



Jebel Ali School Sixth Form Prospectus

BELONG. BELIEVE. BECOME. BETTER IS ALWAYS POSSIBLE.



Contents

Welcome to JAS	3
Curriculum	5
Pastoral Care & Wellbeing	7
Blended Learning & BYOD	8
Pathways	9
E.T.H.O.S Programme	10
Timetable	20
Dress Code	21
FAQs	24
Admissions Process	25
Options & Subject Outlines	28

Welcome to Jebel Ali School Sixth Form



Mr. S Jodrell
Principal



Mrs. E Wade
Headteacher



It gives me great pleasure to welcome you to our dynamic and ever growing Sixth Form at Jebel Ali School. Building on our reputation for academic excellence, and as a school firmly focussed on wellbeing, care, and happiness; we warmly invite you to find out how we can support your son or daughter in achieving their personal goals, aspirations and ambitions.

As a leading British curriculum school with a 45-year history in the United Arab Emirates, staffed by a highly experienced teaching team, we truly are a community in which our Sixth Form students flourish, thrive, and believe that “better is always possible”. **Mr. Jodrell**

With the opening of the Sixth Form in 2021, Jebel Ali School embarked on an exciting chapter in the history of the school with our first graduating cohort now on their journeys beyond school at university and the world of work. Life in our Sixth Form combines an excellent academic offering with an exciting extra curricular programme and a wealth of opportunities for students to explore.

Our commitment to providing students with the best possible experience drives our focus on keeping classes small and having experienced teachers who can challenge students and support them in their learning. The excellent pastoral provision ensures that there is a team committed to the care and wellbeing for all students, with guidance and support as they transition through school and begin looking to their future careers.

Sixth Form is one of the most important times in a student’s life and we strive to provide an environment of exhilaration, challenge and reward. It is a time of transition, academic development and personal development that will build the foundations for life beyond the classroom. We are proud to be a part of this exciting time in our students’ school life. **Mrs. Wade**

Jebel Ali School Sixth Form

It is such a delight to be leading the dynamic and evolving Sixth Form at Jebel Ali School, our Sixth Form has increased to over 140 students this year, which has allowed us a greater scope of A level and BTEC subjects, as well as being able to develop our broad range of leadership and community opportunities. The academic provision at JAS is coupled with a strong ethos of positive pastoral care, offering support when students need it, and also having high expectations of students' academic abilities. We expect all students to have positive interactions and contribute to their community. We also provide opportunities for students to demonstrate their leadership abilities and support them in developing their study and interpersonal skills.

JAS Sixth Form Mission

- ★ Challenge and support all students to make academic progress.
- ★ Offer broad curriculum and extensive extra-curricular programmes that allow each student to pursue their interests.
- ★ Develop confident, independent and responsible learners.
- ★ Create a safe and welcoming environment that promotes staff and student wellbeing and happiness.
- ★ Enhance teaching and learning through innovation and technology.
- ★ Advise and enable each student's options and aspirations in preparation for higher education and employment.
- ★ Establish and sustain valuable links with the local and international communities.
- ★ Sustain the "Better is always possible" ethos of the school through leadership opportunities and community contributions.



Ms. S Davies

Assistant Headteacher
Sixth Form

***"We cannot always
build the future for our
youth, but we can build
our youth for the
future."***

Franklin D. Roosevelt.





Mr. S. Brown

Deputy Head Academic

“Work hard now. Don’t wait. If you work hard enough, you’ll be given what you deserve.”

Shaquille O’Neal



Curriculum

A Level (Advanced Level) and BTEC (Business and Technology Education Council)

We are a **British curriculum school**, and we offer 24 different A Levels and a range of BTEC qualifications at Jebel Ali School. A Levels are offered across a wide range of subject areas and students can select to study three or four A Level subjects, a BTEC and A Level combinations or two BTEC courses (Subsidiary Diploma, worth 1 A Level and Diploma, worth 2 A Levels). Similar to a GCSE qualification, A Levels are usually linear qualifications, where students sit an examination at the end of the two-year course, although the modular International A Level is offered in Geography and Mathematics. Other A level courses may also change to modular depending on Departmental professional judgement on their effectiveness for positive student outcomes. Depending on the course and its content, examinations can be theoretical and/or practical. BTEC courses are slightly different, in that students undertake regular assessments throughout the two years, which makes this an ideal option for students who prefer more regular assessment, rather than a terminal examination.

Students receive purposeful teaching time and spend the majority of their two-year study learning, consolidating and applying newfound knowledge and understanding. Both linear qualifications and BTEC courses lend themselves to ongoing revision, which helps embed knowledge and, in turn, increases a student’s ability to retain and retrieve course content. Our ‘blended learning’ teaching method provides students with unlimited access to revisit and revise content throughout the course.

Academic Progress

All students sit a cognitive ability assessment on arrival into Sixth Form, which enables us to generate target grades. Student academic progress is measured regularly, and Data Driven Intervention allows staff to identify and assist students who may benefit from addressing areas of challenge or need additional support.

Curriculum

Extended Project Qualification (EPQ)

The EPQ is a stand-alone qualification which allows a student to extend their expertise in a chosen topic. Students select a subject and title that could be related to one of their accompanying A Levels, or could reflect an area of passion. We advise students to select a topic that is of personal interest, or one that will help with their desired career. The highlight of the EPQ, for university applications, is that students are expected to complete the work independently and to project manage their own “Extended Projects”. Students will receive support to complete this qualification; a weekly session on their timetable (for instruction or independent study) and an EPQ tutor who will advise and guide them throughout. The EPQ is valued as “half” an A level for UCAS applications and can be used as an example of independent study in students’ personal statements for university admission in the UK, Europe, USA, Canada and the rest of the world.

Students who wish to complete the EPQ should have attained a Grade 6 in their English Language GCSE.

“The EPQ prepares A-level students excellently for university-level study and may help boost their UCAS application. The University is also supportive of students undertaking other research projects or qualifications.”

Manchester University, 2022



Mr. Z Erskine
EPQ Co-ordinator





Mrs. E Berry

Assistant Headteacher
Care & Wellbeing

“Do not judge me by my success, judge me by how many times I fell down and got back up again”.

Nelson Mandela



Pastoral Care and Wellbeing

At JAS we value and encourage character and wellbeing development. In addition to academic excellence, we seek to prepare our students for the outside world by helping them develop life skills that will allow them to not only cope with the pressures of everyday life, but also take on challenges and achieve aspirational goals. These skills include grit, optimism, resilience, growth mindset, engagement, and mindfulness, amongst others. We encourage our students to take ownership of their happiness and well-being and give them the tools to do so.

Enrichment, Community and Student Leadership

Sixth Form students have an array of extra-curricular activities available to them; from representing a JAS sports team to joining or leading a subject society. Sixth Form students have the opportunity to inspire their peers by creating and leading clubs or community initiatives. Within our ECA programme, students discover themselves and pursue their passions. Each Sixth Form student is also expected to make a community contribution, be that supporting ECAs, helping in lessons or supporting whole school events such as the Dubai 30x30 fitness scheme. Contributing to the wider community of the school enables students to be part of a positive education model which benefits us all. Finally, we encourage students to apply for leadership positions within the school to enable them an opportunity to develop their communication, collaboration and team building attributes. We encourage our Sixth Form students to be an active and vibrant presence around the school, encouraging a “better is always possible” mindset and a sense of becoming role models for future generations of Jebel Ali students.



Blended Learning and BYOD

Our teaching and learning methods bridge the gap between secondary school and university study, we use a method known as blended learning. Blended learning is an approach to education that combines online educational materials with traditional classroom methods.

There are many advantages to blended learning:

Future-Proofing: It balances lesson time with independent study time. This prepares students to be responsible and productive with increased independence at Sixth Form and University.

Better Engagement: Course content is accessible and available as and when required. Students have ownership over the time and place in which they learn.

Self-Paced Learning: It allows all students to learn at a pace which suits them.

Deeper Learning: When students complete tasks and assignments outside of the classroom, it allows teachers more time in lessons to explore deeper context and content.

Bring Your Own Device (BYOD)

At JAS Sixth Form, each student owns and uses their own Apple device to support and enhance their education. Students benefit from the thousands of education applications available to collaborate, create and communicate. The curriculum in the Sixth Form lends itself more to working on a laptop device; students can, therefore, use a MacBook.

Pathways

Upon applying to JAS Sixth Form, students will be invited to attend a guidance interview with a member of the Year 11 or Sixth Form team. Guidance interviews provide personalised advice based on a student's aspirations and aim to inform them of appropriate courses and pathways. We know that there is an apparent correlation between a student's passion and their likelihood to succeed, therefore whether attending a guidance interview or independently perusing our academic provision, we advise students to consider, first, their interest and enthusiasm for the subject; second, the potential to access university courses; and, third, to think about their career aspirations. We are offering A Levels and the BTEC Subsidiary Diploma (equivalent to **one A level**), and BTEC Diploma (equivalent to **two A Levels**).

Universities offer their places based on qualifications gained and experiences established. Our choice from five pathways (see right) allows each student to tailor their qualifications and experiences to their interests and aspirations. Our academic pathways suit students with University aspirations and students who would prefer to enter an apprenticeship or career after graduation.

Resit GCSE English and Mathematics

JAS Sixth Form is committed to ensure that all learners are suitably prepared for higher education and employment, and so, as per statutory guidelines set out by the UK government, should a student not achieve at least a grade 4 in GCSE English Language and/or GCSE Mathematics, they must re-sit the examination at Sixth Form. Students who are required to retake an examination will be supported with timetabled Maths or English lessons alongside their A Level lessons.

Options information is available from Page 29

1

3x A-LEVELS

2

3x A-LEVELS
OPTIONAL EPQ

3

BTEC DIPLOMA AND A
LEVEL/S

4

BTEC COMBINATIONS
OPTIONAL EPQ

5

4x A-LEVELS

E.T.H.O.S Programme

The ethos of a school and its Sixth Form characterises a young person, or a community of young people. Aside from our academic offering, we deliver a purposeful and personalised E.T.H.O.S programme, it is this holistic provision that sets us apart from other local sixth forms. It enables and encourages character in all of our young people, allowing them to thrive, not only at JAS, but long after graduation, in pursuit of their interests and aspirations.

Our ETHOS is built up of five programmes:

Enrichment

Tutoring

Health & Wellbeing

Options & Aspirations

Skills (Life and Study Skills)



Ms S Davies

Assistant Headteacher Sixth
Form

“At JAS Sixth Form, academic success is a non-negotiable, but of equal value is the array of experiences that our young people are offered, enjoy and subsequently learn from. Our pioneering ETHOS programme ensures JAS students develop essential skills prior to university and employment. There is, and will always be more to JAS students than the grades that they graduate with!”



E.T.H.O.S - Enrichment Programme

At Jebel Ali School, we wholeheartedly believe in providing a broad range of activities, opportunities and expectations for all of our students. Particularly in the Sixth Form, we expect the students to become role models for our wider school community. Our enrichment programme enhances the value of provision at JAS Sixth Form, providing opportunities for self-reflection, setting challenges and enabling students to rise to leadership. Community contribution opportunities enable students to become valued, mature young people, demonstrating their potential. Students are provided with an abundant array of opportunities and are supported to develop additional and essential skills, qualities and experiences in their chosen role, responsibility, interest or aspiration.

JAS Student Leadership Programme

Sixth Form students are our most mature and responsible students, and are role models for all other JAS students. Our broad range of leadership opportunities encourage and empower students to demonstrate initiative and ownership, to feel confident and comfortable representing the student voice, to work closely with staff and to personify the JAS values at whole school and Sixth Form events. Leadership opportunities include, but are not limited to; creating and leading clubs or societies, completing the Duke of Edinburgh's Gold Award, becoming a peer-coach, an academic mentor, a JAS prefect, a House Leader, leading and/or becoming part of the Student Leadership Team.



Miss C Thompson
International Award
Co-ordinator

“JAS Sixth Form reflects our Jebel Ali vision, mission and values, it focuses on developing well rounded, successful students. Grades alone are not enough and JAS Sixth Form will push students’ boundaries and stretch their limits, both academically and personally.”



E.T.H.O.S - Enrichment Programme

Peer Coaching (Holistic) & Academic Mentoring

Students are given the opportunity to personify JAS values and become a role model to our younger students. After undergoing a certified training programme over 2 terms, Sixth Form Peer Coaches will meet with younger students and talk from personal experience (emotional concerns, friendship difficulties, body confidence). The Academic Mentors undertake a shorter training period and will support younger students with academic skills such as organisation or content. All students will receive support and guidance from a qualified member of staff.

Community Contribution

All Sixth Form Students are expected to make a contribution to our JAS community, that may be through the variety of leadership, coaching or mentoring opportunities outlined above, and could also include: leading or supporting an Extracurricular Activity or a Jebel Ali School Society, running a charity initiative or supporting students with languages, reading, Art or PE lessons.

Trips

At JAS we offer the Duke of Edinburgh's (DofE) International Award; Bronze Award in Year 10, Silver Award in Year 11 and Gold Award in Year 12. As part of the Gold Award, Sixth Form students are expected to complete community service, commit to learning a new skill, commit to regular physical recreation and complete a 5-day/4-night adventurous journey, which includes a project. The adventurous journey is likely to be an overseas residential, which is a truly memorable experience for all students involved.



Mrs. E Hitie

Academic Mentoring Leader



Ms C Bate and Ms Z Perks
Peer Coaching Leaders



Miss H Dunn

Head of Year 12

“JAS instils morals and values in all students. Each student bestows the knowledge, skills, confidence and independence for them to thrive in the real world. The Sixth Form is the culmination of an incredible learning journey that bridges the gap between school, university, and employment, ultimately preparing students for their future of choice.”



E.T.H.O.S - Tutor Programme

Each student is assigned a tutor group, this small group of students will meet frequently throughout the week to receive academic and pastoral support. Although students have allocated tutor sessions, they also have direct access to their tutor and Head of Year when required.

Tutor (Pastoral)

Content covered in tutor sessions varies each week, students will cover compulsory sessions of Moral and Social Education and Islamic (if applicable), alongside sessions of our Options & Aspirations Programme and Positive Education Programme.

- Positive Education (Thrive) - These sessions encourage students to reflect upon and develop traits, values, and self-preservation strategies.
- Moral & Social Education - As directed by the KHDA, all schools must deliver Moral & Social Education to all of its students. These sessions cover the following topics; character and morality; the individual and the community; civic studies; and cultural studies.

Research and Reading & EPQ

Year 12 students who elect to take the EPQ take part in a Research and Reading program of study in term one. After which, students will use the designated lessons each week to research and complete their project. In term one sessions are teacher-led, from term two, students undertake independent study.



Miss M Boocock
Head of Year 13

"The support, personalised provision and enrichment opportunities that each Sixth Form student receives will inevitably help them in years to come."



E.T.H.O.S - Skills Programme (Life Skills)

As the majority of expatriate students relocate for University upon graduation of Sixth Form, our Life Skills Programme aims to develop independence, personal responsibility and self-confidence in all students ahead of their relocation. JAS Life Skills Programme focuses on equipping students with essential life-long skills, enabling them to live confidently and independently as they move away from home.

E.T.H.O.S - Skills Programme (Study Skills)

We know, through links with reputable UK universities, that successful preparation for leaving home and studying abroad is essential, particularly for expatriate students. Teaching students to cope successfully by themselves can sometimes be the difference between them completing their course or not. JAS Sixth Form students will be suitably prepared for their chosen university or employment through the completion of our JAS Study Skills Programme that develops academic confidence, knowledge and independence.

JAS Study Skills Programme focuses on essential skills for successful study. Development of said skills will not only help students whilst at Sixth Form, but also whilst at University and throughout a student's career. Study skills sessions combine an induction to future-ready technology, efficient learning strategies, effective researching, referencing and essay writing techniques, and exam preparation skills and strategies.



E.T.H.O.S - Health and Wellbeing Programme

JAS have always prioritised students' health and wellbeing alongside their academics. Upon reviewing the results of the annual GL Pupil Attitudes to Self and School (PASS) assessment, our students are amongst the happiest and most comfortable across Dubai. This remains a priority in the Sixth Form.

Academic and Pastoral Support

All JAS students have a great support structure around them. Staff are on hand to offer guidance, advice and direction when necessary and each student has access to, and is able to arrange a meeting with their Tutor, their Head of Year and our School Counsellor, our School Counsellor offers continual support for students, staff and parents who would like to talk or seek personal advice.

Infrastructure

Sixth Form students have a dedicated space called 'The Hub', here they can silently study, collaborate over assignments, relax on the sofas, or make use of the kettle, microwave and fridge. Students also have the opportunity to use the School Canteen throughout the school day.

Initiatives

JAS annually hosts initiatives which encourage all of our students to lead healthy, active lifestyles; Dubai's 30:30 Fitness Challenge and Health & Wellbeing Workshops/Assemblies.

“The Sixth Form transition is an exciting one, as it gives students the opportunity to develop academically, personally and emotionally. Whilst it is a new and exciting time, it may come with certain challenges. My role is to guide and support students' wellbeing, enabling them to become confident and resilient individuals.”

E.T.H.O.S - Options and Aspirations Programme

Our Sixth Form Options and Aspirations Programme helps students to make a well-informed and confident transition to University and/or employment. This programme starts long before joining JAS Sixth Form. From Year 9, students will have explored pathways and careers prior to selecting their GCSE subjects. Upon joining JAS Sixth Form a similar process occurs, each student can organise and attend a guidance interview with our Options and Aspirations Advisor, to seek advice and to support students in discovering appropriate courses and pathways available to them.

There is an apparent correlation between a student's passion and the likelihood of success. Therefore, whether attending a guidance interview or independently perusing our academic offering, we advise students to consider, firstly, their interest and enthusiasm for the subject; secondly, the potential to help access University courses; and, thirdly, to think about their career aspirations.

Post-16 Pathways

We know that JAS students will apply to universities all over the world - whilst the application process differs from country to country, e.g. the UCAS system for the UK and the Common Application process for the US, the support and guidance that each student receives with us is second-to-none. Our experienced staff; their tutor, their Head of Year and our Options and Aspirations Advisor, will all get to know a student's interests and offer bespoke advice on their aspirations.



Mr. B Thompson
Options and
Aspirations Advisor

“Sixth Form is an important stage of education, it is the catalyst to careers and an avenue to aspirations. With the advice and support from our options and aspirations team, students will be able to make well-informed decisions about their future endeavours.

Our options and aspirations programme is conducted at crucial points but support is accessible and encouraged throughout.”



E.T.H.O.S - Options and Aspirations Programme

Unifrog is our chosen online careers platform, Upper-Secondary and Sixth Form students will use Unifrog as part of their extensive options and aspirations programme. Unifrog allows students to explore job suitability profiling, to discover careers and universities around the world, and to update their online record of achievement. Unifrog will also be used to create and manage student applications to universities.

Work Experience and MOOCs

Students will be encouraged to undertake work experience in Year 12 and are supported to do so. Voluntary work is invaluable and sought-after within University and/or job applications. Students are also encouraged to sign up to, and complete MOOCs. These are online workshops and courses that demonstrate a student's commitment to a desired career and provides them with industry insight and relevant knowledge.

University Representatives and Industry Experts

The Sixth Form will welcome representatives from a range of universities and industries who will inform and advise students towards their future aspirations. Global University representatives offer application advice, skill-specific workshops and present on available courses. Businessmen and women across popular industries will present on the skills, qualities and qualifications required for employment. Students will be encouraged to attend relevant sessions and engage in discussion with University and industry experts.

University Requirements

If you aspire to go to University, you should be aware of the academic prerequisites (courses and grades) that universities look upon entry. Each University has different requirements that are adjusted annually, please check individual University websites for 'Admission Requirements' or refer to the ['Informed Choices'](#) website.

A Level and BTEC Fees

Examination fees are payable upon confirmation of the examinations being taken by the student, usually Term 2 of Year 13, unless students are entered on to modular examinations (Mathematics and Geography).

A level exam fees range from 800 to 1500 AED per subject. Parents will be invoiced by the school. Variation in the fee structure is dependent on the nature of the course and is *controlled by the examining body*.

BTEC fees range from 1400 to 2000 AED per subject, they differ from A levels, they are payable after registration (due to being coursework based and no terminal exam), payable in Term 1 in Year 12. Practical subjects that include external moderation are often more expensive. JAS commits to working with other Dubai schools to share international moderators and hence try to keep costs down.

“Age is foolish and forgetful when it underestimates youth.”

– J. K. Rowling.



Timetable

The JAS Sixth Form timetable is pioneering and unique in its offering. Whilst our priority is to ensure students receive sufficient A Level study time, our timetable is carefully designed to encourage and enhance the health, wellbeing, interests, aspirations and personal progress of our students.

All A Level subjects and the BTEC Foundation Diploma, are allocated six hours per week. The BTEC Diploma courses are allocated twelve hours per week. Students are encouraged to undertake additional independent study. Our timetable operates both single lessons and double lessons to encourage deeper learning and allows teachers flexibility in how they deliver content.

Timetable explained:

- Lessons - Time with our Sixth Form subject specialists.
- Tutor Time - Time with our Sixth Form pastoral team, P1, Monday, Tuesday and Wednesday.
- Thursday Morning P1: EPQ for students who have opted in. Students not opting for EPQ can arrive at school at 8.20 am, Lesson 2, and sign in at reception
- Friday Morning P1. If students do not have a lesson they can arrive for 8.20am, Lesson 2 and sign in at reception.
- Directed Study - Tasks to be completed outside of the classroom.
- Independent Study - Time for students to study independently.

We also expect students to take some allocated time each week for other responsibilities, such as Peer Coaching, Academic Mentoring, leadership roles or community contributions.

MONDAY - THURSDAY

P1 7:40-8:20

P2 8:25-9:20

P3 9:25-10:20

Break

P4 10:45-11:40

P5 11:45-12:40

Lunch

P6 13:25-14:20

P7 14:25-15:20

FRIDAY

P1 7:40-8:20

P2 8:20-9:00

P3 9:00-9:40

Break

P4 10:00-10:40

P5 10:40-11:20

P6 11:20-12:00

Dress Code



At Jebel Ali School Sixth Form, students are not required to wear uniform, instead we allow our mature, independent and responsible learners to wear professional business attire or home country national attire respectful to local (UAE) customs pertaining to dress code. Our Sixth Form dress code maintains a neat, tidy and formal appearance for all of our learners and promotes independence, responsibility and individuality. Such skills will be essential when students later prepare for interviews and employment.

General Guidelines

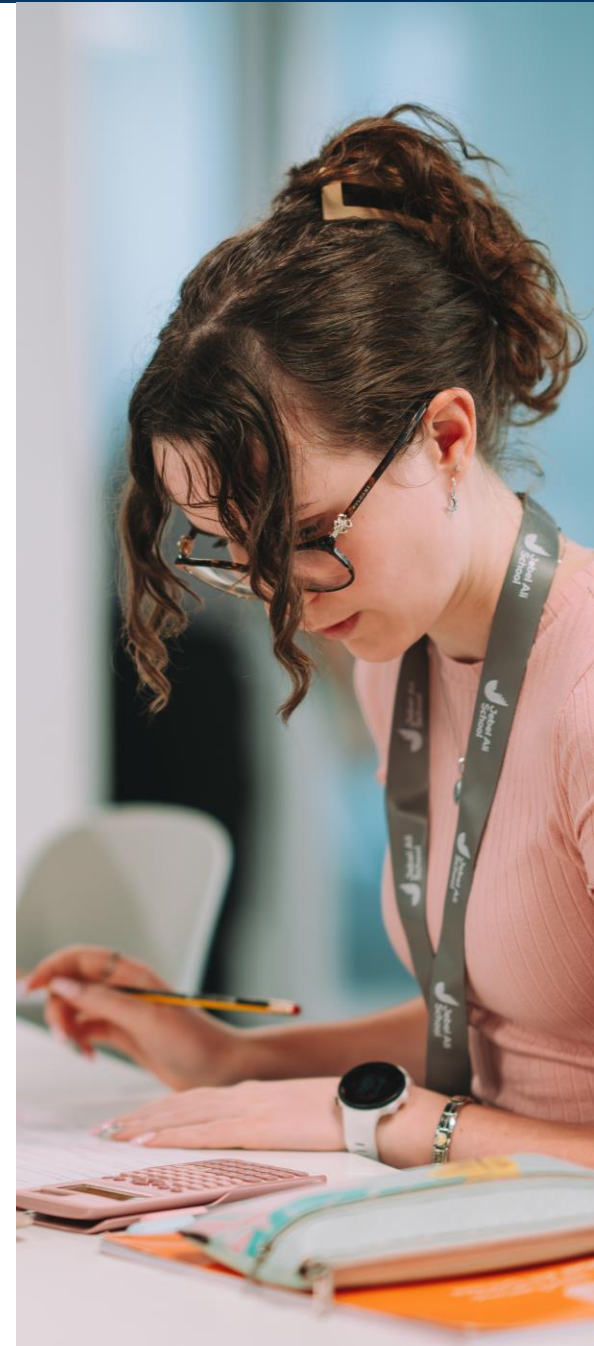
- All clothing must respect the local culture.
- All clothing must fit so that students are able to maintain decency at all times.
- Tight clothing, hats and visible tattoos are not permitted.
- Undergarments should not be visible at any time.

Hair

- Haircuts and facial hair must reciprocate our clean, neat and tidy dress code.
- Dramatic hair colour is not permitted and headbands must not be excessive.
- Hair must not be shaved below a number/grade 2 (6mm).

Jewellery and Piercings

- Minimal jewellery is allowed but must be discreet (including a watch, ring, necklace, bracelet). You are allowed one pair of small earrings in the lower ear only. Excessive styles, bars and large loops are not permitted. No facial piercings are allowed.





Dress Code

Formal collared shirt that could be worn with a tie. The shirt may be long sleeved or short sleeved but must be tucked in at all times.

Formal shirt or blouse should be modest and take into account the local culture - shoulders, midriff and cleavage should not be visible.

Formal plain, round or “V” neck jumper or cardigan is optional.

Suits, suit jackets, waistcoats, ties or bow ties are optional.

Casual shirts (e.g. heavily-patterned shirts, polo shirts, thick checked-shirts, t-shirt style tops, strappy tops and translucent tops), sweatshirts or hoodies, large prints or designs are not permitted.

Formal tailored trousers in acceptable colours (charcoal, grey, black or navy).

Casual trousers (e.g. cargo, chinos, jeans, “elephant pants”, leggings, “jeggings”, trousers with rivets or drainpipe trousers) are not permitted. Formal, tailored skirt or dress in acceptable colours (charcoal, grey, black or navy). Must be no shorter than knee-length.

Formal polished leather shoes designed to be worn with formal work trousers or smart sandals (with a heel strap). Heels can be worn but must not exceed 4cm. Casual footwear (e.g. loafers, casual sandals, canvas shoes or trainers) are not permitted.

PERMITTED

NOT PERMITTED



- ✓ Formal round or 'V' neck jumper or cardigan.
- ✗ Hoodies, sweatshirts or printed jumpers.



- ✓ Formal shirt or blouse.
- ✗ Heavily-patterned shirts, polo shirts, thick checked-shirts, or grandad collars. Visible shoulders, midriff and/or cleavage.



- ✓ Formal trousers
- ✗ Chinos, jeans, elephant pants, leggings or jeggings.



- ✓ Formal skirt or dress.
- ✗ Skirt or dress above the knee, bare shoulders and translucent fabric.



- ✓ Formal polished shoes, low heel and back strap/support.
- ✗ Loafers, high heels, flip-flops, sandals, canvas shoes or trainers.



Frequently Asked Questions

How many subjects can I study?

University entry requirements usually state 3 A Level subjects or a combination of BTEC qualifications or BTEC and A Level, but this very much depends on the university that you are applying for. You have the choice at JAS to study 3 or 4 different A Level subjects or a combination of BTEC courses or BTEC and A Level courses, as well as an additional Extended Project (EPQ). We will offer bespoke advice throughout the application process and continuing through Year 12 and 13, advice will be based on previous achievements, interests and future aspirations.

Can I study an A Level or BTEC subject without studying the GCSE?

If you have studied the GCSE in the subject you will have a greater knowledge and understanding of the A Level or BTEC content. However, there are many examples of students who have successfully studied A Level or BTEC courses without previously studying the GCSE. Advice and a final decision will be made upon your guidance interview.

Are A Levels and BTEC courses a lot harder than GCSEs?

Yes, A Levels and BTEC courses are more challenging than a GCSE. Post 16 courses will go into more detail and depth over more topic areas. Having said that, there are many similarities with the GCSE qualification; for A Level, you will study for two years and sit examinations at the end of the course. BTEC is assessed over the two years, more akin to completing coursework assessments throughout. Given the experience you gain by completing your GCSEs, and with JAS staff on hand to offer support along the way, you will be able to complete an A Levels or BTEC successfully if you work hard throughout.

“If you have any questions regarding our admissions process, please do not hesitate to get in touch. One of our team would be delighted to advise and guide you through the process from your initial enquiry to the student’s first day.”



Internal Admissions to JAS Sixth Form:

All JAS students are reserved a Sixth Form place. **Students must meet the entry criteria for study at JAS Sixth Form, this includes: achieving 5 pass grades at GCSE (4 and above) and BTEC (Pass and above), including pass grades (4 and above) in Mathematics and English GCSE.** In addition, entry criteria for specific subjects are outlined in subject areas. After being offered a conditional place, students must accept within five working days.

External Admissions to JAS Sixth Form:

All external applicants must complete the online application form and pay an application fee of AED 525 (inclusive of 5% VAT), refunded if your application is unsuccessful. Internal applications are prioritised, but external applications will be considered over the course of the year. Please read the specifications, in bold above, for general entry criteria. The prospectus details entry requirements for specific A level or BTEC subjects. After being offered a conditional place, students must accept within five working days.

Together with your application, you must submit all supporting documentation, including; a copy of the most recent end-of-year school report and the contact details of a referee (tutor or head of year) at your current school. A full list of documentation and admission requirements can be found on our website.

All admissions to Jebel Ali Sixth Form are subject to the approval of the Sixth Form and Senior Leadership Team. Final admission decisions will be based on an evaluation of the student's academic profile as well as a holistic overview of student progress and attitude to learning. Students entering Sixth Form must have exemplary attitudes to learning and reflect the JAS values.

Admissions Process

KHDA Equivalencies:

In line with KHDA requirements, students transferring from a different curriculum within Dubai must seek UAE Ministry of Education approval. This must be completed prior to enrolment and our admissions team will guide you through this process.

Entry Requirements:

To access A Level and BTEC courses, students must attain the minimum of **5 GCSE and BTEC passes at Grade 4, Pass at BTEC, or above** and demonstrate a good attitude to learning. **For specific entry criteria please see the options information from page 29 onwards, for further details. Most A-levels require at least a Grade 6 at GCSE or Grade 5 at MYP. BTEC courses require Grade 6 at GCSE, Grade 5 at MYP or Pass at BTEC.** On GCSE Results Day, all applicants must email admissions@jebelalischool.org **before 2pm (UAE time)** and attach a scanned copy of their GCSE grades, or a letter from your school, to prove you have met our entry requirements. Confirmed offers will then be sent to you.

Please note: An original Leaving Certificate from the previous school is required to register a child with any school in the United Arab Emirates. Please ensure you request a Leaving Certificate from your current school if you are arriving from outside Dubai. Students transferring from Dubai Schools should give notice to the current school that they will be transferring to Jebel Ali School. Without a Leaving Certificate, we are unable to register you with the Ministry of Education and you will not be able to attend school in the UAE. The certificate must not be dated more than three months prior to the date of entry to the new school.



Admissions Timeline

DATE	PROCESS	FOR
All year	Application Process is open	External students
November 13th	Sixth Form Open Evening	All students
November 20th	Sixth Form Options & Intentions Deadline	Existing JAS students
January to March	Sixth Form Guidance Interviews	All students
January to July	Sixth Form Offers	All students
August 21st	GCSE Results Day, all GCSE results must be sent to JAS by 2pm UAE time.	External students
August 22nd - 25th	Confirmation of Options Choices (based on GCSE results)	All students



OPTIONS

A Level Options

Arabic	History
Art & Design	Mathematics
Biology	Further Mathematics
Business	Media Studies
Chemistry	Music
Design & Technology	Photography
Drama & Theatre	Physical Education
Economics	Physics
English	Politics
English Literature	Psychology
French	Sociology
Geography	Spanish

BTEC Options

- Business BTEC Subsidiary Diploma (1 A level)
- Business BTEC Diploma (2 A Levels)
- Information Technology BTEC Subsidiary Diploma (1 A level)
- Sport BTEC Subsidiary Diploma (1 A level)
- Travel and Tourism BTEC Subsidiary Diploma (1 A Level)
- Performing Arts BTEC Subsidiary Diploma (1 A level)

Please note that the subjects and syllabus details outlined in this prospectus may change, A level courses may change to a modular pathway. Course availability is also subject to student numbers.

Options

JAS Sixth Form Options are devised from years of experience in supporting students' aspirations. Where possible, we try to keep a logical selection of subjects in separate option blocks, this will allow students to select three or four relevant A Level subjects or a combination of BTEC and A Level, to support their university and career aspirations.

Students most commonly would select 3 x A Levels or a combination of BTEC courses with A level., or BTEC Diploma (worth 2 x A Levels) and BTEC Subsidiary Diploma (worth 1 x A Level.) We support students studying 4 x A Levels, with the expectation that these students will have excelled in their GCSE examinations. Students studying 3 x A Level subjects or BTEC and A Level combination can also opt to study independently for the EPQ. Students wishing to pursue the EPQ should have attained a grade 6 in English Language GCSE.

You must research university requirements to help you make informed decisions about A Level or BTEC courses. You can also explore different university websites for their specific entry requirements.

Please note that the subjects and syllabus details outlined in this prospectus may change, depending on the professional judgements of staff. A level courses may change to a modular pathway. Courses availability is also subject to student numbers.

As per government guidelines below, some subjects may be selected for you.

Ministry of Education: students with an Arab passport must continue to study Arabic, & Muslim students must continue to study Islamic Education.

UK Government: students who do not achieve at least a Grade 4 in Maths or English GCSE, must retake the GCSE examination.

Arabic

Component 1: During the examination, students are not permitted access to a dictionary or to any documentation related to their research.

- Section A: Translation into English
- Section B: Reading
- Section C: Writing

Component 2: This paper includes a translation exercise and two essays on either two literary texts or one literary text and one film (students must not answer questions on two films).

- Section A: Translation into Arabic
- Section B: Written response to works
- Section C: Written response to works

Component 3: This paper includes a listening comprehension and a question that assesses listening, reading and writing skills together.

- Section A: Listening comprehension
- Section B: Listening, reading and writing question

Component	Assessment Type	Weighting
Component 1: Translation into English, reading comprehension and writing (research question) in Arabic.	Written Examination: 150 minutes	40%
Component 2: Translation into Arabic and written response to works.	Written Examination: 160 minutes	30%
Component 3: Listening, Reading and Writing in Arabic.	Written Examination: 135 minutes	30%



Ms E Hasan
Director of Arabic

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Compulsory for some pupils

Exam Board	Edexcel
Course Code	9AA0
Specification	LINK





Mrs. E Scarr
Head of Art and
Photography

Entry Requirements

GCSE **Grade 6**, or
MYP **Grade 5**

Previous study is **desirable**

Art & Design

A Level Art and Design is a broad and flexible course. You will develop skills to enable you to develop, review and refine ideas, analyse contextual and other sources to inform your investigations, explore and select appropriate resources, media, materials, techniques and processes, record your ideas, observation and insights and present personal and meaningful responses.

A Level Art and Design is the right subject for you if you enjoy:

- Thinking independently and developing, refining and communicating your ideas.
- Analysing your own work and the work of others to inform your ideas.
- Experimenting/taking risks in order to solve problems.
- Producing personal creative outcomes.

You will explore practical and critical/contextual work through a range of processes and media.

- Through the disciplines of painting and drawing, printmaking, sculpture, lens-based image making.

Exam Board	Edexcel
Course Code	9FA0
Specification	LINK

Component	Assessment Type	Weighting
Component 1: Personal Investigation	Internal Assessment: Students will produce a portfolio of practical and written work based on personal starting points.	60%
Component 2: Externally Set Assignment	Internal Assessment: Students will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.	40%





Ms P Bajwa
Head of Science

Entry Requirements

GCSE **Grade 7** or
MYP **Grade 7** with Mathematics
Grade 7
Previous study is **essential**

Exam Board	Edexcel
Course Code	9BN0
Specification	LINK



Biology

The Biology A Level course will engage and inspire the scientists of the future. Four unifying principles form the foundation of modern biology: cell theory, evolutionary theory, the gene theory and the principle of homeostasis. These four principles are important to each and every field of Biology. The topics that will be studied have been selected to encourage students to develop as scientists and give them the skills to succeed in their chosen pathway.

Topics common to both papers: Biological Molecules; Cells, viruses and reproduction of living things; Classification and Biodiversity; Exchange and Transport.

Paper 1 topics: Energy for Biological Processes; Microbiology and Pathogens and Modern Genetics.

Paper 2 topics: Origins of genetic variation; Control Systems; Ecosystems

Assessment: There are three externally assessed examinations at A-level. Students are also required to complete twelve core practicals and these will be internally assessed. Paper 3 examines students on all topics and practical application skills, whereas Papers 1 and 2 focus on specific topics.

Component	Assessment Type	Weighting
Component 1: Paper 1	Written Examination: 105 minutes	30%
Component 2: Paper 2	Written Examination: 105 minutes	30%
Component 3: Paper 3	Written Examination: 150 minutes	40%

Business

A Level Business introduces students to the fundamental principles of all business.

Theme 1: Marketing and people

- meeting customer needs
- the market
- marketing mix and strategy
- managing people
- entrepreneurs and leaders.

Theme 2: Managing business activities

- raising finance
- financial planning
- managing finance
- resource management
- external influences.

Theme 3: Business decisions and strategy

- business objectives and strategy
- business growth
- decision-making techniques
- influences on business decisions
- assessing competitiveness
- managing change.

Theme 4: Global business

- globalisation
- global markets and business expansion
- global marketing
- global industries and companies (multinational corporations).

Component	Assessment Type	Weighting
Component 1: Marketing, people and global businesses	Written Examination: 120 minutes	35%
Component 2: Business activities, decisions and strategy	Written Examination: 120 minutes	35%
Component 3: Investigating business in a competitive environment	Written Examination: 120 minutes	30%



Mrs. L Secker

Head of Business and Economics

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **desirable**

Exam Board	Edexcel
Course Code	9BS0
Specification	LINK





Mrs. E Sweet Jones

BTEC course co-ordinator

Entry Requirements

GCSE **Grade 6** or
MYP **Grade 5** in
Economics or
Business Studies

Previous study is **desirable**

Exam Board	Edexcel
Course Code	Level 3
Specification	LINK



BTEC International Level 3 Subsidiary Diploma in Business

The Subsidiary Diploma in Business has been designed for learners who want a broad basis of study for the business sector. This is **equivalent to 1 A Level**, it is designed to support progress to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels. The core units give learners an introduction to and understanding of business activity, marketing, management, finance and decision making.

Aims and course details:

This course is different to others on offer at JAS, it will run across two years and is assessed 100% by completing coursework tasks, applying business knowledge to real business situations. The benefit to learners of undertaking this BTEC course is that once you have submitted your work for assessment you can have the opportunity to improve it and resubmit.

You will develop excellent research skills and become an independent learner, the course will enable you to relate theory to real life - there will be opportunities to visit local businesses and tourist attractions to enhance your learning.

What the course leads on to:

This course leads onto either university acceptance or the world of work. It is recognised by most universities for progressing onto degree courses such as Business and Management, Business and Finance, Business with Human Resource Management, International Management, Marketing and Retail Management.

Course Structure	Unit size (Guided Learning Hours)
Core units: Exploring Business Research and Plan a Marketing Campaign	90 90
4 Optional units (to be decided by JAS staff) for example: Human Resources, Investigating Customer Service, Investigating Retail Business, Digital Marketing, Market Research, Branding, Health and Safety in the Workplace	60 per unit

BTEC International Level 3 Diploma in Business

The Diploma in Business has been designed for learners who want a strong core of business sector study. This is **equivalent to 2 A Levels**, it gives learners the knowledge, understanding and skills that they need to prepare them for further study and employment. The five core units give learners an introduction to and understanding of business activity, marketing, management, finance and decision making.

Aims and course details:

This course is different to others on offer at JAS, it will run across two years and is assessed 100% by completing coursework tasks, applying business knowledge to real business situations. The benefit to learners of undertaking this BTEC course is that once you have submitted your work for assessment you can have the opportunity to improve it and resubmit.

You will develop excellent research skills and become an independent learner, the course will enable you to relate theory to real life - there will be opportunities to visit local businesses and tourist attractions to enhance your learning.

What the course leads on to:

This course leads onto either university acceptance or the world of work. It is recognised by most universities for progressing onto degree courses such as Business and Management, Business and Finance, Business with Human Resource Management, International Management, Marketing and Retail Management.

Course Structure	Unit size (Guided Learning Hours)
Core units: Exploring Business Research and Plan a Marketing Campaign Business Finance Managing an Event Business Decision making	90 90 90 90 120
4 Optional units (to be decided by JAS staff) for example: Human Resources, Investigating Customer Service, Investigating Retail Business, Digital Marketing, Market Research, Branding, Health and Safety in the Workplace	60 per unit



Mrs. E Sweet Jones
BTEC course co-ordinator

Entry Requirements

GCSE **Grade 6** or
MYP **Grade 5** in
Economics or
Business Studies

Previous study is **desirable**

Exam Board	Edexcel
Course Code	Level 3
Specification	LINK



Chemistry

Chemistry is all around you, so studying Chemistry at A Level can teach you about everything. You will study the structure and function of matter and the laws that govern the behaviour of matter when it interacts on a scale from the macroscopic to the molecular level. Chemistry teaches experimental and analytical skills and is a great platform to many careers within the sciences, or further afield such as law, business, environment and climate studies, politics, medicine and pharmacology or forensics.

Topics common to both paper: Bonding and structure; Redox I; Formulae, Equations and Amounts of Substance.

Paper 1 topics: Atomic Structure and the Periodic Table; Inorganic Chemistry and the Periodic Table; Energetics I and II; Equilibrium I and II; Acid-base equilibria; Redox II; Transition metals.

Paper 2 topics: Organic Chemistry I, II and III; Modern Analytic Techniques I and II; Kinetics I & II.

Assessment: There are three externally assessed examinations. Students are also required to complete twelve core practicals and these will be internally assessed. Paper 3 examines students on all topics and practical application skills, whereas Papers 1 and 2 focus on specific topics.

Component	Assessment Type	Weighting
Component 1: Paper 1	Written Examination: 105 minutes	30%
Component 2: Paper 2	Written Examination: 105 minutes	30%
Component 3: Paper 3	Written Examination: 150 minutes	40%



Ms P Bajwa
Head of Science

Entry Requirements

GCSE **Grade 7** or
MYP **Grade 7** plus
Mathematics **Grade 7**

Previous study is **essential**

Exam Board	Edexcel
Course Code	9CH0
Specification	LINK



Design & Technology

Product Design at A Level challenges students to apply their Design & Technology knowledge to solve real problems for real clients. Students will have more opportunity to choose their own themes and products to create, learning more advanced workshop tools and processes as well as understanding new materials and industry standards along the way.

Year 12 Components: In the first year, students will cover topics including::

- Material properties and performance
- Design processes and techniques
- Digital technologies including professional 3D CAD
- Factors influencing the development of products
- Effects of technological developments
- Potential hazards and risk assessment

Students will complete a series of practical projects to have first hand experience in these topics, with a written, internal exam and final project completing the year's assessments.

Year 13 Components:

By the second year, students will have built enough theory knowledge in Product Design to begin their final project, which is worth 50% of their final grade at A Level. This task will run alongside specific theory classes to prepare for the final 2-hour written exam (also worth 50%).

Component	Assessment Type	Weighting
Component 1: Core and Material Categories	Written Examination: 120 minutes	50%
Component 2: A Major Project	Non-Examined Assessment: Final, Individual Project	50%



Mr. R Ritucci
Head of Design and
Technology

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **essential**

Exam Board	Edexcel
Course Code	9DT0
Specification	LINK





Mrs. C Snowdon
Head of Drama

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **desirable**

Exam Board	AQA
Course Code	7262
Specification	LINK



Drama & Theatre

Component 1: Drama and Theatre

Students are assessed on their knowledge and understanding of how drama and theatre is developed and performed. Students will study and analyse two set plays and evaluate the live theatre work of others.

Component 2: Creating Original Drama

Students are practically assessed on their ability to create and develop ideas from a given stimulus, to communicate meaning for performance. The devised piece must be informed by one of the work and methodologies of the prescribed theatre practitioners.

Component 3: Making Theatre

Students are practically assessed on their ability to apply theatrical skills to realise artistic intentions in live performance. For this component students must practically explore (workshop) and interpret three key extracts each from a different play and complete two assessment tasks.

Students may specialise in performing, designing (lighting, sound, set, costume, or puppets), and/or directing.

Component	Assessment Type	Weighting
Component 1: Drama and Theatre	Written Examination: 180 minutes	40%
Component 2: Creating Original Drama	Internal Assessment: Devising log and devised performance.	30%
Component 3: Making Theatre	Internal Assessment: Performance of Extract 3 and reflective Report	30%



Mrs. C Snowdon
Head of Drama

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **desirable**

Exam Board	BTEC
Course Code	ISSUE 4
Specification	Link



BTEC International Level 3 Qualifications in Performing Arts

Performing Arts Skills Development

- **Three assignments set by Pearson and marked by the centre.**
- **The recommended assessment period is 25 hours**

Pearson BTEC International Level 3 Subsidiary Diploma in Performing Arts 360 GLH Equivalent in size to one International A Level. This qualification is designed to support learners who are interested in learning about the performing art industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in art and design-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

Component	Assessment Objectives
A1- Exploring performance styles	1. Apply stylistic conventions to performance material in response to a brief 2. Apply performance skills and techniques to performance material in response to a brief 3. Review the stylistic conventions of performance material
A2- Creating Performance material	1. Demonstrate an understanding of performance skills and techniques when creating and developing performance material in response to a brief 2. Apply creative processes when developing performance material in response to a brief 3. Apply technical skills when creating performance material
A3- Performing for an audience	1. Develop and realise a performance through rehearsal 2. Review creative decisions made in rehearsal 3. Apply performance skills and techniques to a performance for an audience

Economics

The aims and objectives of the A-Level Economics course are to enable students to develop an interest in, and enthusiasm for, the subject and to appreciate the contribution of economics to the understanding of the wider economic and social environment.

Theme 1: Introduction to markets and market failure

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

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

Theme 2: The UK economy – performance and policies

Students will develop an understanding of:

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

Theme 3: Business behaviour and the labour market

Students will develop an understanding of:

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

Theme 4: A global perspective

Students will develop an understanding of:

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

Course Structure	Assessment Type	Weighting
Component 1: Markets and business behaviour	Written Examination: 120 minutes	35%
Component 2: The national and global economy	Written Examination: 120 minutes	35%
Component 3: Microeconomics and macroeconomics	Written Examination: 120 minutes	30%



Mrs. L Secker

Head of Business and Economics

Entry Requirements

GCSE **Grade 7**, or
MYP **Grade 6**
& Mathematics GCSE
Grade 7

Previous study is **desirable**

Exam Board	Edexcel
Course Code	9ECO
Specification	LINK





Miss L Gamble
Head of English

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **essential**

Exam Board	Oxford AQA
Course Code	7702
Specification	LINK



English Language

Unit 1 Language, the Individual and society

- Textual variations and representations
- Methods of language analysis
- Children's language development

Unit 2 Language Diversity and Change

- Language diversity and changes over time – features of language in text
- Salient feature of language in texts
- Language discourses
- Writing Skills

Non-Examination Assessment: Language in Action

The aim of this area of study is to allow students to explore and analyse language data independently and develop and reflect upon their own writing expertise. Students are required to carry out two different kinds of individual research:

- A language investigation
- A piece of original writing and commentary.

Course Structure	Assessment Type	Weighting
Paper 1: Language, the Individual and Society	Written Examination: 150 minutes	40%
Paper 2: Language Diversity and Change	Written Examination: 150 minutes	40%
Non-Examination Assessment Language in Action	Coursework Essays: A language investigation of 2,000 words, excluding data and a piece of original writing and commentary of 1,500 words.	20%



Miss L Gamble
Head of English

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **essential**

Exam Board	Oxford AQA
Course Code	9675
Specification	LINK



English Literature

Unit 1 Aspects of Dramatic Tragedy: Students will study the genre, Tragedy, through Shakespeare's *Othello* and Tennessee Williams' *A Streetcar Named Desire*. They will explore literary and dramatic devices and how these shape meaning and genre.

Unit 2 Place in Literary Texts: In *Place in literary texts* the texts are linked through the cultural genre of place. Texts are connected through the significance of place(s) in the texts: to their stories; their narrative structures; their socio-cultural views of the world; their potential meanings. Students will study *The Great Gatsby* and the poetry of Seamus Heaney. This is an open book examination.

Unit 3 Elements of Crime and Mystery: In *Elements of crime and mystery* the texts are connected through a cultural genre. In all these texts a significant crime drives the narrative and the execution and consequences of the crime are fundamentally important to the way the text is structured. All set texts are narratives which focus on transgressions against established order and the specific breaking of either national, social, religious or moral laws. Texts choices include *The Rime of The Ancient Mariner*, *Macbeth* and *The Murder of Roger Ackroyd*.

Unit 4: Non-examination unit: Students must write about one poetry text and one prose text in separate responses. Students may have some choices as to which texts they write about, or this may be guided by teachers.

Course Structure	Assessment Type	Weighting
Component 1: Aspects of Tragedy	Written Examination: 120 minutes	20%
Component 2: Place in Literary Texts	Written Examination: 120 minutes	20%
Component 3: Elements of Crime and Mystery	Written Examination: 120 minutes	30%
Component 4: Non-examination	Coursework essays Each response should be between 1250-1500 words	30%

French

AQA French A Level has been designed with stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of the countries where French is spoken.

Theme 1: Aspects of French-speaking society: current trends

Theme 2: Artistic culture in the French-speaking world

Film and literature section

Theme 3: Aspects of French-speaking society: current issues

Essay-writing, research and presentation

Theme 4: Aspects of political life in the French-speaking world

Course Structure	Assessment Type	Weighting
Paper 1: Listening, Reading & Writing	Written Examination: 150 minutes	50%
Paper 2: Writing	Written Examination: 120 minutes	20%
Paper 3: Speaking	Speaking Examination: 21 - 23 minutes	30%



Mr. J Guerrero
Head of Modern
Foreign Languages

Entry Requirements

GCSE **Grade 7**, or
MYP **Grade 6**

Previous study is **essential**

Exam Board	AQA
Course Code	7652
Specification	LINK





Mr. M Rice

Head of Geography

Entry Requirements

GCSE **Grade 6**, or
MYP **Grade 5**

Previous study is **desirable**

Exam Board	Edexcel
Course Code	YGE01
Specification	LINK



Geography

Component 1: Global Challenges

- Topic 1: World at Risk
- Topic 2: Going Global

Component 2: Geographical Investigations

- Topic 1: Crowded Coasts
- Topic 2: Urban Problems, Planning and Regeneration

Component 3: Contested Planet

Compulsory topics:

- Topic A1: Atmosphere and Weather Systems
- Topic A2: Biodiversity Under Threat

Optional topics:

- Topic B1: Energy Security **or** Topic B2: Water Conflicts
- Topic C1: Superpower Geographies **or** Topic C2: Bridging the Development Gap

Component 4: Researching Geography

- Option 1: Tectonic Activity and Hazards **or** option 2: Feeding the World's People **or** option 3: Cultural Diversity: People and Landscapes **or** option 4: Human Health and Disease

Course Structure	Assessment Type	Weighting
Component 1: Global Challenges	Written Examination: 105 minutes	30%
Component 2: Geographical Investigations	Written Examination: 90 minutes	20%
Component 3 Contested Planet	Written Examination: 120 minutes	30%
Component 4 Researching Geography	Written Examination 90 minutes	20%

History

Component 1 C: The Tudors: England, 1485 - 1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Component 2Q :The American Dream: Reality and Illusion, 1945 - 1990

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media.

Component 3: Historical Investigation

The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.

Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

Course Structure	Assessment Type	Weighting
Component 1: Breadth study	Written Examination: 2 hours 30 Minutes	40%
Component 2: Depth study	Written Examination: 2 hours 30 Minutes	40%
Component 3: Historical Investigation	Coursework <ul style="list-style-type: none"> • 3500–4500 words • 40 marks 	20%



Miss C McConnell
Head of History &
Politics

Entry Requirements

GCSE **Grade 6**, or
MYP **Grade 5**

Previous study is **desirable**, or
English Literature Grade 6 is **desirable**

Exam Board	AQA
Course Code	7042
Specification	LINK





Mrs. C Coyle
Head of Computer Science

Entry Requirements

GCSE Grade 6 or
MYP Grade 5 in ICT
or **Computer Science**

Previous study is **desirable**

Exam Board	Edexcel
Course Code	Level 3
Specification	LINK



BTEC International Level 3 Subsidiary Diploma in IT

The Subsidiary Diploma in Information Technology has been designed for learners who want a broad basis of study in IT and has been developed in collaboration with Microsoft. This is **equivalent to 1 A Level** and is designed to support progress to higher education when taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels. The core units give learners an introduction to and understanding of Information Technology Systems, Strategy, Management and Infrastructure and Website Development.

Aims and course details:

This course will run across two years and is assessed 100% by completing coursework tasks that apply IT and digital skills. It is designed for learners who are interested in a basic introduction to the study of IT alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in IT. Learners will develop a common core of IT knowledge and study areas such as managing and processing data to support business activities and using IT to communicate and share information.

What the course leads on to:

This qualification gives learners the opportunity to progress to higher education to study Computing, a degree in an Information Technology discipline or a degree where Information Technology related skills and knowledge may be advantageous, such as Business Studies. Career opportunities available in these areas include Software Developer, Mobile App Designer, Programmer, Web/Content Developer, Games Designer, and IT/Business Analysis Support.

Course Structure	Unit size (Guided Learning Hours)
Core units: Information Technology Systems Website development	90 60
3 Optional units (to be decided by JAS staff) for example: Programming, Data Modelling, Mobile Apps Development, Computer Games Development, Digital 2D and 3D Graphics, Digital Animation and Effects, Introduction to Artificial Intelligence (AI)	60 per unit



Mr. David Snowdon
Head of Mathematics

Entry Requirements

GCSE **Grade 7**, or
MYP **Grade 7**

Previous study is **essential**

Exam Board	Edexcel
Course Code	XMA01
Specification	Link

Mathematics – International A Level

Pure Mathematics 1:

- Algebra and Functions
- Coordinate geometry in the (x,y) plane
- Trigonometry
- Differentiation
- Integration

Pure Mathematics 2

- Proof, Algebra and Functions.
- Coordinate Geometry in the (x, y) plane
- Sequences and Series
- Exponentials and Logarithms
- Trigonometry
- Differentiation
- Integration

Pure Mathematics 3:

- Algebra and functions
- Trigonometry
- Exponentials and Logarithms
- Differentiation
- Integration
- Numerical Methods

Pure Mathematics 4:

- Proof
- Algebra and functions
- Coordinate geometry in the (x,y) plane
- Binomial Expansion
- Differentiation
- Integration
- Vectors

Statistics:

- Mathematical models in probability
- Representation and summary of data
- Probability
- Correlation and regression
- Discrete random variable
- Discrete distributions
- The normal distribution

Mechanics:

- Mathematical models in mechanics,
- Vectors in mechanics
- Kinematics of a particle moving in a straight line
- Dynamics of a particle moving a straight line or plane
- Statics of a particle
- Moments

Course Structure	Assessment Type	Weighting
Paper 1: (Pure Mathematics 1)	Written Examination: 75 minutes	$16\frac{2}{3}\%$
Paper 2: (Pure Mathematics 2)	Written Examination: 75 minutes	$16\frac{2}{3}\%$
Paper 3: (Statistics)	Written Examination: 75 minutes	$16\frac{2}{3}\%$
Paper 4: (Pure Mathematics 3)	Written Examination: 75 minutes	$16\frac{2}{3}\%$
Paper 5: (Pure Mathematics 4)	Written Examination: 75 minutes	$16\frac{2}{3}\%$
Paper 6: (Mechanics 1)	Written Examination: 75 minutes	$16\frac{2}{3}\%$

Further Mathematics

Core Pure Mathematics 1 and 2:

- Proof and Complex Numbers
- Matrices
- Further Algebra and Functions
- Further Vectors
- Polar Coordinates
- Hyperbolic Functions and Differential Equations

Further Mathematics Option 1 and Option 2:

Students choose 2 of the following options:

- Further Pure Mathematics 1
- Further Mechanics 1
- Decision Mathematics 1
- Further Statistics 1
- Further Mechanics 2
- Other module options available

Course Structure	Assessment Type	Weighting
Paper 1: (Core Pure Mathematics 1)	Written Examination: 90 minutes	25%
Paper 2: (Core Pure Mathematics 2)	Written Examination: 90 minutes	25%
Paper 3: (Further Mathematics Option 1)	Written Examination: 90 minutes	25%
Paper 4: (Further Mathematics Option 2)	Written Examination: 90 minutes	25%



Mr. D Snowden
Head of Mathematics

Entry Requirements

GCSE Grade 9

Previous study is **essential**

Exam Board	Edexcel
Course Code	9FM0
Specification	LINK





Mr. J Webber

Head of Media Studies

Entry Requirements

GCSE **Grade 6**, or
MYP **Grade 5**

Previous study is **desirable**, or
English Language Grade 6 is
desirable

Exam Board	AQA
Course Code	7572
Specification	LINK



Media Studies

The course is designed to: Introduce students to different media platforms, evaluation and analysis of different media products, language and representations, as well as developing practical skills in response to a brief. Students will explore contemporary, diverse topics and varied engaging content which develops research, problem solving, debate and creativity.

Component 1: Media Language, Representations, Industries and Audiences

This component of the course introduces students to different forms of media, including: advertising and marketing, music videos, radio, newspapers and film. Through theoretical exploration, students will conduct a case study (or Close Study Product), an in-depth analysis of at least one audio visual, one print and one online social and participatory media form and context.

Component 2: Media Forms

This part of the course will focus on an exploration of media forms of television, magazines and online, social and participatory media/video games.

Component 3: Creating a Cross Media Production

Students will apply their knowledge and understanding of the theoretical framework from components 1 and 2 to respond to a brief, and create a media product for a specific form, audience and context.

Course Structure	Assessment Type	Weighting
Component 1 and 2: Media Language, Representation, Industries, Audiences and Forms	Written Examination: 2x 120 minutes	70% (35% each)
Component 3: Cross-Media Production	Cross-Media Production	30%

Music

A Level music is designed for students already involved in their musical studies and incorporates 3 main strands of assessment, Performance, Composition and Listening/Appraising. Students should be confident and able to perform at the required level and be prepared to work outside of the lesson on all aspects of the course. The three components are:-

Component 1: Performance

Solo and/or ensemble performing as an instrumentalist, or vocalist and/or music production (via technology) for minimum of 10 minutes.

Component 2: Composition

Students compose two compositions, of at least four and a half minutes combined duration: one composition to a brief set by AQA and one free choice composition.

Component 3: Appraising

Section A (56 marks): Listening questions based on unfamiliar music. Students will be asked to describe the music they hear and identify key musical features.

Section B (34 marks): Extended response questions based on the key set works. Baroque solo concertos, the operas of Mozart,

Section C (30 marks): Essay response questions based on two of the following areas of study, Pop music, Music for media,, Music for theatre, Jazz, Contemporary traditional music, Art music since 1910.

Course Structure	Assessment Type	Weighting
Component 1: Performance	Externally Moderated: 10 minute performance	35%
Component 2: Composition	Externally Moderated: 2 compositions	25%
Component 3: Appraising	Written Examination: 150 minutes	40%



Ms V Haines
Head of Music

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **essential**

Exam Board	AQA
Course Code	7272
Specification	LINK





Mrs. E Scarr
Head of Art and
Photography

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study of Art or
Photography is **desirable**

Exam Board	Edexcel
Course Code	9PY0
Specification	LINK



Photography

Photography allows students to expand their creative horizons through taking and editing photographs. Students are also encouraged to contextualise their work and develop an understanding of the creative process in industries using photography.

You will explore practical and critical/contextual work through a range of processes and media within the discipline of digital photography.

Students will develop integrated knowledge, skills and understanding of the following:

- The principles of digital photography, including the pixel and digital processing.
- Viewpoint, white balance, composition, focus, aperture, shutter speed, exposure, shooting modes, histograms.
- The use and qualities of image acquisition hardware and software, image manipulation and analogies between digital and other forms of photography.
- The relationship between colour and tone for screen and print based media, screen calibration, colour gamut, file formats such as raw, jpeg, tiff, png

Disciplines within Photography

- Film-based Photography
- Digital photography

Film Based Photography

Students will develop integrated knowledge, skills and understanding of the following:
Darkroom techniques, using appropriate paper type, developing and printing, emulsions, exposures, tone and contrast.

Course Structure	Assessment Type	Weighting
Component 1: Personal Portfolio	Internal Assessment: Students will produce a portfolio of work based on tasks agreed with the teacher.	60%
Component 2: Externally Set Assignment	Internal Assessment: Students will produce preparatory studies and personal outcome(s) based on a theme set by Edexcel.	40%

Physical Education

Component 1:

Factors affecting participation in physical activity and sport

Section A: Applied anatomy and physiology

Section B: Skill acquisition

Section C: Sport and society

Component 2:

Factors affecting optimal performance in physical activity and sport

Section A: Exercise physiology and biomechanics

Section B: Sport psychology

Section C: Sport and society and technology in sport

Component 3:

Practical performance in physical activity and sport

Students assessed as a performer or coach in the full sided version of one activity.

Students will also be moderated on their written/verbal analysis of performance.

Course Structure	Assessment Type	Weighting
Component 1 Factors affecting participation in physical activity and sport	Written Examination: 120 minutes	35%
Component 2 Factors affecting optimal performance in physical activity and sport.	Written Examination: 120 minutes	35%
Component 3 Practical performance in physical activity and sport	External Moderation	30%



Mr A Palmer

Head of Secondary PE

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **desirable**

Exam Board	AQA
Course Code	7582
Specification	LINK





Mr A Palmer
Head of Secondary PE

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **desirable**

Exam Board	Edexcel
Course Code	Level 3
Specification	LINK



BTEC International Level 3 Diploma in Sport

Aims and course details

This qualification is designed to support learners who are interested in learning about the sports industry alongside other fields of study, with a view to progressing to a wide range of higher education courses, not necessarily in sport-related subjects. The qualification is designed to be taken as part of a programme of study that includes other appropriate BTEC International Level 3 qualifications or International A Levels.

Why BTEC?

With a track record built over 40 years of learner success, our BTEC International Level 3 qualifications are recognised internationally by governments, industry and higher education. BTEC International Level 3 qualifications allow learners to progress to the workplace – either directly or via study at a higher level. Over 100,000 BTEC learners apply to university every year. Their Level 3 BTECs, either on their own or in combination with A Levels, are accepted by UK and international universities, and higher-education institutes for entry to relevant degree programmes.

Course Structure	Unit Size (Guided Learning Hours)
<p>Mandatory units: Health, Fitness and Well-being</p>	90
<p>6 Optional units (to be decided by JAS staff) for example:</p> <p>Business in Sport, Sports Psychology, Fitness Testing, Rules, Regulations and Officiating in Sport, Nutrition for Physical Performance, Careers in the Sport and Active Leisure Industry, Applied Sports Anatomy and Physiology, Sport Development, Practical Sports Performance</p>	30 - 90 per unit

Physics – International A Level

The Physics International A Level (IAL Physics) course follows a modular pathway, comprised of 6 Units in total: 3 Units taught in Year 12 and 3 Units taught in Yr13. This course will teach you how to be a problem solver, and a creative and analytical thinker. Physics can open doors to a variety of careers in areas as wide ranging as astronomy, law, finance, engineering, medicine, journalism, biology or computer science, to name a few.

Students can expect to sit their Year 12 AS Units 1, 2 & 3 in January and May/June of the academic year, 2025/26, and the A2 Units, 4, 5 & 6, are completed the following academic year 2026/27, in Year 13.

Unit 1 Topics: Mechanics and materials

Unit 2 Topics: Waves and Particle Nature of Light and Electric Circuits

Unit 4 Topics: Further Mechanics, Electric and Magnetic Fields, Nuclear and Particle Physics

Unit 5 Topics: Thermodynamics, Nuclear Decay, Oscillations, Astrophysics and Cosmology

Units 3 & 6: These units will assess candidates' knowledge and understanding of experimental procedures and techniques that were developed in Units 1 and 2, and 4 and 5, respectively. The papers may include short-open, open-response, calculations and extended-writing questions.

Course Structure	Assessment Type	Weighting
Unit 1: Mechanics and Materials	Written Examination: 90 minutes	20%
Unit 2: Waves and Electricity	Written Examination: 90 minutes	20%
Unit 3: Practical Skills in Physics I	Written Examination: 70 minutes	10%
Unit 4: Further Mechanics, Fields and Particles	Written Examination: 115 minutes	20%
Unit 5: Thermodynamics, Radiation, Oscillations and Cosmology	Written Examination: 115 minutes	20%
Unit 6: Practical Skills in Physics II	Written Examination: 70 minutes	10%



Ms P Bajwa
Head of Science

Entry Requirements

GCSE **Grade 7** or
MYP **Grade 7** plus
Mathematics **Grade 7**
Previous study is **essential**

Exam Board	Edexcel
Course Code	YPH11
Specification	LINK





Miss C McConnell
Head of History &
Politics

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study of History is **desirable**, or
English Literature Grade 6 is **desirable**

Exam Board	Edexcel
Course Code	9PLO
Specification	LINK



Politics

The politics course reflects the demands of a truly modern and evolving political environment in the UK and around the world, aiming to inculcate students with a core knowledge and understanding of politics. Politics will be used as a springboard for developing critical and analytical thinking skills, exploring contemporary issues, ideas and institutions, and developing an understanding of the mechanisms that make the world work. With the chance to study political ideas and movements such as conservatism, liberalism, socialism, and nationalism. Politics provides an excellent springboard for further study or careers in law, journalism, civil service, diplomacy, government and politics, marketing and public relations.

Component 1: UK Politics and Core Political Ideologies

Exploring the nature of politics and how people engage with political systems, as viewed through the lens of the UK. This includes a focus on democracy and participation, exploring political parties and their role in UK politics, the different electoral systems and voting behaviour and the media. While also examining the core political ideologies of conservatism, liberalism and socialism.

Component 2: UK Government

This component is fundamental to understanding the nature of UK government, since it enables students to understand where, how and by whom political decisions are made. The component also gives students a base of comparison to other political systems. The component introduces students to the set of rules governing politics in the UK, the UK constitution, which is different in nature from most of the rest of the world. It further introduces students to the specific roles and powers of the different major branches of the government – legislative, executive, and judiciary – as well as the relationships and balance. Students will also examine the non core political ideology nationalism and its role in the world today.

Component 3: Comparative Politics- UK and USA

The comparison U.S. political systems with those of the UK.

Course Structure	Assessment Type	Weighting
Component 1: UK Politics	Written Examination: 120 minutes	33.33%
Component 2: UK Government	Written Examination: 120 minutes	33.33%
Component 3: Comparative Politics (U.S. Politics)	Written Examination: 120 minutes	33.33%

Psychology

Psychology is the scientific study of the mind and behaviour. Studying Psychology offers students a unique opportunity to explore the complexities of the human experience and gain valuable insights into why people think, feel, and behave the way they do. It equips students with critical thinking, research, and analytical skills that are not only applicable in Psychology, but also in various other fields and everyday life. It is a discipline that allows students to make a positive impact on individuals and communities by addressing mental health issues, improving relationships, and promoting overall well-being. Ultimately, choosing to study Psychology can lead to a deeper understanding of oneself and others.

Component 1: Introductory Topics in Psychology

- Social Influence, Memory, Attachment, Psychopathology

Component 2: Psychology in Context

- Approaches in Psychology, Biopsychology, Research Methods

Component 3: Issues and Debates and Options in Psychology

- Issues and Debates, Relationships, Schizophrenia, Aggression

Course Structure	Assessment Type	Weighting
Component 1: Paper 1	Written Examination: 120 minutes	33.33%
Component 2: Paper 2	Written Examination: 120 minutes	33.33%
Component 3: Paper 3	Written Examination: 120 minutes	33.33%



Miss L Griffiths

Head of Psychology and
Sociology

Entry Requirements

**GCSE Grade 6, or
MYP Grade 5**

Previous study is **desirable**, or
English Literature Grade 6 and
Science Grade 6 are **desirable**

Exam Board	AQA
Course Code	7182
Specification	LINK





Miss L Griffiths

Head of Psychology and
Sociology

Entry Requirements

GCSE **Grade 6**, or
MYP **Grade 5**

Previous study is **desirable**, or
English Literature Grade 5 is **desirable**

Exam Board	AQA
Course Code	7192
Specification	



Sociology

‘Sociology is to reveal that which is hidden’ (Bourdieu). Sociology enables students to be curious about the world around them and seek to unpack the way institutions are structured and the impact these structures can have on their lives and communities they are part of. Through studying sociology, students are invited to challenge their assumptions and develop a deeper understanding of the life chances of different social groups in society to see the world with tolerance and empathy which will enable them to become positive pillars of any community they become part of. Furthermore, they will consider a variety of investigative methods that can be used to deepen their understanding of the world we are living in.

Component 1:

- **The Sociology of Education with Theory and Methods**

Component 2: Topics in Sociology

- **Section A: Families and Households**
- **Section B: Beliefs in society**

Component 3:

- **The Sociology of Crime and Deviance with Theory and Methods**

Course Structure	Assessment Type	Weighting
Component 1: Paper 1	Written Examination: 120 minutes	33.33%
Component 2: Paper 2	Written Examination: 120 minutes	33.33%
Component 3: Paper 3	Written Examination: 120 minutes	33.33%

Spanish

The AQA A Level in Spanish has been designed with stimulating content to enable students to develop their linguistic skills alongside their understanding of the culture and society of the countries where Spanish is spoken.

Theme 1: Aspects of Hispanic society

Theme 2: Artistic culture in the Hispanic world

Literature and film

Theme 3: Multiculturalism in Hispanic society

Research and presentation

Theme 4: Aspects of political life in the Hispanic world



Mr. J Guerrero
Head of Modern
Foreign Languages

Entry Requirements

GCSE **Grade 7** or
MYP **Grade 6**

Previous study is **essential**

Course Structure	Assessment Type	Weighting
Paper 1: Listening, Reading & Writing	Written Examination: 150 minutes	50%
Paper 2: Writing	Written Examination: 120 minutes	20%
Paper 3: Speaking	Speaking Examination: 21-23 minutes	30%

Exam Board	AQA
Course Code	7692
Specification	LINK





Mr. M Rice
Head of Geography

Entry Requirements

GCSE **Grade 6** or
MYP **Grade 5**

Previous study is **desirable**

Exam Board	Edexcel
Course Code	Level 3 Foundation
Specification	LINK



BTEC International Level 3 Subsidiary Diploma

Travel and Tourism

The Subsidiary Diploma in Travel and Tourism has been designed for learners who want to study travel and tourism alongside another area of complementary or contrasting study as part of a two-year, full-time study programme. This course is equivalent in size to 1 International A Level.

Aims and course details:

This course is different to others on offer at JAS, it will run across two years and is assessed 100% by completing coursework tasks, applying business knowledge to real travel and tourism situations. The benefit to learners of undertaking this BTEC course is that once you have submitted your work for assessment you can have the opportunity to improve it and resubmit.

You will develop excellent research skills and become an independent learner, the course will enable you to relate theory to real life - there will be opportunities to visit local businesses and tourist attractions to enhance your learning.

What the course leads on to:

This course leads onto either university acceptance it is recognised by most universities for progression onto degree courses such as Travel and Tourism Management, or the world of work, such as a Travel Customer Sales Executive.

Course Structure	Unit size (Guided Learning Hours)
Mandatory units: The Travel and Tourism Industry Worldwide Travel and Tourism Destination Customer Service and Travel and Tourism Travel and Tourism Enterprises	90 120 90 90
2 Optional units (to be decided by JAS staff) for example: Specialist Tourism, The Airport Experience, Sustainable Tourism, The Cruise Industry, Recruitment and Selection in Travel and Tourism	60 per unit

