Mechanics 2 D: Decision Mathematics 1	Written	16.67 %	1 hour 30 minutes
Further Mathematics Option 2, Select One of: A: Further Pure Mathematics 3 B: Further Statistics 2 C: Further Mechanics 2 D: Decision Mathematics 1	Written	16.67 %	1 hour 30 minutes
Further Mathematics Option 3, Select One of: A: Further Pure Mathematics 3 B: Further Statistics 2 C: Further Mechanics 2 D: Decision Mathematics 1	Written	16.67 %	1 hour 30 minutes
Further Mathematics Option 4, Select One of: A: Further Pure Mathematics 3 B: Further Statistics 2 C: Further Mechanics 2 D: Decision Mathematics 1	Written	16.67 %	1 hour 30 minutes

What will I learn?

This syllabus will explore three overarching themes: Mathematical Argument, Language and Proof; Mathematical Problem Solving and Mathematical Modelling. You will be expected to apply these themes as you investigate and extend your learning in pure mathematics and will have the opportunity to study a range of disciplines such as statistics, mechanics or decision mathematics. You also have the option to specialise in one of these disciplines.

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Algebraic Proof;
- Complex numbers;
- Matrices;
- Calculus;
- Vectors;
- Polar coordinates;
- Hyperbolic functions;
- Differential equations.

Higher Education & Career Opportunities

An A Level in Further Mathematics is highly regarded by the majority of employers and universities, precisely because of the demands it makes and the skills it develops. Some go straight into employment, with fields such as accountancy and finance, whilst many go on to degree courses. The skills learnt are highly transferable and are applicable to a range of career choices such as engineering architecture, economics as well as politics and law.





International A Level Psychology

Examinations Board
Edexcel

Syllabus Code
9PS0

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in Maths and in English First Language;
- Make a commitment of at least 5 hours of private and independent study per week.

What will I learn?

Psychology is the ‘scientific’ study of the mind and behaviour. Within this course, learners develop their appreciation of the subject by exploring the ways

in which psychology is conducted. As part of their studies, learners also review important research; this provides an insight into the ways in which psychology has been applied, thereby leading to a better understanding of key themes and issues.

The course is structured into nine topic areas. Topics 1–4 are compulsory and focus on the areas that have laid the foundations of modern psychological understanding. Topics 5–8 focus on how our understanding of psychology is applied today. Topic 5 is compulsory. One topic from 6, 7 or 8 must be studied. Finally, Topic 9 summarises the psychological skills and research methods covered in the qualification.

- Topic 1: Social psychology
- Topic 2: Cognitive psychology
- Topic 3: Biological psychology
- Topic 4: Learning theories
- Topic 5: Clinical psychology
- Topic 6: Criminological psychology

- Topic 7: Child psychology
- Topic 8: Health psychology
- Topic 9: Psychological skills

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures;
- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures;
- Analyse, interpret and evaluate scientific information, ideas and evidence.

Examination Structure

This course is linear, meaning that assessment for all components will take place at the end of Year 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Foundations in Psychology	Exam	35%	2 hours
Applications of Psychology	Exam	35%	2 hours
Psychological Skills	Exam	30%	2 hours

Higher Education & Career Opportunities

Psychology is a respected academic subject which combines well with a range of subjects, including Arts and Sciences. It is good for progression to Higher Education and is particularly useful for any profession where an insight into human behaviour is beneficial.

International A Level Sociology

Examinations Board
CIE (Cambridge International Exam Board)

Syllabus Code
9699

Course Expectations

To be successful in this course, you should ideally:

- Achieve a minimum of 5 grade 5 (1) GCSEs including a minimum of a grade 4 in English First Language;
- Make a commitment of at least 5 hours of private and independent study per week.

an understanding of the complexity and diversity of human societies and their continuities with the past. The study of sociology stimulates awareness of contemporary social, cultural and political issues, and focuses on the importance of examining these issues in a rigorous, reasoned and analytical way. Within this course you will study four themes which make up the complete A Level qualification:

- Theme 1: Socialisation, identity and methods of Research
- Theme 2: Education
- Theme 3: Family
- Theme 4: Globalisation, Media & Religion

- research findings;
- The range and limitations of sociological theory and the ability to compare and contrast different theoretical perspectives
 - Individual, social and cultural diversity, and of continuity and change in social life
 - Sociological research methods, including issues concerned with the planning, implementation and evaluation of research enquiry and the collection, analysis and interpretation of data
 - Communication, interpretation, analysis and evaluation

What will I learn?

In a rapidly changing world, Sociology offers learners the opportunity not only to explore the processes that are shaping current trends, but also to develop

Skills, Knowledge and Understanding

You are required to show an understanding of:

- Sociological terms, theories, methods and

Examination Structure

This course is modular, meaning that assessment will take place at the end of Year 12 and 13.

Component	Assessment Method	Weighting (%)	Exam Dur.
Socialisation, Identity and Methods of Research	Exam	25%	1 hour 30 minutes
The Family	Exam	25%	1 hour 30 minutes
Education	Exam	20%	1 hour 15 minutes
Globalisation, Media & Religion	Exam	30%	1 hour 45 minutes

Higher Education & Career Opportunities

Sociology is a good foundation subject as the knowledge you learn can be applied to all aspects of society. Sociology can lead to a job in areas such as education, social work and public services.



BTEC Level 3 IT

Examinations Board
Edexcel BTEC

Syllabus Code
500/9147/5

Course Expectations

- Achieve a minimum of 4 grade 4 [1] GCSEs including a minimum of a grade 4 in English Language (including English Second Language).
- This course is designed for learners who are interested in a basic introduction to the study of IT alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Learners will be interested in the common core of IT knowledge and study areas such as managing and processing data to support business and using IT to communicate and share information.

Additionally you will need to demonstrate the following skills throughout your course:

- Team work
- Self-management
- Creativity
- Independent enquiry
- Effective participation

What will I learn?

You will develop your knowledge and skills in data management and social media in business. This will enable you to progress to further study in the IT sector, or other sectors. You will study two mandatory units as well as additional optional units, the number of which vary dependent on the qualification chosen.

Mandatory Units:

- Unit 1: Communication and Employability Skills for IT;
- Unit 2: Computer Systems.

The optional units are subject to consultation with the interested students and parents as the course is being designed to suit the needs of those students.

Skills, Knowledge and Understanding

You are required to show an understanding of:

- The personal attributes valued by employers;
- The principles of effective communication;
- The use IT to communicate effectively;
- How to address personal development needs;
- The components of computer systems;
- How recommend computer systems for a business purpose;
- Setting up and maintaining computer systems.

How will I be assessed?

Assignments will be set for students to complete throughout the duration of the course. These may take the form of projects where you research, plan, prepare, make and evaluate a piece of work or an activity, case study or presentation. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes.

A summative unit grade can be awarded at pass, merit or distinction.

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria;
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria;
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Higher Education & Career Opportunities

The main purpose of this course is to allow learners to develop the core specialist knowledge, understanding and skills, including communication and employability skills for IT and computer systems, required by the sector. It provides a basis for progression into a broad range of roles within the

sector when supported by relevant qualifications at level 2, such as GCSE English and mathematics, and/or at level 3, such as mathematics and physics to progress onto university to study computer science or art and design to secure employment in a web design agency. Learners have some opportunity to study in more depth a range of option areas of their choice, including:

- 2D Animation;
- Procedural Programming;
- Human Computer Interaction;
- IT Technical Support.

BTEC LEVEL 3 Creative Media Production

Examinations Board
Edexcel BTEC

Syllabus Code
500/7845/8

Course Expectations

- Achieve a minimum of 4 grade 4 [1] GCSEs including a minimum of a grade 4 in English Language (including English Second Language).
- This course is suitable for students who wish to learn through applied learning techniques, therefore applying learning which will be directly beneficial for the workplace, and specifically in the creative media industries. Students need to have a strong interest in ICT and should enjoy creative subjects including English and Art.

Additionally you will need to demonstrate the following skills throughout your course:

- Team Work
- Self-Management
- Creativity
- Independent Enquiry
- Effective Participation

What will I learn?

What is the key content of the course (you can find this in your syllabus document).

The course will aim to offer an engaging, student-centred and differentiated learning experience. The emphasis is on student participation, ranging from carrying out challenging research exercises and practical activities to exam question structured lessons. You will study three mandatory units as well as additional optional units, the number of which vary dependent on the qualification chosen.

Mandatory Units:

- Unit 1: Pre-Production Techniques for the Creative Media Industries
- Unit 2: Communication Skills for Creative Media Production
- Unit 3: Research Techniques for the Creative Media Industries

The optional units are subject to consultation with the interested students and parents as the course will be designed to suit the needs of students.

Skills, Knowledge and Understanding

Learners will:

- Plan and resource requirements for production and post-production,
- Learn how to locate resources and how to organise their deployment.
- Develop their understanding of health, safety and legal issues in relation to pre-production.
- Communicate effectively in creative media production contexts in writing and orally.
- Develop understanding of and skills in research relevant to creative media production.
- Present their findings in both written and oral forms and will learn how to cite and reference their sources.

How will I be assessed?

Assignments will be set for students to complete throughout the duration of the course. These may take the form of projects where you research, plan, prepare, make and evaluate a piece of work or an activity, case study or presentation. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria;
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria;
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Higher Education & Career Opportunities

The skills that students develop in this course will prepare them for life within the creative media industry; however these skills are not exclusive to the media industry and they can be easily transferred into a wide variety of occupations. There are opportunities to progress into employment areas such as digital media, games design, traditional print media and film and television. This course will also enable successful students to access higher education courses in IT, digital creative media and games design, as well as more traditional routes into the media.

BTEC LEVEL 3 Performing Arts

Examinations Board
Edexcel BTEC

Syllabus Code
601/7233/2

Course Expectations

- Achieve a minimum of 4 grade 4 ([I]GCSEs including a minimum of a grade 4 in English Language (including English Second Language).
- This course is suitable for students who wish to learn through applied learning techniques, therefore applying learning which will be directly beneficial for the workplace and specifically for the performing arts industry. Students need to have a strong interest in the performing arts as well as the drive to work independently to meet deadlines.

Additionally you will need to demonstrate the following skills throughout your course:

- Teamwork
- Self-Management
- Creativity
- Independent Enquiry
- Effective Participation

What will I learn?

BTEC Level 3 Performing Arts will help you to develop cross sector knowledge, as well as practical skills. The course is intended as a basic introduction to the performing arts sector alongside other fields of study.

You will study three mandatory units per year as well as additional optional units, the number of which vary dependent on the qualification chosen.

Mandatory units include:

- Investigating Practitioners' Work
- Developing Skills and Techniques for Live Performance
- Group Performance Workshop

The optional units are subject to consultation with the interested students and parents as the course will be designed to suit the needs of students.

Skills, Knowledge and Understanding

Learners will:

- Develop practical skills and techniques in a range of performing arts disciplines
- Develop critical analysis skills and contextual understanding of practitioners work.
- Gain a taste and an appreciation of performing arts, through knowledge and experience of the performance process.

How will I be assessed?

Assignments will be set for students to complete throughout the duration of the course. These may take the form of projects where you will research, plan, prepare, make and evaluate a piece of work or an activity, case study or presentation. Each unit within the qualification has specified assessment and grading criteria which are to be used for grading purposes. A summative unit grade can be awarded at pass, merit or distinction.

- To achieve a 'pass' a learner must have satisfied all the pass assessment criteria;
- To achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria;
- To achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.

Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

Higher Education & Career Opportunities

The skills that students develop in this course will prepare them for life within the performing arts industry; however these skills are not exclusive to performing arts and can be easily transferred into a wide variety of occupations. There are opportunities to progress into employment areas such as event management, stage management as well as into the host of performance based occupations. This course will also enable successful students to access a wide range of higher education courses.





DELE Spanish Diploma Level A1

Examinations Board

Universidad de Salamanca

Syllabus Code

DELE A1

Course Outline

The DELE A1 and A2 enable students to access the Spanish-speaking world, improves their academic education, and provides them with the confidence to continue advancing towards more advanced levels. The course for A1 will be offered in 2019-2020, while A2 will start in 2020-2021.

The levels are set by the CEFRL [Common European Framework of Reference for languages] and the A1 and A2 levels certify basic abilities.

The certificate is granted by Spain's Ministry of Education, Culture and Sport.

The Instituto Cervantes organizes examination sessions, while the Universidad de Salamanca in Spain designs the exams and is in charge of corrections and the final evaluation of all exams.

What will I learn?

By the end of the course, you will be able to understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. You will be able to introduce yourself and others and ask and answer questions about personal details such as where you live, people you know and things you have. You will be able to interact in a simple way, provided the other person speaks slowly and clearly and is prepared to help.

Skills, Knowledge and Understanding

Focusing on the 3 main areas identified by the CEFRL, you are required to show the ability to:

Reception:

- Recognise familiar words and basic phrases concerning yourself, your family and immediate concrete surroundings when people speak slowly and clearly.

- Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Interaction:

- Interact in a simple way, provided the other person is prepared to repeat or rephrase at a slower rate of speech and help you formulate your thoughts.
- Ask and answer simple questions in areas of immediate need or on familiar topics.
- Write a short, simple text. e.g. a postcard or holiday greeting, fill in questionnaires with personal details, or complete hotel registration forms.

Production:

- Use simple phrases and sentences to describe where you live and people you know.
- Write simple isolated phrases and sentences.

How will I be assessed?

The DELE A1 exam is made up of different parts organized into two groups:

- Group 1 (Reading and Writing Skills): Reading Comprehension (45 minutes, 4 tasks) and written expression and interaction (25 minutes, 2 tasks).
- Group 2 (Oral Skills): Listening comprehension (20 minutes, 4 tasks) and oral expression and interaction (15 minutes).

A "passing" grade is required for each test taken during the same examination session.

The maximum possible score is 100 points. A minimum score of 30 in each group is necessary to receive an overall "passing" grade.

The final grade is either PASS or FAIL.

IMPORTANT:

Examinations will be sat at the Instituto Cervantes and examination fees are to be paid to the Instituto Cervantes separately. In the written expression test, the candidate must strictly follow instructions about the number of words and the text format.

Higher Education & Career Opportunities

DELE is internationally recognised among public and private educational institutions and authorities as well as in the business world and chambers of commerce. In many countries, DELE has been adopted by educational authorities and schools as a complement to their own systems of assessment, such that it is used as an entry requirement for non-native Spanish speakers.

DELF French Diploma Level A1

Examinations Board
CIEP

Syllabus Code
DELF A1

Course Outline

The DELF A1 and A2 enables students to access the French-speaking world, improves their academic education and provides them with the confidence to continue advancing towards more advanced levels.

The course for A1 will be offered in 2019-2020, while A2 will start in 2020-2021. The levels are set by the CEFRL (Common European Framework of Reference for languages) and the A1 and A2 levels certify basic abilities. The certificate is administered by the Centre international d'études pédagogiques, or CIEP) for France's Ministry of Education.

How will I be assessed?

Type of tests: A1	Duration	Mark out of
Listening Comprehension questionnaires dealing with three or four very short recordings on everyday life (played twice). Maximum duration of recordings: 3 mins	Approximately 20 minutes	/25
Reading Comprehension questionnaires dealing with four or five written documents on everyday life.	0 h 30	/25
Writing Two part test: 1 - filling in a record, a form 2 - writing simple phrases (postcards, messages, stories etc) on everyday topics.	> 0 h 30	/25
Speaking Three part test: 1 - guided conversation 2 - exchanging information 3 - role-play.	5 to 7 mins preparation: 10 mins	/25

Total duration of all tests: 1 hour 20

A "passing" grade is required for each test taken during the same examination session. The maximum possible score is 100 points. The overall pass mark is 50/100. The final grade is either PASS or FAIL.

IMPORTANT:
Examinations will be sat at the Institut Français and examination fees are to be paid to the Institut Français separately. In the written expression test, the candidate must strictly follow instructions about the number of words and the text format.

Higher Education & Career Opportunities

DELF is internationally recognised among public and private educational institutions and authorities as well as in the business world and chambers of commerce. In many countries, DELF has been adopted by educational authorities and schools as a complement to their own systems of assessment, such that it is used as an entry requirement for non-native French speakers.

What will I learn?

By the end of the course, you will be able to understand and use familiar everyday expressions and basic phrases aimed at the satisfaction of needs of a concrete type. You will be able to introduce yourself and others and ask and answer questions about personal details such as where you live, people you know and things you have. You will be able to interact in a simple way, provided the other person talks slowly and clearly and is prepared to help.

Skills, Knowledge and Understanding

Focusing on the 3 main areas identified by the CEFRL, you are required to show the ability to:

Reception:

- Recognise familiar words and basic phrases concerning yourself, your family and immediate concrete surroundings when people speak slowly and clearly.

- Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Interaction:

- Interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help you formulate your thoughts.
- Ask and answer simple questions in areas of immediate need or on familiar topics.
- Write a short, simple text. E.g. a postcard or holiday greetings, fill in questionnaires with personal details or hotel registration forms.

Production:

- Use simple phrases and sentences to describe where you live and people you know.
- Write simple isolated phrases and sentences.

Accreditations & Memberships







Sixth Form (Key Stage 5) Prospectus
info@ics.edu.jo
www.ics.edu.jo
+962 6 4790666
+962 6 5725416

© International Community School
Um Al Basateen, Naour
P.O.BOX 2002, Amman 11181, Jordan