



Jumeirah College

Sixth Form Prospectus 2017-2019



Providing a GEMS Holistic Education





Dear Parents and Students

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

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

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

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

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

Yours sincerely

Mr S O'Connor
Principal



Dear Parents and Students

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

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

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

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

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

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

We look forward to welcoming you to the College.

Miss Louise Rodger
Vice Principal

The Sixth Form Curriculum

With the ongoing changes to A Levels we will see fundamental changes to our sixth form syllabus continuing over the next few years. The standard offer at Jumeirah College is for students to begin with three or four subjects in Year 12, depending on student ability. Students must sit both parts of the new courses to gain a full A level. Although AS Levels will be available in a minority of subjects. Please be aware that AS Levels are no longer equivalent in points to half an A Level.

It is not possible or advisable to sit 5 A Levels. Each A Level requires 6 periods of teacher input a week, alongside 6 hours of private study. With only 29 periods of teaching in a week 5 A Levels is not possible to timetable. The vast majority of our destination universities require a student's best 3 grades. Historically we have offered 4 subjects to provide a safety net for students but with the return to linear courses this is no longer appropriate. We would prefer students to be able to concentrate their efforts towards those optimum 3 grades, rather than diluting their efforts across multiple, potentially unnecessary extra courses.

With the transition to the new qualifications still an emerging picture it is possible that we may have to review elements of our offering as new information comes to light. Some of the specifications (course content and structure) for the new courses are still awaiting UK Ofqual approval and therefore their entries here are accurate to the best of our current knowledge and may change before first teaching commences in September 2017.

A level courses are linearly assessed with examinations only taking place in June. The opportunity to re-take modules in January, which had been possible in the past, is no longer available

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

The Year 12 timetable for Muslim students includes two compulsory lessons of Islamic Education. Students registered under Arab passports will study Arabic for three lessons per week and complete the Ministry curriculum and subsequent internal assessments.

Students considering attending universities locally are advised to research their entry requirements, specifically with regard to the study of Arabic. Even students not holding Arab passports may be required by some universities to study and pass examinations in Arabic until the end of Year 12. We can facilitate these lessons and examinations but the onus is on the student to notify us if this is required as part of the application process.

Selecting Courses

- Consider which subjects you enjoy and currently achieve well in, but also consider new subjects you have not experienced before which are of interest to you.
- Research which subjects are required or of benefit for the career you wish to pursue. This is discussed in the careers action planning meeting with our careers advisor for internal applicants and in the entrance interviews for all applicants.
- Ensure that you do not exclude yourself from any university courses that you may wish to pursue (for example by having too few full A levels or the wrong subjects).
- Prioritise your subjects in order of interest and value to you.

IMPORTANT: ENTRY REQUIREMENTS

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

Four B (6) grades and two C (5/4) grades at GCSE, two of which must be a grade 4 or above in English Language (as a first language) and a grade 4 or above in Mathematics, both of which use the new numerical grading.

You will be expected to have gained at least a GCSE grade B in the A level subjects you wish to study. However, some subjects have higher or additional requirements, therefore please refer to the subject specific pages for exact entry criteria.

Sixth Form Subject Entry Requirements 2017

Please refer to subject specific pages for further information

Subject	Exam Board	Minimum GCSE Grade required for entry to A level course	Opportunity at A level without completion of GCSE in subject
Arabic	Edexcel	B in Arabic	For fluent speakers
Art and Design	AQA	B in Art and Design	Upon consultation with Head of Art
Biology	Edexcel	A in Biology, or A* in Additional Science Biology, and a 6 in English Language	No
Business Studies	AQA	B in GCSE Business Studies	Upon consultation with Head of Business Studies
Chemistry	AQA	A in Chemistry or A* in Additional Science Chemistry, and a Grade 6 in Mathematics	No
Computing	Cambridge	B in Computer Science or 6 in Mathematics	Yes
Drama and Theatre Studies	Edexcel	B in Drama and Grade 6 in English Language	Upon consultation with Head of Drama
Economics	AQA	B in GCSE Economics	Upon consultation with Head of Economics
English Language	AQA	6 in GCSE English and English Literature	No
English Literature	AQA	6 in GCSE English and English Literature	No
French	AQA	B in French or Native Speaker	For fluent speakers
Geography	Edexcel	B in (Higher Tier) Geography	Upon consultation with Head of Geography
Government and Politics	Edexcel	B in either History, Economics, Geography or 6 in English Language	Yes
History	Edexcel	B in History	Upon consultation with Head of History
ICT	Edexcel	B in ICT	No
Mathematics	Edexcel	8 in Mathematics	No
Further Mathematics	Edexcel	8 in Mathematics	No
Media Studies	AQA	5 in English Language	Yes
Music	Edexcel	B in Music and Grade 7 standard instrument/voice	Upon consultation with Head of Music
Music Technology	Edexcel	B in Music	Upon consultation with Head of Music
Photography	AQA	B in Art and Design	Upon consultation with Head of Art
Physical Education	AQA	B in Physical Education and B in Science or A in Additional Science	No
Physics	AQA	A in Physics or A* in Additional Science Physics, and a Grade 6 in Mathematics	No
Product Design	AQA	B in a Design and Technology subject	No
Psychology	AQA	B in Psychology or 6 in English Language and B in a Science	Yes
Sociology	AQA	6 in English Language	Yes
Spanish	AQA	B in Spanish or Native Speaker	For fluent speakers

Enrichment Programme

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

1. Complementary Studies

Students are expected to engage in a Complementary Studies activity each week. For some this can be facilitated during the normal timetable; for others, enrichment activities are accessed after College hours and at weekends. This enables them to demonstrate to universities and employers that they have interests and skills beyond the curriculum and are committed to developing qualities that complement their academic achievements. It is hoped that students will choose a variety of options from the strands that involve volunteer work, skills acquisition and recreation, examples of which are given below.

Examples of Volunteer Work

Safe Centre Al Noor School Jumeirah Primary School

Examples of Skills

First Aid Life-guarding Debating Photography
Community Sports Leader Award Model United Nations

Examples of Recreation

Rowing Cross-fit Skiing Pilates

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

Careers and Higher Education Guidance

Post-18 choices are discussed with students in Year 11 and these conversations are continued into the 6th Form. All students can request individual guidance interview with the Careers Adviser to support their informed decision making. Jumeirah College has developed strong links with universities in the UK, Canada, USA and Australia. Guests from visiting universities give presentations on aspects of university life and the application process.

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

3. Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

Students will have weekly PSHCEE lessons or tutorials with their tutors. The course covers a wide range of important issues such as health and safety, life skills, living at university and appreciation of the local culture.

4. Private Study

When students are not in timetabled lessons, the Sixth Form has a suite of rooms with computer facilities in which students are expected to focus on enhancing their studies independently. It is vital for Sixth Form students to appreciate the demands of A levels before they begin and learn how to manage their time effectively. For every formal timetabled lesson, a minimum of an hour of independent study/reading and/or revision is required. Effective use of time enables students to maintain a suitable balance in their lives beyond the College.

Additional Skill Development

1. College Executive

The College Executive consists of the Head Boy and Head Girl and their deputies. They oversee the Student Council and also the Sixth Form Council. The Executive are Jumeirah College ambassadors, greeting and guiding VIPs, addressing parents and serving a plethora of other functions, chief among them as Front of House for the many events the College hosts. However, all Sixth Form students at the College should be prepared to fulfil these tasks should the need arise.

2. House Captains

In Term 2 of Year 12, eight students are chosen through a rigorous procedure of application and selection including a panel of interviews (consisting of students from the Student Council) to lead approximately 250 students of the College. The House Captains organise all inter-house competitions and promote College spirit at all College events.

3. Sports and Arts Captains

Two Sports and two Arts Captains are elected per year as ambassadors for sport and the arts in the College. Their role is to coordinate support and celebrate successes at formal events and choir students meetings (e.g. Arts Council).

4. Sixth Form Committee

Sixth Form students also have the opportunity to discuss issues that directly relate to their College life through the Sixth Form Student Committees (social, charity, sport, treasury, cultural and photography). These committees liaise closely with the Head of Sixth Form and are responsible for the organisation of the social activities for the Sixth Form.

5. Peer Mentoring

As senior members of the College, Sixth Form students are involved in supporting younger students in a peer mentoring scheme. Students will also participate in the Study Pod programme to help younger students with their academic studies.

6. Student Council

Sixth Form students are involved with their Form Councils and elect representatives to the Student Council. Sixth Form representatives work closely with the College Executive who chair the student council.

7. Societies

Sixth Form students are able to form their own societies based on their own individual interests to facilitate a forum for like-minded people to meet and discuss research and emerging trends.

8. Journalism, Debating, MUN and Public Speaking

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

9. Sport

Jumeirah College has a strong reputation for its sporting achievements. Students who wish to continue their sporting participation have the opportunity of both on-site and off-site activities, in competitive teams and individual sports. Some of our most competitive teams include: football, rugby, netball, basketball, duathlon, athletics, rowing, Gaelic football, swimming and cricket. Students are also encouraged to undertake sporting activities for purely fitness and recreational purposes.

10. Performing Arts

Many students who may not be continuing the academic study of music or drama, will have opportunities for ensemble instrumental playing, singing or acting. Sixth Form students are encouraged to become involved in all aspects of performing arts including the College productions and the music recitals. A wide range of instrumental lessons are offered at Jumeirah College.

11. Department-based responsibilities

Students who are interested in developing their skills within a certain area of the curriculum can create leadership opportunities, such as the Spotlight Club, Green Team, muralist team and as contributors to the JC Juice.

Useful websites for researching careers and higher education

www.jumeirahcollegcareers.weebly.com

Destinations of Students 2016

UK Universities

Course	University
Pharmacology	UCL
Economics	Queen Mary London
Sociology	Leeds University
Retail Management	Loughborough University
Psychology	University of Newcastle
Zoology	Sussex University
Medicine	UCL
Politics and IR	LSE
Mechanical and Elec Engineering	University of Bath
Early Childhood Studies	University of Roehampton
Medicine	University of Sheffield
Psychology	York University
Medicine	University of Birmingham
Childhood Studies	Winchester University
Law	University of Kent
Art Foundation Diploma	University of Arts Bournemouth
Biomedical Engineering	UCL
Biomedical Engineering Management	Imperial College London LSE
Business Marketing	Edinburgh University
Business Marketing	Edinburgh University
Economic History	LSE
Psychology	Aberdeen University
Communication and Media	Liverpool University
Politics and Law	Liverpool University
Law	Liverpool University
Maths	UCL
Management	LSE
Psychology	Warwick University
Psychology	Queens Belfast
Chemical Engineering	Edinburgh University
Computer Arts	Abertay University
Mech Engineering	Edinburgh University
Politics	Liverpool University
IFP	Queen Mary, London
Lighting Design	Rose Bruford
Global Sustain Dev	Warwick University
Architecture	University of Kent
Chemical Engineering	UCL
Forensic Science	Keele University
Maths	LSE
Art Foundation Diploma	Uni of Creative Arts Canterbury
Accounting and Finance	Exeter University
International Relations	Kings College London
Dentistry	University of Manchester
Psychology	Glasgow University
Psychology	Loughborough University
Medicine	Queen Mary London
Chemical Engineering	Newcastle University
Sport and Exercise Psych	Loughborough University
Advertising	Bournemouth University

Destinations of Students 2015

Course	University
Business Accounting	University of Bath
Animation	Norwich University of the Arts
Medicine	UCLAN
Film Studies	Warwick University
Law	LSE
Marine Biology	Aberdeen University
Media Communications	Bath Spa University
Int Bus Management	Manchester Met University
Accounts and Finance	Abertay University
Forensic Computing	Portsmouth University
Accounts and Finance	DeMontford University
Law	East Anglia University
Computer Networks	Middlesex University
Econ, stats and maths	Queen Mary, London
Psych & Language Sciences	UCL
Bio & Medicinal Chemistry	University of Exeter
Environmental Science	Queen Mary London
Ophthalmic Dispensing	City University
Psychology	Surrey University
Banking and Finance	Essex University
Marine Biology	Glasgow University
Drama	Queen Mary London
Economics and Finance	University of York
Economics	Nottingham University
Accounting and Finance	City University
Ancient History	Cardiff University
Foundation in Humanities	University of Exeter

Students Studying at Non UK Institutions

Course	University
Business Administration	Emory University, USA
Management	Uni of Western Australia
Commerce	University of Ontario, Canada
Economics	Harvard University, USA
Communication Science	Amsterdam University
Psychology & Management	Middlesex University, Dubai
Physiotherapy	University of Otago, NZ
Mechanical Engineering	Northwestern University, USA
Entrepreneurship	Babson College, USA
Psychology	Australia
Sociology	University of Amsterdam
Psychology & Management	Herriott Watt, Dubai
Eng & Architectural Design	Monash University, Australia
Media Communications	Sydney University, Australia
Mechanical Engineering	McGill University, Canada
Engineering	University of Washington USA
Business marketing	Simon Fraser Uni, Canada
Physics	CalTech, USA
Civil Engineering	UCLA, USA
Pastry Arts Management	Centennial College, Canada
Law	Stellenbosch University, SA
Economics	Western University Canada

<u>Course</u>	<u>University</u>
Engineering	Wisconsin Madison University, USA
Economics	University of Chicago, USA
Art	Syracuse University, USA
Economics	Munich Business School, Germany
	IE University, Spain
Electrical Engineering	Purdue University, USA
	Stanford University, USA
Computing	McGill University, Canada
Mechanical Engineering	Case Western University, USA
Hotel Management	Australia
Psychology	UC Berkley USA
	University of Kings College Canada
	Wheaton College USA

Jumeirah College Sixth Form Application Process

Existing Jumeirah College Students

September 2016	KS5 Parental Engagement Meeting
November 2016	Career interviews begin
Thursday 8 December 2016	Deadline: A Level Indication Form to Mr Lawton to facilitate the creation of the option blocks
Wednesday 25 January 2017	Sixth Form Information Evening
Wednesday 1 February 2017	Application deadline for internal candidates
February - March 2017	Sixth Form interviews with Senior Leadership
March 2017	Conditional letters of offer issued
Thursday 24 August 2017	GCSE Results Day
(TBC) Monday 4 September 2017	Deadline for students to confirm their AS level choices, dependent upon results meeting entry criteria

External Student Applications

September 2016 – May 2017	Completed applications accepted and reviewed as they are submitted
Wednesday 1 February 2017	Application deadline for external candidates Once all documentation has been received, selected students will have a confidential reference requested from their current school. Short-listed external candidates will be called for an interview with the Head of Sixth Form or another senior member of College staff.
From March 2017	Sixth Form conditional offers will be issued as places on specific courses become available. Places are held provisionally pending results only when all acceptance criteria are met.
Thursday 24 August 2017 GCSE Results	Deadline for students to officially submit their final grades to the Jumeirah College Registrar and confirm choice of A Level courses. Students who do not meet the entry requirements for any course for which they have received a conditional offer will need to contact the College to discuss any possible alternatives before 4 September 2017.

Arabic

Examination Board:	Edexcel GCE
Available levels:	AS Level 6AR01 A2 Level 6AR02
Entry requirements:	GCSE B grade in Arabic
Head of Department:	Mr A Sharaf

What are the aims of the course?

The Arabic A Level is a natural progression from GCSE. This course demands a high ability in reading comprehension and in manipulation of the written language in a variety of practical and relevant contexts. It aims to encourage students to:

- develop an interest in, and enthusiasm for, language learning
- develop understanding of the language in a variety of contexts and genres
- communicate confidently, clearly and effectively in the language for a range of purposes
- develop awareness and understanding of the contemporary society, cultural background and heritage of countries or communities where the language is spoken
- consider their study of the language in a broader context

What is involved in the AS course?

This course consists of **three** sections:

Section A:	Reading
Section B:	Translation (Arabic into English)
Section C:	Essay

Students are required to convey their understanding of written Arabic through a series of reading tasks. They also need to draw upon and apply their knowledge of Arabic language, grammar and lexis to produce a short translation from Arabic into English, as well as demonstrate an ability to manipulate Arabic language in continuous writing.

Students will be expected to recognize and use Arabic in a variety of contexts and in relation to the following general topic areas:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment.

How is it assessed?

The assessment will be through a 2 hour 45 minute paper in **three** sections.

What is involved in the A2 course?

This course consists of **three** sections.

Section A:	Reading
Section B:	Translation
Section C:	Essays on chosen topics/texts

Students are required to demonstrate skills in advanced level Arabic reading and in the transfer of meaning from English into Arabic. To promote research and a greater knowledge and understanding of Arabic culture and/or society, students must produce two Arabic-language essays in response to questions related to their chosen topics/texts.

Students will be expected to recognise and use Arabic in a variety of contexts and in relation to the topic areas which include:

- Youth culture and concerns
- Lifestyle: health and fitness
- The world around us: travel, tourism, environmental issues and the Arabic-speaking world
- Education and employment
- Customs, traditions, beliefs and religions
- National and international events: past, present and future
- Literature and the arts.

Assessment:

3 hour paper in **three** sections.

Section A:

Students will be required to read an Arabic-language passage and to retrieve and convey information from this via a series of questions and answers in Arabic.

Section B:

Students will be expected to undertake a short translation from English into Arabic.

Section C:

Students must answer **two** questions, in Arabic, that each relate to a topic or a text chosen from the prescribed list . A choice of **two** questions will be offered for each of the prescribed topics and texts.

Specific entry requirement:

GCSE Grade B in Arabic or native speaker with good command of grammar and writing.

Why is it a useful qualification?

- An advance language qualification is very highly regarded by employers and by universities and colleges
- Greatly enhanced employability in the Middle East and worldwide throughout the increasingly global economy
- A range of study and career opportunities in fields such as travel and tourism, education, politics, law, journalism, trade, marketing and publishing
- Communication and personal skills to benefit any future direction chosen

Art and Design

Examination Board:	AQA
Available levels:	A- level 7201
Entry requirements:	Grade B in Art and discussion with Head of Art
Head of Department:	Miss S Jackson

What are the aims of the course?

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

What is involved?

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

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

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

How is it assessed?

Component 1: **A-Level Art and Design Coursework**
GCE, 60% of A-Level

Component 2: **A-Level Art and Design Externally Set Assignment**
GCE, 40% of A-Level

Why is it a useful qualification?

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

Specific entry requirements:

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

Further Education:

Foundation Art Courses and Degree Courses.

Careers:

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

Biology

Examination Board: Edexcel

Available levels: AS level and A2 level

Entry requirements: Grade A in GCSE Biology or a grade A* in GCSE Additional Science Biology or a recognized qualification at a similar standard. Literacy skills are important in Biology; students should also have achieved at least a Grade 6 in English.

Head of Biology: Ms K Wing

What are the aims of the course?

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

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

What is involved?

1. Biological Molecules:

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

2. Cells:

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

3. Organisms exchange substances with their environment:

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

4. Genetic information, variation and relationship between organisms:

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

5. Energy transfers in and between organisms:

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

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

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

7. Genetics, populations, evolution and ecosystems:

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

8. The control of gene expression:

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

How is it assessed?

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

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

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

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

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

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

Why is it a useful qualification?

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

Business Studies

Examination Board:	AQA
Available levels:	A level 7132
Entry requirements:	Grade B in Business Studies or similar subject (e.g. Economics)
Head of Department:	Miss L Mallin

What are the aims of the course?

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

What is involved?

Students will cover the following subject content:

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

How is it assessed?

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

Paper 1: Business 1 - 33.3% of A level

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

Paper 2: Business 2 - 33.3% of A level

Students must answer three data response questions.

Paper 3: Business 3 - 33.3% of A level

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

Specific entry requirement:

Grade B in Business Studies or similar subject (e.g. Economics)

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

Why is it a useful qualification?

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

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

Chemistry

Examination Board:	AQA
Available levels:	AS and A level
Entry requirements:	Grade A in Chemistry or Grade A* in Additional Science Chemistry or a recognized qualification at a similar standard with a Grade 6 in Mathematics
Head of Chemistry:	Mr B Raybould

What are the aims of the course?

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

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

What is involved?

Physical Chemistry:

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

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

Inorganic Chemistry:

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

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

Organic Chemistry:

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

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

Practical Endorsement:

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

How is it assessed?

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

Paper 1 - Inorganic with Relevant Physical

Paper 2 - Organic with Relevant Physical

Paper 3 - Practical Skills plus all content

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

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

Why is it a useful qualification?

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

Computer Science

Examination Board:	AQA
Available levels:	AS Level (7516) and A Level (7517)
Entry requirements:	Min grade B in GCSE Computer Science OR grade 6 in Mathematics
Head of Department:	Mr I Munshi

Aims and Learning Outcomes

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

This AQA Computer Science specification has been accredited by OfQual for first teaching from September 2015. We have considered 'the competition' and consider the AQA specification to be the best option for Jumeirah College students. It is a revised specification, and AQA has a long history of providing a challenging but rewarding Computer Science curriculum. Students should expect to find some greater breadth of mathematical content. Compared with other specifications it has academic rigour and content that are closer to that which JC students may expect to find in a university Computer Science course.

How will it be assessed?

Paper 1 -- 40% of A level -- 2 hours and 30 minutes on screen exam:

- Fundamentals of programming
- Fundamentals of data structures
- Fundamentals of algorithms
- Theory of computation

Candidates answer a series of short questions and write/adapt/extend programs in an electronic answer booklet provided by AQA.

AQA provide preliminary material, a Skeleton Program and, where appropriate, test data, for use during the exam. This will test the candidate's programming and problem solving skills.

Paper 2 -- 40% of A level -- 2 hours and 30 minutes written paper:

- Fundamentals of data representation
- Fundamentals of computer systems
- Fundamentals of computer organisation and structure
- Consequences of uses of computing
- Fundamentals of communications and networking
- Fundamentals of databases
- Big Data
- Fundamentals of functional programming

Non-exam assessment - 20% of total A level:

The non-exam assessment assesses candidate's ability to use the knowledge and skills gained throughout the course to solve or investigate a particular problem. Candidates are expected to follow a systematic approach to problem solving. The candidates will undertake a project based on a programming solution of their choice. This is a challenging and exciting opportunity to demonstrate their skills with an idea that will be engaging and creative.

Drama and Theatre Studies

Examination Board:	EDEXCEL
Available levels:	A LEVEL
Entry requirements:	Grade B in Drama and Grade 6 in English Language
Head of Department:	Mr M Rawcliffe

What are the aims of the course?

The Drama and Theatre Studies course provides the opportunity to study a range of play texts, theatrical practitioners and dramatic theory from the perspective of director, designer, performer and critic. The course provides you with the knowledge and understanding of the language of drama and theatre, enabling you to use this to inform and develop your performance skills, as well as become an expert in analysing, questioning and justifying both your own ideas and those of others.

What is involved?

The course demands practical, creative and analytical skills in equal measure. You will extend your ability to work with scripted drama and theatre for performance. You will also be required to write in detail about your drama; developing an ability to justify your practical exploration in structured coursework notes. The course will involve devising theatre as well as directing yourself in either a monologue or a duologue, as well as studying practitioners, plays and playwrights in detail.

Why is it a useful qualification?

If you are considering a career in the performing arts industries, studying drama at this level will provide you with an excellent level of experience in performance skills. However, the Edexcel Drama and Theatre Studies qualification will give you a firm grounding in far more than just acting. The high level of analytical theory and the detailed studying of practitioners, text and performance will put you in the informed position of the director; expressing your opinions and justifying your ideas.

Successful Drama students go on to read subjects such as Law, English, History, Journalism, Business Studies and Psychology at university. A wide range of careers from teaching to management, business to politics all rely on the core elements of presentation, leadership, creativity and decision making that are intrinsic to the Drama and Theatre Studies course.

How is it assessed?

UNIT 1: Devising (40% of the qualification)

Content summary:

- Devise an original performance piece
- Use **one key extract** from a performance text and a theatre practitioner as stimuli
- Performer or designer routes available

Assessment:

Internally assessed and externally moderated. There are **two parts** to the assessment:

- a portfolio (60 marks)
- the devised performance/design realisation (20 marks)

UNIT 2: Theatre Text in Performance (20% of the qualification)

Content summary:

This unit offers you the chance to demonstrate skills in a performance environment. The knowledge and understanding gained during the study of two plays in Unit 1 can now be applied with a view to delivering a performance to an audience.

Assessment overview:

This is an externally assessed unit. The first section requires you to offer either a monologue or duologue. The second section requires you to contribute to a performance of a professionally published play by a known writer.

You may offer either acting or a design form and must also provide a concept of the interpretation of their chosen roles or designs.

UNIT 3: Theatre Makers in Practice (40% of the qualification)

Content summary:

- Live theatre evaluation – choice of performance
- Practical exploration and study of a complete text – focusing on how this can be realised for performance
- Practical exploration and interpretation of another complete performance text, in light of a chosen practitioner – focusing on how this text could be reimagined for a contemporary audience

Assessment overview:

Section A: Live Theatre Evaluation (20 marks)

Section B: Page to Stage: Realising a Performance Text (36 marks)

- Students answer two extended response questions based on an **unseen extract** from the performance text they have studied
- Students will demonstrate how they, as theatre makers, intend to realise the extract in performance
- Students answer from the perspective of a performer and a designer
- Performance texts for this section are not allowed in the examination as the extracts will be provided

Section C: Interpreting a Performance Text (24 marks)

- Students will answer one extended response question from a choice of two using their chosen text
- Students will demonstrate how their re-imagined production concept will communicate ideas to a contemporary audience
- Students will also need to outline how the work of their chosen theatre practitioner has influenced their overall production concept and demonstrate an awareness of the performance text in its original performance conditions.

Economics

Examination Board:	AQA
Available levels:	A Level 7136
Entry requirements:	B in Economics or similar subject (e.g. History)
Head of Department:	Miss L Mallin

What are the aims of the course?

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

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

What is involved?

Students taking A level Economics will learn by firstly developing an understanding of economic theory. Students will learn to appreciate that there are a number of different interpretations which can explain Economic phenomena. Students will learn how to apply Economic theory to case study scenarios. It is important for students taking A level Economics to keep up to date with current affairs and students will need to regularly read a quality newspaper.

How is it assessed?

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

Students must complete one data response question and one essay question

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

Students must complete one data response question and one essay question

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

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

Specific entry requirement:

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

Why is it a useful qualification?

Completing A Level Economics provides students with an appropriate foundation for further study in Economics or related studies. The course provides a launch pad for careers in commerce related fields such as banking and finance. The course will promote the important skills of decision making and problem solving.

English Language

Examination Board:	AQA English Language
Available levels:	A level 7702
Entry requirements:	Grade 6 in English Language and 6 English Literature
Head of Department:	Miss K Taylor

What are the aims of the course?

Students are given the opportunity to:

- to develop their subject expertise by engaging creatively and critically with a wide range of texts and discourses.
- create texts and reflect critically on their own processes of production, while analysing the texts produced by others.
- explore the study of English language both as a medium of communication and as a topic in its own right, with an emphasis on the ability of students to pursue lines of enquiry, debate different views, and work independently to research aspects of language
- see language as a creative tool for expression and social connection, as well as for individual cognition.

What is involved?

Students are introduced to the study of English in its various forms and contexts, with the concepts and methods appropriate for the analysis of language underpinning all elements of the course.

They are offered clear skills progression from GCSE, allowing students to build on the skills already gained and prepare for their next steps.

Students are offered a variety of assessment styles used, such as data analysis, discursive essays, directed writing, original writing and research-based investigative writing, allowing them to develop a wide range of skills.

How is it assessed?

Paper 1: Language, the individual and society - Exam

- Textual variations and representations
- Children's language development (0–11 years)
- Methods of language analysis

Paper 2: Language diversity and change - Exam

- Language diversity and change
- Language discourses
- Writing skills

Coursework: Language in action

- Language investigation
- Original writing

Students produce:

- a language investigation (2,000 words excluding data)
- a piece of original writing and commentary (1,500 words total)

Specific entry requirement:

Grade B in both English and English Literature

Why is it a useful qualification?

A level English Language is an extremely useful and academic qualification, both for further study in Language or Linguistics and also as a general qualification for other career paths. It combines both creativity and analysis and will provide students with the real world skills needed to succeed after school.

English Literature

Examination Board:	AQA Specification A
Available levels:	A Level 7712
Entry requirements:	Grade 6 in English Language and 6 in English Literature
Head of Department:	Miss K Taylor

What are the aims of the course?

This Advanced GCE specification requires students to:

- Explore the relationships that exist between texts and the contexts within which they are written, received and understood.
- Study texts within a shared context to investigate and connect them, drawing out patterns of similarity and difference using a variety of reading strategies and perspectives.
- Make their own autonomous meaning, to debate and challenge the interpretations of other readers as they develop their own informed personal responses.

The specification encourages the exploration of texts in a number of different ways:

- The study of a literary theme over time
- The study of literature through engaging with two of the main historicist perspectives, the diachronic (reading texts written across widely different time periods that explore the same theme) and synchronic (reading texts written within a narrower and clearly defined time period)
- The study of various texts, both singly and comparatively, chosen from a list of core set texts and a list of chosen comparative set texts

What is involved?

Students with A Level English Literature will acquire skills of inquiry, debate, evaluation, interrogation of sources, hypothesis, reading for meaning, inference and deduction that are vital to many career paths, but may lead to fields such as journalism, marketing, researching, writing, public relations and theatre.

This course requires a high level of commitment to sustained reading and active participation on the part of the student. It is expected that students will have successfully completed GCSE English/English Literature to at least B grade and have an interest in, an aptitude for, and a willingness to read and study literature.

How is it assessed?

Unit 1: Love Through the Ages—Exam

- Study of three texts: one poetry and one prose text, of which one must be written pre-1900, and one Shakespeare play
- Examination will include two unseen poems

Unit 2: Texts in Shared Contexts— WW1 and its aftermath—Exam

- Study of three texts: one prose, one poetry, and one drama, of which one must be written post-2000
- Examination will include an unseen extract

Unit 3: Independent critical study: Texts across time—Coursework

- Comparative critical study of two texts, at least one of which must have been written pre-1900
- One extended essay (2500 words) and a bibliography

Why is it a useful qualification?

A level English Literature is an extremely useful qualification both for further study in Literature and also as a general qualification for other career paths. A recent poll of employers within fortune 500 companies suggests employers increasing look to arts and humanities subjects such as English, History and Philosophy when recruiting as these disciplines teach students how to clarify assertions, think clearly and creatively and to apply precedence and empathy to the solving of problems.

French

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

We recommend that students complete the full A2 course. However, The AS course is fully co-teachable with the first year of the A-level course and there will be an opportunity for students to take AS French as a stand-alone qualification at the end of Year 12.

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

The aim of the French A-level course is to enhance students' linguistic skills and promote and develop their capacity for critical and analytical thinking. The A-level builds on the knowledge, understanding and skills gained at GCSE. Students develop knowledge about matters central to the society and culture, past and present in countries where French is spoken. In addition, students will develop language learning skills and strategies, including communication strategies and written skills to be able to sustain communication and build fluency and confidence for both practical and intellectual purposes.

In the first year, aspects of the social life and trends in French speaking societies are studied to include the changing nature of the family, the cyber society and the role of voluntary work. The second theme covers the artistic life of French-speaking countries such as contemporary francophone music, the cinema and cultural heritage. In the second year, there is an emphasis on current social issues and political life including the benefits of a multicultural society, the treatment of criminals, and political action. Aspects of French speaking society and culture will be further enhanced by the study of a film and a book. Students will carry out an independent research project on an area of their choice.

How is it assessed?

AS Paper 1:	Listening, Reading & Writing Examination: 1 hour 45 minutes	40% of AS
AS Paper 2:	Writing Examination: 1 hour 15 minutes	30% of AS
AS Paper 3:	Speaking Examination: 12-14 minutes	30% of AS
A - Level Paper 1:	Listening, Reading & Writing Examination: 2 hours 30 minutes	40% of A –level
A - Level Paper 2:	Writing Examination: 2hours	30% of A– level
A - Level Paper 3:	Speaking Examination: 21-23 minutes	30% of A-level

Why is it a useful qualification?

The French A-level equips students with transferable skills such as autonomy, resourcefulness, creativity, linguistic competence and enhanced cultural understanding. Almost all universities internationally offer degrees in French or a combination of French and other languages or other complimentary subjects such as International Relations or Law. An ability to speak French is an advantage in the international job market in a wide range of fields including the Foreign office, international organisations, business and tourism. More than 200 million people speak French in the world.

Geography

Examination Board:	AQA
Available levels:	A-Level Geography (draft 7037)
Entry requirements:	Grade B in Geography (higher tier) GCSE
Head of Department:	Mrs S White

An introduction to the course:

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

What are the aims of the course?

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

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

What is involved?

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

How is it assessed?

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

Component 1: Physical Geography

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

Component 2: Human Geography

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

Component 3: Geographical investigation.

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

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

Component One: Physical Geography

What's assessed?

Section A: Water and carbon cycles

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

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

Question types:

Multiple choice, short answer, levels of response and extended prose

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

Component Two: Human Geography

What's assessed?

Section A: Global systems and global governance

Section B: Changing places

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

Question types:

Multiple choice, short answer, levels of response and extended prose

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

Component Three: Geographical Investigations

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

In summary:

3000-4000 words, 35 marks, 20% of A-level, marked by teachers, moderated by AQA

Why is A-level Geography a useful qualification?

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

Government and Politics

Examination Board:	Edexcel
Available levels:	GCE in Government and Politics
Entry requirements:	Grade B in GCSE History, Economics or Geography or a 6 in GCSE English Language
Head of Department:	Mrs K Storey

What are the aims of the course?

To teach students the skills of debate, research, arguing a case and to provide them with greater political and global awareness. To prepare students who are going on to study Politics, Law, Journalism, History and PPE at university.

What is involved?

Please note these course details are subject to final approval from UK Ofqual.

Unit 1: **UK Politics**

This unit introduces students to the key channels of communication between the UK Government and its people. It encourages them to evaluate the adequacy of existing arrangements for ensuring representative democracy and participation.

The unit also introduces students to the core theoretical perspectives behind Political Philosophy; Conservatism, Liberalism and Socialism.

Unit 2: **UK Government**

This unit introduces students to the major governmental processes within the UK. It encourages them to develop a critical understanding of the role and effectiveness of key institutions, and of the relationship amongst them in the context of multi-level governance.

The unit also extends student study of Political Philosophy, by offering a choice between a close study of Anarchism, Ecologism, Feminism, Multiculturalism or Nationalism.

Unit 3: **Comparative Politics: USA**

Students will study representative processes in the USA and the workings of the US government. Key areas of analysis include the US Constitution, US Congress, Presidency and the Supreme Court, as well as civil rights, elections, political parties and pressure groups.

How is it assessed?

The course comprises three examined units all taken in June 2019. All units are weighted equally, with each counting just over 33% of the full qualification. There is no controlled assessment.

Specific entry requirement:

No previous study of Politics is required.

Grade B in either GCSE History, Economics Geography, or a 6 in GCSE English Language.

An interest in politics and a willingness to read around the subject, including news media, is vital for successful completion of the course.

Why is it a useful qualification?

Who should study politics, and why? The short answer is that everyone should study politics. All members of society should have a better understanding of the general rules under which they live.

However, certain students will undoubtedly find politics more exciting than others. What makes politics different as an academic subject is its emphasis on debate, discussion and argument. Facts and values are so closely entwined in politics that it is often impossible to prise them apart.

Politics is therefore particularly likely to suit students who:

- Have an interest in the world around them - those who want to know more about the society they live in, how it works and how it could work
- Enjoy debate, discussion and argument - those who are comfortable with the fact that in politics there are no simple 'rights' or 'wrongs'
- Like to think for themselves - those who want to develop their own views, rather than accept the views of others.

The skills gained in Government and Politics through debate, discussion and extended writing are highly valued by employers, and often lead to careers in finance, education, politics, civil society and international relations.

History

Examination Board:	Edexcel
Available levels:	GCE in History (9H10) / Linear A-Level
Entry requirements:	Grade B in GCSE History
Head of Department:	Mrs K Storey

What are the aims of the course?

As in GCSE History, you will learn by using a variety of techniques: from structured written responses, to source analysis, use of original film and documentary footage, discussions and debates. More emphasis is placed on your own wider reading and research; your skills as an independent learner will be further developed.

What is involved?

During the course you will learn:

- About the significance of events, individuals, issues and societies in history;
- How and why societies have changed over time;
- About the theories of historians and the language that they use to discuss their ideas;
- To understand the nature of historical evidence and the methods used by historians to analyse and evaluate it;
- To develop an understanding of how the past has been interpreted and represented;
- To express your own historical ideas confidently and effectively.

How is it assessed?

UNIT 1:	Britain Transformed 1918 - 1997 (Examination)
UNIT 2:	The USA, c1920-55: Boom, Bust and Recovery (Examination)
UNIT 3:	Britain: Losing and Gaining an Empire 1763—1914 (Examination)
UNIT 4:	Controlled Assessment of one 4000 word essay on an issue of historical controversy and debate that is selected independently by students with teacher guidance.

Specific entry requirement:

Students of GCSE History to have achieved at least a B in History and a 6 in English Language.

Students who did not study GCSE History, to have achieved at least a B in another humanity (e.g. Geography or Business Studies) and at least a 6 in English Language.

Why is it a useful qualification?

Students who study A level History have access to a wide range of career and higher education opportunities. The skills acquired during the course are recognised and valued by employers, universities and colleges. History at A level provides an excellent foundation for a number of popular careers including law, journalism, teaching, business, civil service, archaeology and information management.

Applied Information Communication Technologies

Examination Board:	Edexcel
Available levels:	AS level XIT01 and A2 level YIT01
Entry requirements:	Minimum grade B in GCSE ICT
Head of Department:	Mr I Munshi

What are the aims of the course?

The International Advanced Level Applied ICT course provides an opportunity for learners to develop further as ICT end-users. End-users are those who use ICT, typically desktop applications, on a daily basis in a work role to enhance personal productivity, facilitate communication, enable collaborative working etc.

Each unit also has either an end-user or a practitioner focus. Practitioner-focused units require learners to demonstrate their ability to work with clients and end-users and produce products or services for someone else to use. In contrast, user-focused units assume that learners are using ICT for their own purposes and are not necessarily using ICT to produce something for someone else to use. Web Design is a key element of the creative side of the course although students will also benefit from developing a range of software skills as they provide resources from different media sources.

What is involved?

The three units covered at AS are as follows:

Unit 1 – The Information Age (Moderated Coursework):

The unit is a mixture of practical ICT activities – to do with designing and producing an e-book (a publication designed to be read on-screen) – and theory involving looking at different aspects of life in the Information Age. The first half of the scheme of work focuses on the theory and the second on the practical activities.

Unit 2 – The Digital Economy (Moderated Coursework):

The unit is a mixture of practical ICT activities – to do with extracting useful information from data – and theory involving looking at the design of transactional websites and the back office processes that take place when an online purchase is made. A major part of this unit is the building and testing of a database.

Unit 3 – The Knowledge Worker (External Exam – 2 ½ hours):

The unit is externally assessed and the examination will be based on a scenario and a model which will be supplied. Candidates will have access to the model and the scenario up to 3 working weeks prior to the exam, however no notes are allowed in the exam and the candidates must be supplied with a clean model.

The three units covered at A Level are as follows:

Unit 4 – Using Database Software (External Exam – 10 hours):

In this unit you will develop your knowledge of, and skills in using databases further. You will learn the principles of data modelling and database design as well as using relational database software to build a working database system capable of storing large quantities of data.

Unit 5 – Managing ICT projects (Moderated Coursework):

This unit will introduce you to some formal project management tools and methods. You will be able to put into practice what you have learnt from previous units studied by setting up and running a small-scale software project.

Unit 6 – Using Multimedia software (Moderated Coursework):

In this unit you will increase your understanding of the features and possibilities of tools and techniques required to produce well designed multimedia products that communicate your ideas effectively. Your work for this unit will culminate in the design, development and testing of an interactive multimedia product for a specified target audience.

For more information on the International A Level Applied ICT, visit the website at <http://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/applied-ict-2016.html>

Mathematics and Further Mathematics

Examination Board:	Edexcel
Available levels:	A level 9MA0
Entry requirements:	Grade A/8 in Mathematics and Grade A*/8 for Further Mathematics
Head of Department:	Miss Emma Chamberlain

What are the aims of the course?

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

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

What is involved?

A comprehensive knowledge of all topics from GCSE Mathematics is needed for this course. In particular, students must be confident in algebraic manipulation and trigonometry to grade 8 (or A grade if students sat the old GCSE). All students will be required to sit a basic skills test at the beginning of the course.

The Advanced course is fast paced and new concepts often build upon previous work. It is therefore essential that students approach the course with the right attitude and level of commitment from the very first lesson. Prospective students should be aware that this course requires a sustained high level of effort. Students will be expected to consolidate work completed in class with a minimum of 6 hours independent study each week. This may comprise, for example, of teacher-set work, practice of methods or further reading of the subject. Additionally, all students will complete a number of set homework assignments and intermittent practice examinations during the year.

The course content is two thirds Pure Mathematics comprising of topics such as proof, algebra & functions, coordinate geometry, sequences & series, trigonometry, exponentials & logarithms, vectors and calculus.

The final third is comprised of an Applied module, equally weighted between Statistics and Mechanics. Statistics content includes statistical sampling, data presentation and interpretation, probability, statistical distributions and statistical hypothesis testing, and Mechanics content includes quantities and units in mechanics, kinematics, forces, Newton's laws and moments.

How is it assessed?

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

PAPER 1: Pure Mathematics 1
9MA0/01

PAPER 2: Pure Mathematics 2 (Paper 1 is assumed knowledge for this)
9MA0/02

PAPER 3: Statistics and Mechanics
9MA0/03

Note: All information is correct at time of writing, but specification is still to be accredited by Ofqual.

A level Further Mathematics (EDEXCEL)

Students who have gained grade 8/A* at GCSE Mathematics and completed the GCSE Further Mathematics course during Year 11 are encouraged to consider taking both Mathematics and Further Mathematics courses for A level.

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

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

What is involved?

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

The remaining half is comprised of 2 other optional modules including Further Pure Mathematics 3 and 4, Further Statistics 1 and 2, Further Mechanics 1 and 2 and Decision Mathematics 1 and 2. Not all of these options will be available, and once the specification is confirmed, we will be better placed to inform you of the routes we are able to offer.

Specific entry requirement: Grade 8/A* in GCSE Mathematics

Why is it a useful qualification?

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

Many of the leading universities also specify that students should have studied Further Mathematics to at least some degree, so students should research the requirements for their preferred universities early to ensure entry requirements are met.

How is it assessed?

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

PAPER 1: Further Pure Mathematics 1
9FM0/01

PAPER 2: Further Pure Mathematics 2
9FM0/02

PAPERS 3 and 4: Offered options to be confirmed
9FM0/3A-D and 4A-G

Note: All information is correct at time of writing, but specification is still to be accredited by Ofqual.

Media Studies

Examination Board:	AQA
Available levels:	AS level (year 12) and A Level (year 12 and 13)
Entry requirements:	Grade 5 in English Language
Head of Department:	Miss Katy Taylor

What are the aims of the course?

To enhance students' enjoyment and appreciation of the media and its role in their everyday lives. To develop critical understanding of the media through engagement with media concepts and through creative application of practical skills.

What is involved?

AS Units:

Unit 1 and Unit 2 provide an integrated and complementary introduction to the study of the media and the contemporary media landscape. The content of both units is underpinned by a set of key media concepts and media platforms.

Media Concepts:

- Media Forms
- Media Representations
- Media Institutions
- Media Audiences

Media Platforms:

- Broadcasting
- Digital/web-based media (e-media)
- Print

Unit 1:

Requires candidates to carry out a cross-media study for an unseen examination. The study will then also be used to inform their work on Unit 2.

Unit 2:

Candidates will produce two media productions in two of the three different media platforms, with an evaluation of the productions, including a consideration of the use of the third media platform. Both units require candidates to look at cross-cultural issues where appropriate.

A2 Units:

At A2 candidates will build on their AS work to look more fully at the contexts of media production and consumption – *why* as well as *how* texts are created as they are. As well as building on the concepts studied at AS, candidates will look at some or all of the following debates and theories as appropriate:

Media Debates:

- Representation
- Media effects
- Reality TV
- News Values
- Moral panics
- Post 9/11 and the media
- Ownership and control
- Regulation and censorship
- Media technology and the digital revolution – changing technologies in the 21st Century.

Media Theories:

- Semiotics
- Structuralism and post-structuralism
- Postmodernism and its critiques
- Gender and Ethnicity
- Marxism and Hegemony
- Liberal Pluralism
- Colonialism and Post-colonialism
- Audience theories
- Genre theories

Unit 3:

Candidates will be required to study two pre-set media topics on at least one of the three media studies platforms.

Unit 4:

Candidates will produce a media product linked to their research for an individual critical investigation. In both A2 units candidates should look at cross-cultural factors and the effects of globalisation on the media where appropriate.

How is it assessed?

UNIT 1: AS - Investigating Media (**Examination**)
MEST1

UNIT 2: AS - Creating Media (**Coursework**)
MEST2

UNIT 3: A2 - Media: Critical Perspectives (**Examination**)
MEST3

UNIT 4: A2 - Media: Research and production (**Coursework**)
MEST4

Specific entry requirement:

Grade 5 in English Language.

Why is it a useful qualification?

Media Studies will enhance your enjoyment and appreciation of the media and its role in your daily life.

It will help to develop critical understanding of the media through engagement with media products and concepts and through the creative application of practical skills.

You will have the opportunity to explore production processes, technologies and other relevant contexts.

It will allow you to become independent in research skills and their application in your practical work and in developing your own views and interpretations.

Music

Examination Board:	Edexcel
Available levels:	AS level 8MU01 and A2 level 9MU01
Entry requirements:	Grade B Music GCSE or voice or instrument to grade 6 ABRSM standard and grade 5 theory
Head of Department:	Miss H Fry

What are the aims of the course?

The aims of the Music A level course are as follows. The course allows students to develop their performance skills, compose music and learn about harmony. The course aims to help the students build up their analytical skills by studying selections from the *New Anthology of Music* and wider listening.

What is involved?

- Performance - Students are required to perform a recital of several pieces of music as a soloist or as part of a small ensemble. For AS Music, this is 6-8 minutes of music and at A2 level it is a 12-15 minute recital.
- Composition - Students are required to compose a piece of music to a given brief. These are set by the examination board and the students are given a choice of composition briefs in different genres.
- In depth analysis of a wide range of pieces from multiple genres and periods of history.

Students are expected to be musical ambassadors of the school; representing Jumeirah College at musical events, attending or leading extra curricular provisions and sharing their experience and knowledge with other students.

How is it assessed?

UNIT 1: AS - Performing Music 6MU01

This unit gives the students the opportunities to perform as soloists and/or as part of an ensemble. Any instrument(s) and/or voice(s) are acceptable as part of a 5-6 minute assessed performance. *The music is chosen and assessed by the centre then moderated by Edexcel.*

30% of total AS marks 15% of total GCE marks

UNIT 2: AS - Composing 6MU02

This unit encourages students to develop their composition skills leading to the creation of a three-minute piece in response to a chosen brief. Students also write a CD sleeve note to describe aspects of their final composition and explain how other pieces of music have influenced it. *The composition and sleeve note will be externally assessed.*

30% of total AS marks 15% of total GCE marks

UNIT 4: A2 - Extended Performance 6MU04

This unit gives students opportunities to extend their performance skills as soloists and/or as part of an ensemble. Any instrument(s) and/or voice(s) are acceptable as part of a 12-15 minute assessed performance of a balanced programme of music. *The music is chosen and assessed by the centre then moderated by Edexcel.*

30% of total A2 marks 15% of total GCE marks

UNIT 5: A2 - Composition and Technical Study 6MU05

The composition section further develops students' composition skills, leading to the creation of a 3 -minute piece in response to a chosen brief. The technical study section builds on the knowledge and awareness of harmony gained in Unit 3 through the medium of pastiche studies. Students must complete 2 tasks in this unit choosing from either 1 composition and 1 technical study or 2 compositions or 2 technical studies. *Both aspects will be externally assessed.*

30% of total A2 marks 15% of total GCE marks.

UNIT 6: Further Musical Understanding 6MU06

Set works from the anthology provide the focus for much of the unit. It is recommended that students familiarise themselves with the work as a whole, before concentrating on important musical features, context and/or elements of continuity and change. Between works students should also listen to a wide range of unfamiliar music which relates to the 2 compulsory areas of study. They should learn how to compare and contrast pairs of excerpts, contextualise music and identify harmonic and tonal features. *Assessment is through a 2 hour examination paper set and marked by Edexcel.*

40% of total A2 marks 20% of total GCE marks

Specific entry requirement:

Grade B in GCSE Music and the ability to play an instrument to at least Grade 6 ABRSM (or equivalent).

Students who have not taken GCSE Music are still eligible but will require an audition with the Head of Department. The minimum requirement will be grade 6 vocal/instrument and grade 5 theory.

Why is it a useful qualification?

- To study music or performing arts in higher education
- A career in the music industry
- A career in theatre or arts management
- Music develops a variety of skills such as inter-personal skills, social awareness, it also encourages recognition and understanding of the values of other individuals and communities. Students develop skills of participation and responsible action through performing and composing with others.
- Music A level demonstrates to universities that you are a student who is capable of managing a workload outside of curriculum time, that you are dedicated and focussed as well as being creative. It is a valuable and respected A level even if you do not wish to study music at university.

Music Technology

Examination Board:	Edexcel
Available levels:	AS level 8MT01 and A level 9MT01
Entry requirements:	Grade B in Music or upon consultation with Head of Music
Head of Department:	Miss H Fry

What are the aims of the course?

The course aims to give students an understanding and experience of various different aspects of Music Technology. They will learn how to use a Recording Studio with the programme ProTools 10, and set up and record their own multi-tracks. They will also learn how to do sequencing using Logic Pro 9 on Apple Macs. The course allows students to use their musical ability and knowledge alongside learning new skills using the music technology equipment and programmes.

What is involved?

This course is designed to allow students to study music through technology, creating and arranging music using computer programmes and recording and producing music using the recording studio. It recognises technology in music as a way of music making in its own right that requires a high level of skills acquisition and application, as well as a high level of knowledge and understanding. All music produced today has been affected by technology and this specification is aimed at understanding the history and impact that technology has. It also sets out to cater equally for musicians who wish to use technology to realise traditional music and those who wish to exploit its potential for realising new music.

How is it assessed?

UNIT 1: 6MT01 AS - Unit 1: Music Technology Portfolio 1:
Students will learn and use a variety of music and music technology skills. MIDI sequencing and multi-track recording as well as arranging skills are all key components assessed through the practical work carried out. Students must complete three tasks which together make the Music Technology Portfolio 1:

Task 1A: Sequenced Realised Performance

Task 1B: Multi-track Recording

Task 1C: Creative Sequenced Arrangement

Students will also submit a logbook that will provide information on the resources used in each task as well as assessed questions on their creative sequenced arrangement.

Students will produce an audio CD entitled 'Music Technology Portfolio 1', containing: Three tracks of work as specified in the three tasks above.

70% of total AS marks

35% of total GCE marks

UNIT 2: 6MT02 AS - Listening and Analysing:
This unit provides students with an opportunity to study the styles most common in popular music. Students will have the opportunity to demonstrate this knowledge using aural discrimination skills. Students are required to study the development of popular music styles from 1910 through to the present day. This is not intended to be a comprehensive and in-depth study of every popular, jazz or rock music style, but an overview of the main styles and trends during the development of popular music.

Two special focus styles will be selected each year for more in depth study. For the special focus styles, in addition to the main fingerprints of the style, students will be expected to have an extended knowledge and understanding of context.

1 hour 45 minute listening examination, externally assessed, in the summer of the year of entry.

30% of total AS marks 15% of total GCE marks.

UNIT 3: A2 - Music Technology Portfolio 2 6MT03

Unit 3 builds on skills acquired in Unit 1, and extends these to include a composition task. It involves detailed study of Area of Study 3: The Development of Technology based Music. Students must complete three tasks which together make the Music Technology Portfolio 2:

- Task 3A:** Sequenced Integrated Performance
- Task 3B:** Multi-track Recording
- Task 3C:** Composing using Music Technology

Students will also submit a logbook which will provide information on the resources used in each task.

Students will produce an audio CD entitled 'Music Technology Portfolio 2' containing: 3 tracks of work as specified in the 3 tasks above

60% of total AS marks 30% of total GCE marks

UNIT 4: A2 - Analysing and Producing 6MT04

Students will be expected to demonstrate their knowledge of music and the principles of music technology through a series of written commentaries, manipulations and production tasks using material provided on an examination paper and recorded on an audio CD. The examination will test students' musical understanding, their ability to manipulate and correct recorded music and their ability to write commentaries on technological processes. They will also be tested on their ability to produce a balanced stereo mix.

This assessment will take the form of a two-hour examination. Each student will have an audio CD which will contain a series of music files to be imported into music production software.

40% of total AS marks 20% of total GCE marks

Specific entry requirement:

Upon consultation with Head of Music
You need strong ICT skills and strong listening skills

Why is it a useful qualification?

Music Technology is a good basis for further training and careers in all aspects of the entertainment industry especially sound engineering, equipment design and radio production work.

Music Technology is viewed by universities as a technical subject demonstrating creativity, practical ability as well as a secure understanding of popular musical history and computer/hardware literacy.

Photography

Exam board: AQA

Entry requirements: Grade B in Art and Design or upon consultation with Head of Art

Head of Department: Miss S Jackson

What are the aims of the course?

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

What is involved?

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

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

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

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

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

How is it assessed?

Component 1: 60% of total A-Level mark

Component 2: 40% of total A-Level mark

Specific Entry requirement:

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

Why is it a useful qualification?

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

Physical Education

Examination Board:	AQA
Available levels:	AS and A level
Entry requirements:	Minimum overall grade B in Physical Education and grade B in Science
Head of Department:	Mr M Dooling

What are the aims of the course?

This course aims to enhance a student's knowledge and understanding of the factors which affect performance and participation in Sport and Physical Education. Students will have opportunities to develop their skills in a variety of roles, such as performer or coach. The course covers a broad range of topics which are relevant to sporting and physical activity; these include physiological and psychological factors, as well as addressing contemporary issues such as the use of technology, ergogenic aids including performance enhancing drugs and the increasing commercialisation of sport. Students will be expected to take part in sporting or physical activities for the college on a regular basis and to maintain a high level of fitness. They should also be aware of current issues and developments in sport, for example regularly reading online/newspaper reports.

What is involved?

Curriculum organization:

- Students will usually have 6 classroom-based theory lessons per week and are expected to refine their physical performance in their chosen activity in their own time.
- The use of practical lessons to supplement the theory in an applied manner occurs where necessary.
- The main course books used will be the new *AQA* text book and *Advanced PE and Sport* by Honeybourne *et al.* AS Revise PE for AQA (new versions produced).
- Students have to compile an Individual Portfolio CD-ROM/DVD containing evidence of all of their practical work for their Non-Examination Assessment (NEA).

Independent study:

- PE students are expected to be resourceful and independent learners who should be using all available resources to supplement classroom learning.
- They should therefore be preparing and researching for each unit and demonstrating a keen interest for all topics being covered.
- Each unit demands a minimum of 2 homeworks per week.
- Students must be participating in their chosen practical activity at least 3 times per week.
- Evidence of participation in all aspects of NEA should be gathered from the beginning of the course and stored electronically.

Assessment and Reporting:

- At AS and A level components A, B and C has regular topic tests to monitor progress and provide information for reports. Final exams are sat at the end of year 12 for AS and year 13 for A level.
- Students are given clear instructions as to practical and coursework (NEA) deadlines throughout the coursework.

Extracurricular opportunities:

- Students are expected to play a full and active part in the sporting opportunities available as part of the College extra-curricular program as participants, leaders and officials.
- It is recommended that students complete the Level 2 Sports Leaders Award (available in year 12).
- They must be participating regularly in both training sessions and competitive situations in their chosen practical activity outside of normal College hours.

Specific entry requirement:

Overall GCSE PE grade B, as well as at least a B grade for the practical element of the GCSE PE course and a minimum Grade B in Biology/Additional Science. Furthermore, candidates must play regular sporting activities and be heavily involved within College sports teams.

Why is it a useful qualification?

There are now a variety of degree courses linked to sport including sports science, sports studies, sports psychology, sports business and marketing. There is a coaching and leading element to the course which enables students to maintain life long involvement in sport. Sport is now a huge global industry with many more varied career opportunities than in previous years.

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

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

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

Method of assessment: Written exam (2 hours)

NEA (30%): Performance in Physical Education

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

OR

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

Paper 1:

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

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

Paper 2:

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

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

NEA (30%): Performance in Physical Education

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

Physics

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

What are the aims of the course?

Physics is the most basic and fundamental Science. It focuses on improving our detailed understanding of nature's most fundamental laws and on using basic principles to explain the remarkable complexity observed in natural phenomena. The practice of Physics is equally broad. Some physicists focus on deep, abstract ideas concerning the most basic laws of nature, while others apply Physics to make practical innovations in technology. The A Level Physics qualification provides a seamless progression from Key Stage 4 and enables students to sustain and develop an interest in Physics and its applications.

What is involved?

A-Level:

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

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

How is it assessed?

7408/1	Paper 1	2 hr 00 min	Examination
7408/2	Paper 2	2 hr 00 min	Examination
7408/3	Paper 3	2 hr 00 min	Examination

Practical Endorsement:

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

Year 1 and Year 2:

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

Why is it a useful qualification?

The study of Physics is a discipline of problem solving and critical thinking, skills that are essential for success in many fields. The high regard of the qualification demonstrates that you are a highly able, versatile and dedicated student, traits that are very attractive to universities and employers alike. Learning about the big ideas and latest discoveries in Physics can stimulate a lifetime's interest and lead to work in an extremely wide array of future career options from IT and Engineering to Medicine and Finance, as well as careers that have not even been invented yet!

Product Design

Examination Board:	TBC (once courses verified by OFQUAL)
Available levels:	AS level and A level
Entry requirements:	Grade B in Design and Technology
Head of Department:	Mr Parkin

What are the aims of the course?

This course has been designed to encourage pupils to take a broad view of design and technology, to develop their capacity to design and make products and to appreciate the complex relations between design, materials, manufacture and marketing. The subject demands a creative, experimental and industrious approach.

What is involved?

Candidates at both AS and A2 are encouraged to develop and sustain their own innovation, creativity and technological capability. They develop a critical understanding of product design and manufacture both historically and in current practice and apply knowledge and skills of design and production to a range of technological activities. Students learn to communicate at a sophisticated level through drawings and analytical language. Many gain tremendous confidence through this process.

How is it assessed?

AS Level:

50% Examination (2 hours)

The paper will assess the candidates knowledge and understanding of core technical, design and making principles covering topics such as:

Materials

Processes

Product development

Technological developments

Health & safety and risk assessment

50% NEA (Non-Examined Assessment) Design And Make (Approximately 35-40 hours)

Candidates will submit a NEA portfolio and manufactured prototype based on an exam board set contextual challenge. The NEA will be assessed based on the following criteria:

Investigate

Design

Make

Evaluate

A-Level:

50% Examination (Length of paper is dependent on exam board)

This paper will cover the content of the AS examination along with additional topics covering specialist knowledge areas.

50% NEA (Non-Examined Assessment) Design And Make (Approximately 45 hours)

Candidates will submit a **substantial** NEA portfolio and manufactured prototype based on an independently sought out design context, problem or client. The NEA will be assessed based on the following criteria:

Investigate

Design

Make

Evaluate

***Structure/Content may change based on exam board**

Specific entry requirement:

Grade B in any of the Design and Technology options for GCSE. It is essential that students are familiar with the process of designing and developing ideas.

Why is it a useful qualification?

Design and Technology is a popular subject for students wishing to continue education at university level in it's own right and as part of an overall rounded qualification for entry to many courses. Opportunities for careers are varied. You need only to consider with an enquiring mind the world that surrounds you. A level Design Technology enables students to present an impressive folio of design work which is useful for interviews. The focus for university courses is very broad and includes the following: Product Design, Mechanical Engineering, Architecture, Furniture Design, Theatre Set Design and interior Design. Our Alumni, who successfully completed their A level Product Design course, have gone on to pursue it at degree level at prestigious universities in the UK, South Africa and Australia.

Psychology

Examination Board: **AQA**

Available levels: **A level 7182**

Entry requirements: **Grade B in Psychology (if Psychology not taken GCSE Science grade 6 required) and a GCSE grade 6 in English Language.**

Head of Department: Mr Bodalbhai

What are the aims of the course?

Why do we feel, think and behave the way we do? Psychology looks at such questions by studying the human mind and behaviour. It is a science with cutting-edge research that has real world applications to issues in everyday life, studying topics that include memory, psychopathology, biopsychology, relationships, eating behaviour and research methods.

What is involved?

- How to view the world around you from different perspectives
- How to plan and conduct scientific investigations
- How to analyse and interpret data
- How to use critical reasoning skills
- How to put across your point of view
- This new specification has a rigorous mathematical and scientific element that is featured in all aspects of the course, reflecting the pivotal role of science and investigation in psychology

How is it assessed?

PAPER 1: Introductory Topics in Psychology
Social influence, Memory, Attachment, Psychopathology

2 hour examination in June of the second year.

PAPER 2: Psychology in Context
Approaches in psychology, Biopsychology, Research methods

2 hour examination in June of the second year.

PAPER 3: Issues and Options in Psychology
Issues and debates in psychology, Relationships, Eating behaviour, Addiction

2 hour examination in June of the second year.

Each examination is weighted as 33.3% of total A level marks.

Specific entry requirement:

It is expected that students following this competitive course will have a minimum of a **grade B in GCSE Psychology and grade 6 in GCSE English Language or if Psychology not taken a Grade 6 in GCSE Science (combined science)**. Students must have a genuine interest in Psychology and a real self-discipline in their work ethic.

Why is it a useful qualification?

By studying this course you will gain an extensive academic qualification that is appropriate to a number of degrees, be it a BSc Psychology or related fields: social work, medicine, training and education.

Sociology

Examination Board:	AQA
Available levels:	A level 7192
Entry requirements:	Grade 6 in GCSE English Language
Head of Department:	Mr Bodalbhai

What are the aims of the course?

The study of Sociology focuses upon contemporary society and fosters the development of critical and reflective thinking with a respect for social diversity. This course will provide an awareness of the importance of social structure and social action in explaining social issues. Students will be encouraged to develop their own sociological awareness through active engagement with the contemporary social world.

What is involved?

- You will acquire knowledge and a critical understanding of contemporary social processes and social changes
- You will appreciate the significance of theoretical and conceptual issues in sociological debate
- You will understand and evaluate sociological methodology and a range of research methods through active involvement in the research process
- You will develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society
- You will develop a lifelong interest in social issues.

How is it assessed?

PAPER 1: Education with Theory and Methods
Education, Methods in Context, Theory and Methods
2 hour examination in June of the second year.

PAPER 2: Topics in Sociology
Families and households, The media
2 hour examination in June of the second year.

PAPER 3: Crime and Deviance with Theory and Methods
Crime and deviance, Theory and methods
2 hour examination in June of the second year.

Each examination is weighted as 33.3% of total A level marks.

Specific entry requirement:

It is expected that students will have a minimum of a grade 6 in GCSE English Language and a genuine interest in Sociology and a real self-discipline in their work ethic.

Why is it a useful qualification?

Sociology provides an excellent foundation for those considering a career in social work, nursing or medicine. It is also useful in a number of other careers such as marketing, advertising, journalism, law, politics and teaching.

Spanish

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

We recommend that students complete the full A2 course. However, The AS course is fully co-teachable with the first year of the A-level course and there will be an opportunity for students to take AS Spanish as a stand-alone qualification at the end of Year 12.

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

The AS specification builds on the knowledge, understanding and skills gained at GCSE. It constitutes an integrated study with a focus on language, culture and society. It fosters a range of transferable skills, including communication, critical thinking and creativity, which are valuable to the individual and to society. Students will develop their understanding of themes relating to the society and culture of the country or countries where Spanish is spoken, and their language skills. The approach is a focus on how Spanish-speaking society has been shaped, socially and culturally, and how it continues to change. Students study aspects of the social context together with aspects of the artistic life of Spanish-speaking countries.

At A2, Students will study technological and social change, looking at the multicultural nature of Hispanic society. They will study highlights of Hispanic artistic culture, including a focus on Spanish regional identity and the cultural heritage of past civilisations. They will learn about aspects of the diverse political landscape of the Hispanic world. Students will explore the influence of the past on present-day Hispanic communities. Throughout their studies, they learn the language in the context of Hispanic countries and issues and influences which have shaped them. Students will study texts and film and will have the opportunity to carry out independent research on an area of their choice.

How is it assessed?

AS PAPER 1:	Listening, Reading & Writing Examination: 1 hour 45 minutes	40% of AS
AS PAPER 2:	Writing Examination: 1 hour 15 minutes	30% of AS
AS PAPER 3:	Speaking Examination: 12-14 minutes	30% of AS
A -LEVEL PAPER 1:	Listening, Reading & Writing Examination: 2 hours 30 minutes	40% of A –level
A- LEVEL PAPER 2:	Writing Examination: 2hours	30% of A– level
A- LEVEL PAPER 3:	Speaking Examination: 21-23 minutes	30% of A-level

Why is it a useful qualification?

Spanish is a very popular course within education today. Almost all universities and colleges offer degrees in Spanish ranging from pure Spanish (e.g. literature and language) to more business-orientated courses (e.g. Spanish and Business, Spanish and Marketing or Spanish with International Law). This course will provide students with the relevant knowledge to continue their studies in higher education. Furthermore, students will also find Spanish an excellent complementary subject for careers in many different fields including Business Administration, Sales, Personnel, Tourism, Foreign Office and Law.

Jumeirah College A Level Results by Department 2016

A2 Results 2016

	Entries	A*	A	B	C	D	E	A*/A %	A*-B %	
Applied Business	7	0	0	0	2	3	2	0	29%	
Art and Design	15	4	5	5	1	0	0	60%	93%	
Art & Design (Photography)	4	0	1	1	0	3	0	25%	25%	
Biology	30	3	14	14	5	5	1	2	73%	
Business Studies	15	2	2	2	6	5	0	0	67%	
Chemistry	30	4	15	15	9	1	1	0	93%	
Computing	4	0	0	0	1	2	1	0	25%	
Design and Technology	5	0	1	1	1	1	0	2	40%	
Drama and Theatre Studies	7	0	0	0	2	5	0	0	29%	
Economics	32	10	11	11	8	3	0	0	91%	
English Lang. & Lit.	13	1	0	0	6	5	1	0	54%	
English Literature	7	1	1	1	3	2	0	0	71%	
French	8	1	5	5	2	0	0	0	100%	
Further Mathematics	10	5	4	4	1	0	0	0	100%	
Geography	18	0	8	8	7	3	0	0	83%	
Government & Politics	9	1	2	2	6	0	0	0	100%	
History	16	2	6	6	5	2	1	0	81%	
ICT	18	0	4	4	6	8	0	0	56%	
Mathematics	70	13	19	19	24	9	4	1	80%	
Media Studies	15	0	2	2	10	2	1	0	80%	
Physical Education	3	0	2	2	0	1	0	0	67%	
Physics	26	3	15	15	2	5	0	1	77%	
Psychology	34	7	11	11	9	6	1	0	79%	
Science in Society	1	0	0	0	0	1	0	0	0%	
Spanish	6	0	1	1	4	1	0	0	83%	
Total	403	57	129	129	124	74	13	6	46%	77%

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